



<p>Educational Programme for Expressive Arts and Design:</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Makes use of props and materials when role playing characters in narratives and stories. • Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Shares his/her creations, explaining the process he/she has used. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p>Progression towards the ELG:</p>	<p>Characteristics of learning:</p> <p>On going focus on:</p> <p>Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p>



	<p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Makes use of props and materials when role playing characters in narratives and stories. • Makes use of props and materials when role playing characters in narratives and stories. • Shares his/her creations, explaining the process he/she has used. <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates.
<p>By the end of the Spring Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings • Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them • Creates collaboratively sharing ideas, resources and skills 	<p>Playing and Exploring Plan and think ahead about how they will explore or play with objects.</p> <p>Active Learning Show goal-directed behaviour. Begin to correct their mistakes themselves.</p> <p>Creating and Thinking Critically</p>



- Watches and talks about dance and performance art, expressing his/her feelings and responses
- Sings in a group or on his/her own, increasingly matching the pitch and following the melody
- Is able to develop storylines in his/her pretend play
- Explores and engages in music making and dance, performing solo or in groups

Review their progress as they try to achieve a goal. Check how well they are doing.
Solve real problems.
Use pretend play to think beyond the 'here and now' and to understand another perspective.

By the end of the Autumn Term Reception children should be able to:

- Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings
- Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them
- Creates collaboratively sharing ideas, resources and skills
- Listens attentively, moves to and talks about music, expressing his/her feelings and responses
- Sings in a group or on his/her own, increasingly matching the pitch and following the melody
- Is able to develop storylines in his/her pretend play

Playing and Exploring

Make independent choices.

Active Learning

Begin to predict sequences because they know routines.

Creating and Thinking Critically

Sort materials

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key Vocabulary:

Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat, pitch, tempo

Model, painting, narrative, story, poem, rhyme, rhythm, 'in time', imagination, powder paint, block paint, primary colours, colour names, brush, palette, mix,

