



## Statutory Guidance from the EYFS Framework for Expressive Arts and Design:

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.

|                                               | Autumn 1                                                                                                                                                         | Autumn 2                                                                                  | Spring 1                                                                                           | Spring 2                                                                       | Summer 1                                   | Summer 2                                                    |
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|                                               | Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1 |                                                                                           |                                                                                                    |                                                                                |                                            |                                                             |
| Potential Themes/<br>Interests of children    | I can do it!<br>Starting Nursery<br>Special people<br>(family, Key Person)<br>Autumn                                                                             | Food and Drink<br>Colours<br>Christmas<br>Winter                                          | Dinosaurs<br>Night and Day<br>Big and small animals                                                | Spring<br>On the Farm<br>Favourite stories and songs<br>Easter arts and crafts | Superheroes<br>Out and about<br>Minibeasts | Summer<br>Transport and travel<br>Water                     |
| Possible Celebrations &<br>Experiences        | Harvest<br>Friendship month                                                                                                                                      | Bonfire Night, World Food Day, Christmas<br>Nativity, Diwali,<br>Nursery Rhyme week (Nov) | Lunar New Year /<br>Chinese New Year<br>Big School's Birdwatch<br>Storytelling week<br>Pancake Day | Mother's Day,<br>World Book Day<br>World Sleep Day<br>Easter egg hunt.         | National Pet Month (April)<br>Earth Day    | Eat your veg day (June)<br>World Oceans Day<br>Father's Day |
| Suggested Texts – Fiction<br>and Non- Fiction |                                                                                                                                                                  |                                                                                           |                                                                                                    |                                                                                |                                            |                                                             |

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| <p><b>The 3 – 4-year-olds expectations in Expressive arts and design for reference.</b></p> <p><b>Where are children going?</b></p> | <p><b>Creating with materials</b> • Explores different materials freely to develop their ideas about how to use them and what to make • Develop own ideas and then decide the materials to use to express them • Join different materials and explore different textures create closed shapes and continuous lines and use these to represent objects</p> <p>• Show different emotions in their drawings and paintings such as happiness, sadness, fear etc. • Explores colour and colour mixing • Draw with increasing complexity and details such as representing a face with a circle and including some details • Use drawing to represent ideas like movement or loud noises • Listen with increased attention to sounds • Respond to what they have heard expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person • Sing the melodic shape create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas</p> <p><b>Being imaginative and expressive</b> • Takes part in simple pretend play, using objects to represent something else.</p> <p>• Begin to develop complex stories using small world equipment</p> <p>• Make imaginative and complex 'small worlds' with blocks and construction kits</p> |  |  |  |  |  |



|                                                                                       | <u>Autumn1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Autumn2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u>Spring1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Spring2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Summer1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Summer2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Creating with Materials</b></p> <p>Intent<br/>Vocabulary<br/>Implementation</p> | <p>Shows attention to sounds and music.</p> <p>Makes rhythmic and repetitive sounds.</p> <p>Explores paint using fingers and other parts of their body.</p> <p>Explores different materials using all their senses.</p> <p>Songs, nursery rhymes, sounds, finger, movements, listen, paint, match, mouth, face, fingers, toes, body parts, again, words, puppets, song bag/box, baby, family, special, person, key person, names, smell, taste, look, see, touch, hear, turn, point.</p> | <p>Explores voice and enjoys making sounds.</p> <p>Joins in with songs and rhymes making some sounds.</p> <p>Noticing patterns with strong contrasts.</p> <p>Responds emotionally and physically to music when it changes.</p> <p>Songs, nursery rhymes, say, listen, match, mouth, words, paint, body parts, instruments, sound maker, shaker, bells, bottles, join in, puppets, song bag/box, smell, taste, look, see, touch, hear, colour names, play, turn, point.</p> <p>Throughout the learning</p> | <p>Creates sound effects – listens to everyday sounds.</p> <p>Explores a range of sound makers and instruments.</p> <p>Explores paint using fingers and begins to use simple tools.</p> <p>Explores different textures with curiosity.</p> <p>Songs, nursery rhymes, say, listen, match, mouth, body parts, words, paint, instruments, sound maker, shaker, bells, bottles, join in, puppets, song bag/box, smell, taste, look, see, touch, hear, colour names, play, turn, point, action, copy move, change, feel, happy,</p> | <p>Anticipates phrases/actions in rhymes and songs like “Peepo”.</p> <p>Explores instruments and plays them in different ways.</p> <p>Starts to make marks intentionally.</p> <p>Enjoys and takes part in action songs.</p> <p>Songs, nursery rhymes, say, copy, same, different, listen, match, mouth, words, paint, body parts, instruments, sound maker, shaker, bells, bottles, join in, puppets, song bag/box, smell, taste, look, see, touch, hear, colour names, action.</p> | <p>Moves and dances to music.</p> <p>Explores paint using body and tools (brushes, rollers).</p> <p>Investigates a variety of materials using all senses.</p> <p>Begins combining actions with songs.</p> <p>Ready, go, now, mark make, copy, same, different, brushes, tools, boxes, shape names, press, stamp, songs, nursery rhymes, say, listen, match, mouth, words, paint, body parts, instruments, sound maker, shaker, bells, bottles, join in, puppets, song bag/box, smell, taste, look, see, touch, hear, colour names, action.</p> | <p>Confidently enjoys and participates in action songs.</p> <p>Combines movement, rhythm, and sound to express themselves.</p> <p>Make purposeful marks with different tools.</p> <p>Uses a wide range of sensory and creative materials with interest.</p> <p>Ready, go, up, down, jump, sway, copy, same, different, move, dance, now, mark make, brushes, tools, boxes, press, stamp, shape names, songs, nursery rhymes, say, listen, match, mouth, words, paint, body parts, instruments, sound maker, shaker, bells, bottles, join in,</p> |

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|  | <p>Set up a Music Corner with simple sound makers (shakers, drums, wooden spoons, pans).</p> <p>Engage children in Body Percussion Games such as clapping, stamping and tapping.</p> <p>Set up Messy Play Trays where children can explore finger painting, cornflour gloop and textured paint.</p> <p>Give children access to sensory baskets filled with natural materials such as pinecones, foil, fabric and sponges.</p> <p>In the outside space, set up large rolls of paper for children to paint using different body parts such as hands, feet and elbows.</p> | <p>environment, give children access to 'singing baskets' that include props to well known nursery rhymes.</p> <p>Ensure there are a range of mirrors in the environment for the children to explore.</p> <p>Each day provide time and space for music and movement sessions.</p> <p>Ensure a range of music is used such as slow vs. fast and loud vs quiet.</p> <p>Play voice games such as making animal sounds, echo clapping and sound copying.</p> <p>Create 'noisy boxes' for children to explore.</p> <p>Include items such as crinkly paper, bells and shakers.</p> | <p>sad.</p> <p>Take the children on listening walks around the setting and local area. Point out sounds such as cars, birds and footsteps.</p> <p>Ensure the children have access to a range of instruments for them to explore. Encourage banging, shaking, tapping and scraping.</p> <p>Introduce a range of different painting tools for children to explore such as brushes, rollers and sponges.</p> <p>Set up trays that will encourage sensory exploration by adding rice, pasta, sand and shredded paper for a range of textures.</p> | <p>Learn action songs that include pauses such as 'sleeping bunnies' and 'peepo'.</p> <p>Model exploring a range of instruments, Show children how to tap, shake and rub to create different sounds.</p> <p>Encourage early mark-making by providing paintbrushes in water to be used on playground walls, chunky colourful, chalks and writing in the sand.</p> <p>Set up a box of resources such as scarves and ribbons that children can use to dance with.</p> <p>Model using rhythm sticks and tapping along to simple beats.</p> | <p>During dance sessions, allow children to access scarves, ribbons and parachutes to further extend their play.</p> <p>Set up large scale painting opportunities by providing outdoor easels and large pieces of paper/cardboard for children to paint using different sized brushes.</p> <p>Introduce collage exploration by adding fabric scraps, tissue paper and shiny foil to enhancements available.</p> <p>Provide opportunities for 'freeze dancing' where children can copy teachers and each other's dance moves.</p> <p>Introduce some more complex instruments such as chimes and xylophones.</p> | <p>puppets, song bag/box, smell, taste, look, see, touch, hear, colour names, action.</p> <p>Set up an area where children can put on their own mini performances of singing and dancing.</p> <p>Role play sound effects (e.g.: instruments to represent rain, footsteps or animals).</p> <p>Allow children time and space to choose their own colours and tools when painting.</p> <p>Ensure a wide range of materials are available for children to explore. Mix natural, shiny, soft and rough materials so that children have access to a variety.</p> <p>When playing music,</p> |
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| <p><b>Being Imaginative and Expressive</b></p> <p>Intent Vocabulary Implementation</p> | <p>Manipulates and plays with different materials.</p> <p>Play, turn, find, explore, change, feel, touch, move, same, different, soft, hard, stick, rip, tear, cut, shred, tape, choose, build, wood, plastic, card, junk, clay shape names.</p> <p>Set up Treasure Baskets for children to access independently. Include fabric scraps, cardboard tubes, ribbons and different sized boxes.</p> <p>Engage children in messy play opportunities by</p> | <p>Uses imagination as they consider what they can do with different materials.</p> <p>Play, turn, find, explore, change, feel, touch, move, same, different, soft, hard, stick, rip, tear, cut, shred, tape, choose, build, wood, plastic, card, junk, clay shape names.</p> <p>Set up a playdough station with rolling pins, cutters and natural materials for pressing.</p> <p>When making playdough, change the</p> | <p>Starts to develop pretend play, pretending one object represents another.</p> <p>Play, turn, find, explore, change, feel, touch, move, same, different, soft, hard, stick, rip, tear, cut, shred, tape, choose, build, wood, plastic, card, junk, clay shape names.</p> <p>Set up a role play area with simple props such as a tea set, hats, bags and dolls.</p> | <p>Uses imagination to explore what they can do with materials.</p> <p>Makes simple models which begin to express ideas.</p> <p>Play, turn, find, explore, change, feel, touch, move, same, different, soft, hard, stick, rip, tear, cut, shred, tape, choose, build, wood, plastic, card, junk, clay shape names.</p> <p>Set up Junk Modelling experiences by providing glue, tape, paper and</p> | <p>Combines pretend play with materials to represent ideas.</p> <p>Make simple models with a clear intent.</p> <p>Play, turn, change, feel, happy, sad, pretend, same, different, stick, rip, tear, cut, shred, tape, choose, model, idea, wood, plastic, card, junk, clay.</p> <p>Stimulate young children's interest in modelling – play alongside them.</p> | <p>Uses imagination confidently in play.</p> <p>Make simple models that express ideas and shares them with others.</p> <p>Play, turn, change, feel, happy, sad, pretend, same, different, stick, rip, tear, cut, shred, tape, choose, model, idea, wood, plastic, card, junk, clay.</p> <p>Display children's art works in the learning environment.</p> |

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| <p>using playdough, clay, and cornflour gloop.<br/>Model squeezing, patting and squishing.</p> <p>Set up a loose parts area with shells, wooden blocks pebbles for independent exploration.</p> <p>Make sure children have access to open-ended materials such as pots, pegs, spoons.</p> <p>Set up a large construction area with large blocks and crates for children to engage with.</p> <p>Stimulate young children's interest in modelling – play alongside them.</p> <p>Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy</p> | <p>colour or add glitter/scents to keep it exciting.</p> <p>Ensure children have access to sand and water play enabling them to scoop, pour and full. Encourage children to think about and decide what the materials could become.</p> <p>Model using fabric for different purposes such as scarves as capes and blankets for dens. Make sure children have access to it during independent play.</p> <p>Model exploring with paint – what happens if we add glitter? What happens if we mix two colours? What happens if we smear the paint or layer it?</p> | <p>Give children access to small world play opportunities using farm animals, cars, figures and blocks for enclosures.</p> <p>Set up a simple puppet theatre. Model using different voices for different puppets.</p> <p>Ask adults to model pretend actions (e.g.: This block is my phone – I am going to call Grandma!).</p> | <p>boxes for children to explore and stick together.</p> <p>Model rolling playdough into shapes to make items such as cakes, snakes, people etc.</p> <p>In the construction area, introduce Duplo. Model building towers, houses and enclosures.</p> <p>Enhance story baskets by adding items from more familiar stories (e.g.: a teddy, bowls and spoons for Goldilocks and The Three Bears).</p> | <p>Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore.</p> <p>Set up simple role play areas such as a kitchen with real or wooden objects, sponges, fabric. Magazines etc. (age appropriate). Model and join in role play e.g. pretending to sip from a cup.</p> <p>Encourage children to explore materials and resources finding out what they are and what they can do – model being curious and using imagination in different ways.</p> <p>Add further enhancements to the role play area such as shop items or doctors' items.</p> | <p>Set up outdoor den building opportunities by providing fabric, crates and sticks for imaginative play.</p> <p>Ensure children have access to materials that enable them to act out a range of scenarios in their play such as picnics, bus journeys, birthday parties etc.</p> |
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|  | access, tuff trays with sensory materials to explore. |  |  |  | <p>Change it to keep children interested and to mimic their interests.</p> <p>Add exciting enhancements to the creative area such as feathers, buttons and pom poms.</p> <p>Spend time making salt dough with the children to make food, animals and people.</p> <p>Encourage children to use cardboard to build tunnels, cars and rockets etc.</p> |  |
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