

WRENBURY PRIMARY SCHOOL						
EYFS – Expressive Arts and Design						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Narrative Play	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.			Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc. Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different building and a park.		
	Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep. Home roleplay – have a different scenario for each week, including adding resources for that purpose. e.g. cleaning week, new pet, tea party, baking a cake, party, new baby, Sing rhymes linked to activities that are happening in the role play.	Extend the children's pretend play by modelling, sensitively joining in and helping them to elaborate it. Role play doctors. Have a different scenario and focus for each week and model carefully. E.g. broken bones, baby clinic, eye tests/glasses, bandages and plasters, medicines and prescriptions, booking appointments, injections/flu nasal sprays, teeth and teeth care.	Extend their pretend play by modelling, sensitively joining in and helping them to elaborate it. Role play café/McDonalds/chip shop. Have a different scenario for each week and model carefully. E.g. menus and orders, cooking and recipes, ordering and food deliveries, laying tables and taking bookings, party, Chinese food, McDonalds, fish and chips, café.	Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Link different resources to seasonal changes both indoor and outdoor provision Children to be able to add a narrative to their play using the resources provided.	Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Provide lots of flexible and open-ended resources for children's imaginative play. Children to retell know story using the resources provided.	Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. Adapt role play to follow the interests of the children, children to develop different characters and roles. Include costumes and props to extend children's narrative play. Children to create their own stories using the resources provided using language from known stories.

Sounds and Music (Music)	<p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>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 tune sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around on they know. Play instruments with increasing control to express their feelings and ideas.</p>
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	<p>Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments. Children must understand stop and go. Use hand signals as well as oral instructions. Children to understand louder and quieter when playing instruments.</p>	<p>Introduce children to a broad selection of action songs from different cultures and languages. Encourage children to accompany action songs. They can do this with their own movements or by playing instruments. Use rhyming props and teddies to support this learning and use games such as pass the bag around the group to encourage turn taking and waiting. Children to understand faster and slower when playing instruments.</p>	<p>Play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound). Provide instruments and a stage for children to perform. Model singing as a group using actions – top three nursery rhymes.</p>	<p>Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Phase one phonics to be taught daily to support this area of learning and extend the phonics teaching into the environment.</p>	<p>When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Use top five rhyme time to model singing and embed this skills. Phase one phonics taught daily to further embed this skill.</p>	<p>Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music, and encourage children to do this. Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting Phase one phonics taught daily to support the development of these skills.</p>
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Dance and Movement (PE)	Move and dance to music.			<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> See Physical Development Progression Document </div>		
	<p>Explore different music from a variety of cultures linked to religious celebrations throughout the term. Provide opportunities for children to explore, observe and try dances to different types of music.</p>	<p>Explore different music from a variety of cultures linked to religious celebrations throughout the term. Children to observe and try some ballet dancing, street dance and dancing actions to songs. This is to be free-style based on their own interpretations as well as learning some basic steps.</p>	<p>Introduce gross motor movements using ribbons, magic wands, etc. to explore music and movement. Children to observe and try some Indian dancing, Irish dancing and country dancing. This is to be free-style based on their own interpretations as well as learning some basic steps.</p>			
Art and Decide (Art)	<p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p>			<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects, Draw with increasing complexity and detail, such as representing a face with a circle and including detail. Use drawings to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing.</p>		

	<p>Explore both indoor and outdoor environments when exploring mark making. For example using water and paint brushes in the outdoor environment. Children to learn about and explore using a variety of different brushes with poster paint and water coloured paint. What effects can they achieve? Use pencils and colouring pencils to add whiskers to a cat face, eyes, nose and mouth to a face etc.</p>	<p>Provide opportunities through different mediums to ensure children can express ideas and feelings in a variety of ways. Children to learn about and explore using chalks and pastels on different media (inside and outside). Look at what happens when it is smudged/rubbed. Use felt tipped pens and pencils to add detail to pictures (windows on a plane, ears and a tail on a pig etc).</p>	<p>Provided opportunities for children to use tablets or computers to explore early mark making - introduce colour names. Use early mark making patterns to model with children.</p>	<p>Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Create self-portraits using paint and collage materials – use mirrors to explore facial features and what we need to include.</p>	<p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: “How does blue become green?” Look at seasonal changes and provide opportunities for observational drawings.</p>	<p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. Explore Wassily Kandinsky artwork and children to create their own piece building on the different skills to create one final piece of artwork.</p>
<p>Design Technology</p>	<p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>			<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>		

	<p>Explore different materials and what they can be used for, encourage imagination of what the children could make and link to interests of the children. Make simple hats (card around the head and attach decoration), bracelets and badges using tape.</p>	<p>Provide appropriate tools and joining methods for the materials offered. Provided tape, string, different sized boxes and materials. Make a den as a class to sit in and enjoy a story/rhyme time or quiet time.</p>	<p>Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Explore clay to make models and large duplo blocks to create a simple model.</p>	<p>Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, table top or easel Explore den building and discuss what type of den we might need and what materials will be best to use.</p>	<p>Listen and understand what children want to create before offering suggestions. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. Based on children ideas link to role play area, can the children work together to create a new role play area.</p>	<p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p>
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