







Expressive Arts and Design

Statutory Guidance from the EYFS Framework:

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
Potential Themes (Topics are child led and may change)	Starting School All about me Family and Friends My emotions	Autumn and Winter Christmas Celebrations around the world	Space Astronauts Aliens Journeys	Eric Carle Minibeasts Gardening Lifecycles of plants and animals	People Who Help us Our local area Health (including oral health)	Spring and Summer Hot environments Weathers Seaside Pirates
Possible Celebrations and Experiences	Class rules and routines, Staring School, Autumn, Harvest, Halloween	Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa	Lunar New Year/ Chinese New Year History Day, Art Day	World Book Day, Mothers Day, Pancake Day, Easter Farm Trip	Visitors from our local community, Sports Day	Fathers Day, Transition, Summer Concerts
Suggested Texts - Fiction and Non-Fiction						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Start to join materials together. • Explore art materials and colour mixing freely. • Develop their own ideas for art and start to talk about them (with adult support) • Start to develop their own stories linked to what they know through role & small world play. • Use scissors and one-handed tools to create art safely and more accurately. • Mark make to create pictures and explain what they have drawn. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Select and use various tools for artwork and design e.g. playdough tools. • Select their own art and design materials to create with. • Tell others what their artwork is and signal key parts. • Start to recreate familiar stories (with adult support). • Use scissors and one-handed tools to create art safely and accurately 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Talk about their artwork or designs linked to some of the materials/techniques they have used. • Use materials and props to retell stories and create imaginary situations linked to what they know. • Combine different materials and techniques e.g. collage, paint, crayon, clay to join and create art. • Design art/ a product thinking about colour, texture and function. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Mix colours to produce different shades. • Explore the art of a chosen artists. • Plan and create a collage. Then talk about what and how they made it. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Safely use tools e.g. scissors • Explore using materials and techniques. • Mix colours to produce different shades. • Paint with more accuracy and intention. • Talk about what and how they made something. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use props and materials when they are role playing familiar stories. • Safely use tools e.g. scissors • Explore using materials and techniques. • Design art/ a product thinking about colour, texture and function. • Explain what they have made.

<p>Being imaginative and expressive</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use their imagination in play to help them role play and create small world set ups. • Remember most of a song to sing. • Make up own "silly" songs. • Start to match the melody and pitch of others. • Experiments with a variety of percussion instruments. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Sing familiar songs. • Recount and retell familiar stories with their friends and adults (small world/ role play). • Role play imaginary scenarios linked to experiences. • Listen and respond to sounds and music. • Rehearse for, and perform in the Christmas production. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Adapt well known stories and narratives and small world/ role play them with others. • Sing well known songs in a group or alone and match the pitch and melody. • Listen carefully to music and start to move to it 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use what they know and have read to help create own stories. • Listen carefully to music and move in time to the music. • Create their own moves when dancing. • Use instruments to compose own music 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Adapt and recount narratives and stories with their friends and adults. • Invent own stories • Sing well known nursery rhymes. • Perform songs, rhymes, poems and stories alone and with others. • Move in time to music using taught moves and some of their own. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Adapt and recount narratives and stories with their friends and adults. • Invent own stories • Sing well known nursery rhymes. • Perform songs, rhymes, poems and stories alone and with others.
<p>ELGs</p>	<p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 			<p>Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</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. 		