

EYFS: Expressive Arts and Design

Our Early Year Outcomes are for our children to be:



In our Early Years at Henley Green, we recognise the importance of the Expressive Arts and Design strand of the curriculum to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

Educational Programme: 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.

Expressive Arts and Design – Early Learning Goals

Statutory ELG: Creating with Materials

Children at the expected level of development will:

- 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 in narratives and stories.

Statutory ELG: Being imaginative and Expressive

Children at the expected level of development will:

- 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.

Little Acorns – Skills Progression

	Term 1	Term 2
Autumn	Purposeful Project : All about me B – 3: Show attention to sounds and music. B – 3: Make rhythmical and repetitive sounds. B – 3: Explore their voices and enjoy making sounds. B – 3: Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. B – 3: Join in with songs and rhymes, making some sounds. Focus – large scale mark making with chalk, paint, chunky pens/ pencils, whiteboards, interactive screen B – 3: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. B – 3: Start to make marks intentionally. B – 3: Explore different materials, using all their senses to investigate them. B – 3: Manipulate and play with different materials. B – 3: 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.	Purposeful Project: What’s Outside? B – 3: Show attention to sounds and music. B – 3: Make rhythmical and repetitive sounds. B – 3: Explore their voices and enjoy making sounds. B – 3: Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. B – 3: Join in with songs and rhymes, making some sounds. Focus – large scale (and some smaller scale opportunities) mark making with chalk, paint, chunky pens/ pencils, whiteboards, interactive screen B – 3: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. B – 3: Start to make marks intentionally. B – 3: Explore different materials, using all their senses to investigate them. B – 3: Manipulate and play with different materials. B – 3: 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.
Spring	Purposeful Project : Places to Go B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. B – 3: Make rhythmical and repetitive sounds. B – 3: Explore a range of soundmakers and instruments and play them in different ways. Focus – large scale – paint with brushes/ sponges/ stampers/ rollers B – 3: Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. B – 3: Explore different materials, using all their senses to investigate them. B – 3: Manipulate and play with different materials. B – 3: Use their imagination as they consider what they can do with different materials. B – 3: 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.	Purposeful Project : Eggs B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. B – 3: Make rhythmical and repetitive sounds. B – 3: Explore a range of soundmakers and instruments and play them in different ways. Focus – large scale – paint with brushes/ sponges/ stampers/ rollers B – 3: Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. B – 3: Explore different materials, using all their senses to investigate them. B – 3: Manipulate and play with different materials. B – 3: Use their imagination as they consider what they can do with different materials. B – 3: 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.
Summer	Purposeful Project : Healthy me B – 3: Move and dance to music. B – 3: Explore a range of soundmakers and instruments and play them in different ways. B – 3: Respond emotionally and physically to music when it changes.	Purposeful Project : What Grows? B – 3: Move and dance to music. B – 3: Explore a range of soundmakers and instruments and play them in different ways. B – 3: Respond emotionally and physically to music when it changes.

	→ Play and perform music with different - dynamics/ tempos/ pitch/ rhythms B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. Focus – joining with glue and masking tape B – 3: Use their imagination as they consider what they can do with different materials. B – 3: Manipulate and play with different materials. 3 – 4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3 – 4: Take part in simple pretend play, using an object to represent something else even though they are not similar.	→ Play and perform music with different - dynamics/ tempos/ pitch/ rhythms B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. Focus – joining with glue and masking tape using junk modelling Focus – using scissors B – 3: Use their imagination as they consider what they can do with different materials. B – 3: Manipulate and play with different materials. B – 3: Make simple models which express their ideas. 3 – 4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3 – 4: Take part in simple pretend play, using an object to represent something else even though they are not similar.
How will I see this in place? - Planned short carpet time sessions with focus Nursery rhymes and repetitive stories linked to Purposeful projects/ cultural events. - Planned continuous and enhanced provision activities with a focus on these skills. - Information poster identifying the learning and vocabulary for the week. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Adult interactions supporting children to practise and develop these skills. - Planned experiences: Coombe Abbey (Autumn Term) Little Lane Play Village, Guinea Pigs, Chicks, Farm visit (Spring Term) Soft play trip, Sports’ Day, Moat House Cafe (Summer Term)		

Nursery – Skills Progression

	Term 1	Term 2
Autumn	Purposeful Project : Autumn Time B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. 3 – 4: Listen with increased attention to sounds. → Develop their listening skills through a range of listening activities → Play sound matching games B – 3: Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. B – 3: Use their imagination as they consider what they can do with different materials. B – 3: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. B – 3: 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.	Purposeful Project : How I celebrate B – 3: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. 3 – 4: Listen with increased attention to sounds. → Develop their listening skills through a range of listening activities → Play sound matching games Focus – Large scale/ different surfaces Focus – Joining with glue 3 – 4: Explore different materials freely, to develop their ideas about how to use them and what to make. 3 – 4: Join different materials and explore different textures. 3 – 4: Take part in simple pretend play, using an object to represent something else even though they are not similar. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.
Spring	Purposeful Project : Around the world 3 – 4: Remember and sing entire songs. 3 – 4: Sing the pitch of a tone sung by another person (‘pitch match’) → Use songs without words 3 – 4: Create their own songs or improvise a song around one they know. Focus – Paint and colour mixing 3 – 4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3 – 4: Explore colour and colour mixing. 3 – 4: Show different emotions in their drawings – happiness, sadness, fear, etc. 3 – 4: Take part in simple pretend play, using an object to represent something else even though they are not similar. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.	Purposeful Project : On the Farm 3 – 4: Remember and sing entire songs. 3 – 4: Sing the pitch of a tone sung by another person (‘pitch match’) → Use songs without words 3 – 4: Create their own songs or improvise a song around one they know. Focus –Joining with tape/ paper clips/ fasteners 3 – 4: Explore different materials freely, to develop their ideas about how to use them and what to make. 3 – 4: Join different materials and explore different textures. 3 – 4: Develop their own ideas and then decide which materials to use to express them. 3 – 4: Take part in simple pretend play, using an object to represent something else even though they are not similar. 3 – 4: Make imaginative and complex ‘small worlds’ with blocks and constructions kits, such as a city with different buildings and a park.
Summer	Purposeful Project : Growth and Change 3 – 4: Remember and sing entire songs. 3 – 4: Sing the melodic shape of familiar songs. 3 – 4: Play instruments with increasing control to express their feelings and ideas.	Purposeful Project : People around me 3 – 4: Remember and sing entire songs. 3 – 4: Sing the melodic shape of familiar songs. 3 – 4: Play instruments with increasing control to express their feelings and ideas.

	→ Clap and tap to the pulse of songs 3 – 4: Respond to what they have heard, expressing their thoughts and feelings. → Play, share and perform a wide a variety of music and songs from different cultures and historical periods. Focus – drawing (from imagination and observation) 3 – 4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3 – 4: Draw with increasing complexity and detail, such as representing a face with a circle and including details. 3– 4: Use drawing to represent ideas, like movement or loud noises. 3 3 – 4: Show different emotions in their drawings – happiness, sadness, fear, etc. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.	→ Clap and tap to the pulse of songs 3 – 4: Respond to what they have heard, expressing their thoughts and feelings. → Play, share and perform a wide a variety of music and songs from different cultures and historical periods. Focus – junk modelling 3 – 4: Explore different materials freely, to develop their ideas about how to use them and what to make. 3 – 4: Join different materials and explore different textures. 3 – 4: Develop their own ideas and then decide which materials to use to express them. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.
How will I see this in place? - Planned short carpet time sessions with focus Nursery rhymes and stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills. - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Daily routines such as getting ready to go outside, snack time. - Planned experiences: - Theatre trip and Christmas songs performance (Autumn Term) - Chicks and Farm visit (Spring Term) - Soft play trip, Caterpillars and Sports’ Day (Summer Term)		

Reception – Skills Progression

	Term 1	Term 2
Autumn	Purposeful project : All about me 3 – 4: Play instruments with increasing control to express their feelings and ideas. Rec: Listen attentively, move to and talk about music, expressing their feelings and responses. → Create simple actions to accompany songs and nursery rhymes → Follow picture music score to play instruments → Recognise and name simple percussion instruments → Focus: dynamics – changing their voices to sing loudly and quietly → Reinforce the sound of silence in music Focus: Self-portraits 3 – 4: Show different emotions in their drawings – happiness, sadness, fear, etc. 3 – 4: Draw with increasing complexity and detail, such as representing a face with a circle and including details. Focus: Colour mixing 3 – 4: Show different emotions in their drawings – happiness, sadness, fear, etc. 3 – 4: Explore colour and colour mixing Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Focus: Collage using glue 3 – 4: Join different materials and explore different textures. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Create collaboratively, sharing ideas, resources and skills. 3 – 4: Make imaginative and complex ‘small worlds’ with blocks and constructions kits, such as a city with different buildings and a park. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.	Purposeful project: Henley Green Nativity Show/ Pantomime Rec: Listen attentively, move to and talk about music, expressing their feelings and responses Rec: Watch and talk about dance and performance art, expressing their feelings and responses. Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. → Focus: dynamics – changing their voices to sing loudly and quietly → Performing to parents – Christmas Nativity → Sing short phrases of songs to increasingly match the pitch and melody Focus: Digital art 3 – 4: Show different emotions in their drawings – happiness, sadness, fear, etc. 3 – 4: Draw with increasing complexity and detail, such as representing a face with a circle and including details. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Focus: Wrapping using tape 3 – 4: Join different materials and explore different textures. Rec: Create collaboratively, sharing ideas, resources and skills. 3 – 4: Make imaginative and complex ‘small worlds’ with blocks and constructions kits, such as a city with different buildings and a park. 3 – 4: Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc
Spring	Purposeful Project : Space Rec: Explore and engage in music making and dance, performing solo or in groups. → Keep a steady beat. → Focus: dynamics – playing instruments using dynamics → Focus: tempo – changing their voices to sing slowly or quickly → Explore duration- long and short sounds	Purposeful Project : Animal Babies Rec: Explore and engage in music making and dance, performing solo or in groups. → Keep a steady beat. → Focus: dynamics – playing instruments using dynamics → Focus: tempo – changing their voices to sing slowly or quickly → Explore duration- long and short sounds

	Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. → Sing call and response songs Focus: Junk modelling using tape Focus: Texture with paint (e.g. bubble/ marble/ shaving foam painting) Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Create collaboratively, sharing ideas, resources and skills. Rec: Develop storylines in their pretend play	Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. → Sing call and response songs → Sing in the whole school singing assembly Focus: Painting with different tools (e.g. forks) Focus: Paper weaving Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Create collaboratively, sharing ideas, resources and skills. Rec: Develop storylines in their pretend play
Summer	Purposeful project : Across the seas Rec: Explore and engage in music making and dance, performing solo or in groups. → Listening and responding to high and low sounds → Encourage children to replicate a choreographed dance and traditional dance from around the world. Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. → Focus – pitch – changing our voices to sing high and low Focus: Joining with split pins (e.g. play projects) Focus: Painting (e.g. finer brushes) Rec: Create collaboratively, sharing ideas, resources, and skills. Rec: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Develop storylines in their pretend play Focus: Dance sessions Rec: Watch and talk about dance and performance art, expressing their feelings and responses. Rec: Listen attentively, move to and talk about music, expressing their feelings and responses.	Purposeful project : Growing Rec: Explore and engage in music making and dance, performing solo or in groups. → Listening and responding to high and low sounds → Encourage children to make their own music and lyrics → Encourage children to replicate a choreographed dance and traditional dance from around the world. → Music and dance for language and culture day Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. → Focus – pitch – changing our voices to sing high and low → Singing the parents Focus: Famous Artists Focus: Self chosen joining (e.g. play projects) Rec: Create collaboratively, sharing ideas, resources, and skills. Rec: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Develop storylines in their pretend play
How will I see this in place? - Planned short carpet time sessions, including focus stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills - Continuous provision posters, supporting adults to identify the learning in different learning areas.		

- Adult interactions supporting children to practise and develop these skills.
- Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden).
- Daily routines and transitions such as getting ready to go outside, snack time.
- Planned experiences:
 - Forest Schools (throughout the year),
 - Cool Critters, Theatre trip and Nativity performance (Autumn Term)
 - Rocket making workshop, Chicks, Easter crafts (Spring Term)
 - Language and Culture day, Warwick Castle Trip, Sports' Day (Summer Term)