



Sequenced learning and skills Preschool age 2-4 and Reception

<p style="text-align: center;">Expressive arts and design</p> <p>EYFS Statutory Educational Programme: 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>Throughout their time at Preschool we provide the children with opportunities to explore and experiment with different media and materials. Encouraging children to be inventive and imaginative, allowing them to express their creativity in ways that are personal to them.</p> <p>Introducing children to how things work providing children with a purpose to design, make and evaluate.</p> <p>We support and encourage the children to investigate and explore a wide range of materials and tools, while nurturing the children's confidence to try new things.</p> <p>Loose parts and musical instruments are integral to continuous provision, for children to access independently.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:</p>
<ul style="list-style-type: none"> ● Show attention to sounds and music. ● Respond emotionally and physically to music when it changes. Move and dance to music. ● Anticipate phrases and actions in rhymes and songs, like 'Peepo'. ● Explore their voices and enjoy making sounds. ● Join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> ● Continuous provision provides a wide range of role play/ imaginary play and sensory opportunities for children to explore their creativity indoors and outside. ● Adults encourage children to explore different mark making movements during play and through challenges ● Messy play ● Musical instruments inside and outside

<ul style="list-style-type: none"> • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • 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. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • 	<ul style="list-style-type: none"> • Music through challenges • Role play areas
<p>Preschool 3-4 years will be learning to:</p>	<p>We will support this by:</p>

- 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 houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, 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.
- 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 details.
- Use drawing 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. Show different emotions in their drawings - happiness, sadness, fear, etc.
- Listen with increased attention to sounds.

- Continuous provision provides a wide range of role play/ imaginary play and sensory opportunities for children to explore their creativity indoors and outside.
- Adults encourage children to explore different mark making movements during play and through challenges
- Messy play
- Musical instruments inside and outside
- Music through challenges
- Role play areas
- Small world area Painting with water
- Construction / block area
- Messy play / malleable play
- Den building

<ul style="list-style-type: none"> • 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 ('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 one they know. • Play instruments with increasing control to express their feelings and ideas. 	
<p>Reception will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skill 	<ul style="list-style-type: none"> • Continuous provision provides a wide range of role play/ imaginary play and sensory opportunities for children to explore their creativity indoors and outside. • Musical instruments inside and outside • Role play areas • Small world area Painting with water • Construction / block area • Messy play / malleable play • Den building • Adult led art sessions to explore colour mixing techniques • Significant artists to study each half term to explore different art and design techniques. • Designated art and design area of the classroom that has a range of materials to explore and create with, including

materials to practise different types of joining using tape and glue.

- Adults encourage active discussion about their design choices and what they are making.
- Purposeful problem solving within art and design to encourage critical thinking.
- Forest school sessions to encourage talk about the natural world and to collect materials with different colours, textures, shapes and smells.