



EYFS Progression Documents – Nursery and Reception

Expressive Arts & Design

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Take part in simple pretend play using objects to represent items. Play with small world items to act out and tell stories. Explore different materials freely – in the workshop for example – to make their own creations. Listen with increased attention to sounds.	Providing objects that the children can use to represent items in pretend play (such as pinecones in the home corner to be food). Implementing flexible open-ended resources – small world, role play, & construction etc. Providing opportunities to explore scale (long strips of wall paper, child size boxes, differing surfaces). Encouraging talk about what the children can see. Using I notice, I think, I wonder if.....? Ask lots of questions! Having Instruments in continuous provision. Playing music and encouraging dancing, singing and instrument playing. Singing as part of daily routine – learning Christmas songs to sing to their parents. Following the interests of the children – giving value to their ideas. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations
Spring Term	Use blocks and construction kits to make cities, buildings, parks & other own imaginary worlds. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and uses these shapes to represent objects. Explore colour and colour mixing. Respond to sounds they have heard with thoughts and feelings.	As above and... Listen and understand what children want to create before offering ideas. Provide, glue, masking tape, string, glue, paperclips, split pins and fasteners. Small world play, farm animals, jungle animals, adult and baby animals. Talk to the children about differences between colours. Basics 1 SSPF Firm Foundations – exploring the different sounds and sound patterns and syllables. Following the interests of the children – giving value to their ideas. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations

Summer Term	Develop their own ideas and then decide which materials to use to express them. Join different materials and explores different textures. Use drawing to represent ideas. Show different emotions in their drawings. Represent simple objects/people in their drawings. Remember and sing simple songs. Begin to match the pitch of an adult singing. To sing their own songs. Play musical instruments in their play.	<i>As above and...</i> Provide interesting objects to spark interest for the children to draw. Look at artists from different countries/cultures. Active listening activities to encourage listening skills. Play sound matching games. Teach pitch (high/low). Sing and memorise simple songs and rhymes. Following the interests of the children – giving value to their ideas. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations
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Reception	What the children will know	How the children will learn
Autumn Term	Explore colour mixing in more detail – making their own colours in their paintings. Construct and create using a variety of resources – learn simple joining techniques using tape. Sing familiar songs by heart. Enjoy learning new songs, matching the melody and singing along with others.	<i>As above and...</i> Provide the primary colours in the art area, plus ways of making them lighter and darker. Paint pallets to mix their own colours to use. Variety of brushes and other tools to use. Provide a range of materials for the children to construct with. Provide time to learn new songs – prepare for our Christmas performance for parents and the school to watch. Model tapping rhythms, syllables for names of objects, animals. Charanga music scheme Explore shapes using artist work – Piet Mondrian & Wassily Kandinsky

Spring Term	Observe items and copy them in a drawing. Listen attentively and move to music, expressing their feelings. Sing on their own or in a group matching to pitch (high/low) and following the melody. Develop storylines in their pretend play. Plan and make items themselves.	<i>As above and...</i> Modelling how to mix powder paints to a good consistency and continue exploring with colour mixing. Provide a range of materials and tools and teach independence as they use them. Explore an artists work and technique – Jackson Pollock Explore art in different styles (abstract, observational) Introduce music from different parts of the world – how they are similar/different. Watch musicians play and see how the instruments make their sounds. Charanga music scheme Sing lots of songs. Provide props for role play to encourage them to narrate their own stories. Providing open-ended resources for the children to create their own costumes and props.
Summer Term	Explore and engage in music making and dance, performing solo or in small groups. Use different rhythms and timing in their performances. Make their own music/songs. Understand the effect of the changing seasons on the natural world around them. Identify that when making their own creations they can see ways to improve and notice what they like about other children's creations.	<i>As above and...</i> Providing a variety of instruments and music making resources for the children to use in their play. Providing time and opportunity for the children to develop their dances and performances – free-flow to using the stage outdoors. Modelling creating pieces of music and encouraging the children to make their own. Making up dance routines with the children and allowing them to choreograph sections.
	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 characters 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.	

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.