

Nursery Long Term Plan Expressive Arts and Design

	Autumn	Spring	Summer 2
	<p>Birth to three - babies, toddlers and young children will be learning to:</p> <ul style="list-style-type: none"> • 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. • 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. • Make believe, using props to enhance their play • Uses small world toys and develops a narrative in their play • Begins to mix colours and recognises when changes happen • Is able to show their emotions in their drawings or paintings • Begin to make more independent choices • Uses musical instruments and begins to recognise loud and quiet sounds • Show curiosity about their environment, resources and others • Uses their senses to explore the world around them 	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Listen with increased attention to sounds. • 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. • Mixes colours and identifies the new colours that are made • Taps out a simple rhythm using body percussion / instruments • Make independent choices • Creates models and pictures using a range of resources and uses them to support their roleplay – masks, hats, etc • Uses lines to enclose a space • Begins to paint with a purpose and create some recognisable pictures – face, arms, legs etc • Uses musical instruments to support their play, stories and ideas • Make choices and explore materials • Is developing a ‘can do’ attitude where they persist at an activity and seek to work things out independently • Uses construction materials to create dens- balancing, stacking etc 	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • 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. • Play instruments with increasing control to express their feelings and ideas. • Recognises colours on sight and can use them for a purpose • Able to create a picture / model and describe the features • Can undertake a range of role play situations with confidence and vocabulary that extends their play • Uses scissors appropriately, holds them correctly and can snip / cut along a guideline with some accuracy • Seek challenge • Applies skills they have learnt throughout the year, independently into their play
Launchpad for literacy	<p>2+ Skills</p> <ul style="list-style-type: none"> • I explore toys and resources using a variety of senses but also see the object as a whole. • I understand what a toy symbolises/represents. • I explore creative materials. • I engage in pretend play, initially, with familiar activities that I can copy 	<p>3+ Skills</p> <ul style="list-style-type: none"> • I engage in simple role play. • I engage in small world and puppet play. • I carry out a sequence of activities in my pretend play. • I ascribe meaning to things I have drawn, made or painted after or during the creative process. • I give my puppets, role play characters and figures a ‘voice.’ 	<p>4+ Skills</p> <ul style="list-style-type: none"> • I ascribe meaning to things I have drawn, made or painted before the creative process • I construct and create with purposeful intent. • I understand that print has meaning. I pretend to read and write. • I recognise my name and relate it to myself. • I know that a grapheme makes a ‘sound’ and may know some such as ones in my name. • I know that written words and symbols have meaning and recognise a few familiar words or logos (visual memory permitting.) • My play contains a storyline or narrative