

Robin Hood Early Years
Progression of skills N1, N2 and Reception
Expressive Arts and Design



Expressive Arts and Design
Creating with Materials

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- Notice patterns with strong contrasts and be attracted by patterns resembling the human face - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	- Start to make marks intentionally. - 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.
Nursery 2 Children turning 4	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Use drawing to represent ideas like movement or loud noises. - Explore colour and colour mixing.	- Develop their own ideas and then decide which materials to use to express them. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Begin to plan and think carefully before beginning on a creative project.
Reception	- 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 skills. - Develop storylines in their pretend play.	- 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.
SEND support	- Ensure sensory opportunities when exploring different materials. - Support with picture prompts and emotion maps when drawing - Encourage use of Makaton/communication boards etc. to support with discussing what they have created - Model effectively how to use different materials in a range of ways		

Expressive Arts and Design Being Imaginative and Expressive

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- 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. - Make rhythmical and repetitive sounds. - Explore a range of soundmakers and instruments and play them in different ways - 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
Nursery 2 Children turning 4	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to 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. - Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	- Create their own songs or improvise a song around one they know. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Reception	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.	- Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.	- 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 s when appropriate s try to move in time with music
SEND support	- Model pretend play using picture prompts/videos to support understanding - Repeat songs with similar structure e.g. nursery rhymes - Use Makaton/Communication boards etc. to discuss what they have hear/what they are playing		

