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| **EYFS Area of learning** |  | **Where this is found in the curriculum planning** |
| **Creating with Materials** | -Explores different materials freely, in order to develop his/her ideas about how to use them and what to make  -Is developing his/her own ideas and is then able to decide which materials to use to express them  -Can join different materials and explore different textures  -Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects  -Is drawing with increasing complexity and detail, such as representing a face with a circle and including details  -Uses drawing to represent ideas like movement or loud noises  -Explores colour and colour-mixing | We’re Going on a Bear Hunt, Biscuit Bear, Autumn  Naughty Bus, How to find a fruit bat How to find a fruit bat, Biscuit Bear  Blue Penguin, Kings and Queens  Initial drawing activities, Oh No George, People Who Help Us Who can draw a recognisable picture?  Initial drawing activities, Dinosaurs, Jolly Postman, Anna Hibiscus, Australia, Errol’s garden Who can draw a recognisable face/person?  Anna Hibiscus  Initial observations, Oh no George, Look inside Space, Spring/Easter, Who can name colours? |
| -Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings  -Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them  -Creates collaboratively sharing ideas, resources and skills | Oh no George, Anna Hibiscus, Anna Hibiscus, Australia, Blue Penguin, The train ride, Kings and Queens  Spring/Easter, Dinosaurs  How to find a fruit bat, No Dinner, The Train Ride |
| -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. | How to find a fruit bat, Anna Hibiscus, Anna Hibiscus, Australia, The train ride, Spring/Easter, Dinosaurs, Kings and Queens, Blue Penguin  How to Find a Fruit Bat, The train ride, Eroll’s garden, Kings and Queens  The Very Hungry Caterpillar |
| **Being Imaginative and Expressive** | -Takes part in simple pretend play, using an object to represent something else even though they are not similar  -Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc  -Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park  -Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc  -Listens with increased attention to sounds  -Responds to what he/she has heard, expressing his/her thoughts and feelings  -Is able to remember and sing entire songs  -Can sing the pitch of a tone sung by another person ('pitch match')  -Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  -Is able to develop storylines in his/her pretend play | We’re Going on a Bear Hunt, Oh no George,  We’re Going on a Bear Hunt, Naughty Bus Who can develop a simple story line using small world equipment?  Naughty Bus  Hello Friend, Biscuit Bear, Anna Hibiscus  Music Sessions  Hello Friend, Oh No George, Biscuit Bear, Here’s a little poem, The Very Hungry Caterpillar, Music Sessions  Autumn weeks 1&2, Music Sessions/ Nativity/ Song time Who joins in with Nursery Rhymes?  Music Sessions  Music Sessions  Oh no George |
| -Is able to create his/her own songs, or improvise a song around one he/she knows  -Plays instruments with increasing control to express his/her feelings and ideas  -Listens attentively, moves to and talks about music, expressing his/her feelings and responses  -Watches and talks about dance and performance art, expressing his/her feelings and responses  -Sings in a group or on his/her own, increasingly matching the pitch and following the melody  -Is able to develop storylines in his/her pretend play  -Explores and engages in music making and dance, performing solo or in groups | Music Sessions, Music Sessions  Music Sessions  PE – Dance Sessions  Music Sessions  Music sessions  The way back home Who takes part in role play with other children?  Music Sessions, Here’s a little poem, The Very Hungry Caterpillar |
| -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. | Jack and the Beanstalk, What the Ladybird Heard, Commotion in the Ocean  Music Sessions  Here’s a little poem, The Very Hungry Caterpillar, Commotion in the Ocean, Music Sessions |