

EXPRESSIVE ARTS AND DESIGN: Exploring and using media and materials		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i>	<ul style="list-style-type: none"> • Exploring the water, wet sand and dry sand. • Walking/ crawl along material, mixing colours. • Making musical instruments- shakers. • Mark making with toy cars. • Sensory mirror for emotions. • Using sensory resources such as, flour, pasta and shaving foam. • Add puppets to explore • Take photos for recall • Listen to natural sounds or have stories playing in the background • Explore fruit tactile play
8 – 20 months	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • Chalk drawing while listening to stories outside • Sing songs about stories e.g when goldilocks went to the house of the bears • Self-portraits, Singing Head, shoulders, knees and toes. • Collecting national resources (Environments). • Hungry caterpillar (Threading pictures of butterflies, different colour circles and sizes to create their own caterpillar). • Growing cress and peas for the caterpillars, watering them. • Books: the gruffalo, going on a bear hunt, ginger bread man, handas surprise • Musical instruments. • Sensory tray: role play growing plants, sand pouring water observing what happens. • Make bear masks • Sing harvest songs • Cooking using fruits/vegetables grown
16 – 26 months		
22 – 36 months	<ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • As above. • Learning names of colours firework painting/ harvest fruits • Listen to story cds • Make own musical instruments (Bottles shaker- find natural resources.

		<ul style="list-style-type: none"> • Learn when goldilocks went to the house of bears with puppets/resources • Songs: 'If your happy and you know it • Move like different animals from the stories • Sing bonfire night night
30 – 50 months	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • As above. • Extend their imagination. • Children to role play out stories with adult support if needed • Draw their own gruffalos/fireworks/fruit • Bonfire in woodside real/role play • build houses for characters from the stories • draw firework pictures pens/paint/string • diva lamps
40 – 60 months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • Recall/act out parts of stories • Listen to different genres of music. • Have props in room to help act stories • Make natural pictures for harvest/ fireworks • Make diva lamps • Learn Diwali story • Rangoli patterns • Glitter pictures • Cut out own fireworks • Bonfire pictures

EXPRESSIVE ART AND DESIGN: Being imaginative		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</i>	<ul style="list-style-type: none"> • Sensory bags. • Sensory dome. • Mood lamp • Puppet show of story • Sing topic related songs
8 – 20 months		
16 – 26 months	<ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> • As above. • Use objects as props when reading stories/singing • What's in the box game? • Role play • Recreating butterflies which they have observed or seen. • Using actions while singing. • Playdough. • Musical instruments • Story bags/box
22 – 36 months	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> • As above • Draw when listening to a story • Role play navity story • Visit old peoples home with fruit and sing songs • Pretend play as characters • Use story box
30 – 50 months	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • As above • Using the music area in the garden to celebrate Diwali and Christmas . • Using different utensils in the home corner. (little redhen) • Mark making with water in the garden. • Use mud kitchen and role play selling food • Diwali and xmas day cards. • Use natural paint eg blackberries • Non- fiction books role- play Diwali and Christmas • Make Christmas cakes, bread from little red hen. Porridge from goldilocks • Make gingerbread men • Visit old persons home
40 – 60 months	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. 	<ul style="list-style-type: none"> • As above. • Use natural resources to create their own fireworks.

- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Emotion puzzles.
- Role play child safety around fire .
- Role play family customs for Diwali.
- Sharing experiences through tapestry.
- Multi- cultural clothing and resources for role play.
- Learn new songs and dances based on different countries.
- Describing textures of natural resources.
- Visit India for Diwali
- Role play stories
- Make reindeer food
- Self-portraits, discussing emotions/feelings.
- Nurserys to invite parents to singing/ Christmas play
- Children to make own pictures/masks for each tory to act it out