



**St Lawrence's Catholic Primary School**  
**Early Years**  
**Expressive Arts and Design Curriculum**  
**Nursery**

## St Lawrence's Catholic Primary School Expressive Arts and Design Curriculum Overview

Our Expressive Arts and Design Curriculum is cross curricular and supported through our over arching themes.

Specialist music teacher sessions in the spring and autumn terms and whole school Charanga curriculum to support progression of skills.

Being imaginative and expressive is embeded in our everyday practice through daily timetabled nursery rhymes and singing times as well as learning hymns through the Catholic life of our school.

Planned whole class and group opportunities to develop singing, music, drama and dance knowledge and skills.  
Whole school art books record our pupils progress in art from Nursery to Year 6.

Development of performance skills through Nativities and play based learning oportunities.

Progressive continous provision curriculum planning that builds on children's interests that include creative areas, home-corners, role-play and musical resources and performance areas.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.  
Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Characteristics of Learning  
Our provision promotes engagement, motivation and thinking.

### Parents as Partners

We include parents in their child's expressive arts and design learning through sharing learning via our online journeys and inviting parents in to share performances and activities.

### Enabling Environments

Carefully planned organised and engaging environments to support independent learning through play.



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.

**Statutory Framework**

## Nursery Expressive Arts and Design Curriculum Creating with Materials

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Prior Learning Development Matters	Nursery Development Matters	Reception Development Matters and ELG
<p><b>Birth to 3 Years</b></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p><b>3-4 Year Olds</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>	<p><b>Children in Reception:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELG: Creating with Materials</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

Adults Role	Learning Environment
<p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting to widen the range of ideas which children can draw on.</p> <p>Model skills with the children.</p> <p>Help children to develop their drawing and model making.</p> <p>Encourage them to develop their own creative ideas.</p> <p>Spend sustained time alongside them.</p> <p>Show interest in the meanings children give to their drawings and models together and talk about these meanings.</p> <p>Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Plan learning opportunities that use real life objects such as flowers for observational drawings/paintings.</p>	<p>Progressive continuous provision that includes opportunities to create with materials both inside and outside.</p> <p>Each class has an arts and design area with planned resources that children can self-select to create.</p> <p>Opportunities to create with materials on a large scale outside e.g. chalk and painting large surfaces.</p> <p>Arts and design planned play opportunities that link to overarching themes to embed learning.</p> <p>Children's art and design work celebrated in the classroom through displays.</p> <p>Opportunities to create and combine materials in the writing area</p> <p>Offer opportunities to explore scale e.g. long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, table top or easel</p> <p>Offer opportunities for combining materials e.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, paperclips and fasteners.</p>

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> <li>▪ Tries and experiments with a range of art materials</li> <li>▪ Can use a range of materials such as paint, pencils, simple construction materials independently to represent their own ideas</li> <li>▪ Can join simple materials together to create models</li> <li>▪ Can talk about the texture of different materials</li> <li>▪ Can use continuous lines and shapes to represent objects and people</li> <li>▪ Can draw a person representation that included details such as facial features and arms and legs</li> <li>▪ Can link colours to feelings and represent them in their work</li> <li>▪ Experiments with colour mixing and can talk about the changes in colours</li> <li>▪ Can talk about artists work and represent some of their ideas in their own work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explores different art resources in play such as paint, chalk or pastels</li> <li>▪ Independently accesses resources in the art and design area e.g. selecting own paper and pens to create a drawing</li> <li>▪ Uses masking tape to combine materials to make a model</li> <li>▪ Discusses how different materials feel e.g. hard or soft</li> <li>▪ Draws a shape to represent a house and shares the meaning</li> <li>▪ Draws a representation of a person with body, arms and a face with facial features</li> <li>▪ Creates a model of an airplane or draws a picture of someone jumping and shares the meaning</li> <li>▪ Talks about how they are feeling in pictures or use colours to represent feelings using musical stimulus</li> <li>▪ Mixes paint colours and comments on the changes in colour</li> <li>▪ Comments on artists work and with supports recreates some of the elements in their own work</li> </ul>

## Nursery Expressive Arts and Design Curriculum Being Imaginative and Expressive

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Prior Learning Development Matters	Nursery Development Matters	Reception Development Matters and ELG
<p><b>Birth to 3 Years</b></p> <p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>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.</p>	<p><b>3-4 Year Olds</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Children in Reception:</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Adults Role	Learning Environment
<p>Model how to role-play with the children.</p> <p>Extend role-play when appropriate.</p> <p>Notice children who are not taking part in pretend play, and help them to join in.</p> <p>Help children to develop their listening skills through a range of active listening activities.</p> <p>Help children to negotiate roles in play and sort out conflicts.</p> <p>Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games.</p> <p>When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices.</p> <p>When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing.</p> <p>Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <p>Sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.</p> <p>Clap or tap to the pulse of songs or music, and encourage children to do this.</p> <p>Encourage children to experiment with different ways of playing instruments.</p> <p>Listen carefully to their music making and value it.</p> <p>Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p> <p>Note lots of the musical aspects are linked to the foundation phonics skills in Nursery.</p>	<p>Offer opportunities for children to role-play in a range of known and imaginary situations.</p> <p>Ensure that there is always a home-corner role-play for children in the classroom so that they can play with what they know and build knowledge and skills.</p> <p>Plan for opportunities that develop children's understanding of celebrations in the home-corner.</p> <p>Develop role-play areas linked to over-arching themes outside.</p> <p>Provide lots of flexible and open-ended resources for children's imaginative play.</p> <p>Promote music, dance and performance in the role-play area through planned play and continuous provision resources.</p> <p>Offer children a wide range of different instruments, from a range of cultures.</p> <p>This might also include electronic keyboards and musical apps on tablets.</p> <p>Construction and small world continuous provision in the classroom for children to create their own models and small world opportunities.</p> <p>Opportunities for small world tuff trays linked to common interests and over-arching themes.</p>

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> <li>▪ Can engage in imaginative play</li> <li>▪ Can use resources as props, pretending that they are something else to extend their play</li> <li>▪ Can use small world resources to imagine and act out their own and retell others stories</li> <li>▪ Can use blocks to create their own models and small words such as buildings and parks</li> <li>▪ Can listen to different sounds carefully and identify some environmental sounds</li> <li>▪ Can talk about music and songs that they have heard</li> <li>▪ Can sing simple nursery rhymes and songs independently</li> <li>▪ Can make up their own simple songs</li> <li>▪ Can play a range of simple instruments such as shakers and wooden beaters with control and talk about the music they are making</li> <li>▪ Can name a range of simple instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role-plays with their friends or independently e.g. making tea in the home-corner or being a super-hero outside</li> <li>▪ Pretends that a block is a telephone</li> <li>▪ Using small world resources such as animals on a farm they add animal noises and moves them around. Uses well-known story props such as We're Going on a Bear Hunt resources to retell the story</li> <li>▪ Creates their own models using large and small construction and small world resources and is able to talk about their model</li> <li>▪ Is able to identify different sounds such as transport, technology or animal noises</li> <li>▪ Listens and comments on music and songs they hear e.g. I like this one it is fast</li> <li>▪ Sings a nursery rhyme or song independently remembering all the words e.g. sings Twinkle, Twinkle Little Star</li> <li>▪ Is able to change songs or make up their own simple songs e.g. adding their own animals to Old Macdonald</li> <li>▪ Plays simple instruments in their play e.g. shakes a tambourine loudly and quietly and can talk about the change in volume</li> <li>▪ Is able to name some simple instruments such as a shaker and wooden beater</li> </ul>

Whole School Charanga Music Scheme					
Each Unit of Work focuses on the strands of musical learning which include listening and appraising, musical activities, warm-up games, singing, playing instruments, improvisation, composition and performing.					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Class Teacher	Class Teacher	Specialist Music Teacher	Specialist Music Teacher	Specialist Music Teacher	Specialist Music Teacher



**Nursery – Arts and Design**  
**Continuous Provision Curriculum Planning**

Resources/Area	How is it organised and why?	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>Paint, paint pots, brushes, paper. Junk modelling materials (lollipop sticks, paper plates, pompoms, old boxes, egg cartons, empty bottles, matchsticks, PVA glue, Sellotape, masking tape etc.) Chalk/crayons/colouring pencils/oil pastels Material/ribbons/string Drying rack Paper tools such as scissors, hole punches, decorative paper punches etc. Painting stampers Playdoh, tools and mats Nursery rhyme books/props Musical instruments Aprons Various types of paper Envelopes Glass jars for paintbrushes Coloured pots to store pens Natural objects Clay Sponges Twine, string Paper scraps/shapes Spatulas Various fabrics Paintings for walls Name stickers for children to stick to their work An area to display work created</p>	<p>Low level for children to access themselves. Organised with easy access for children, e.g. reels of ribbon on a pole or ribbon in a jar with a hole on top for the ribbon to be pulled out through. A drying area/rack where children can place their work to dry. Stored in a labelled tub/drawer, ideally with a photo label, with easy access for children. Stored in a labelled tub/drawer, ideally with a photo label, with easy access for children. Aprons children at the art area, hung up at a child accessible height. Inspirational paintings displayed at children’s eye level</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Develop fine and gross motor skills. Develop communication and language skills. Develop PSED – Sharing and turn-taking.</p>	<p>Experimenting with a range of (mark making) surfaces, linked to EAD Transforming the ordinary (everyday items) into the extraordinary linked to EAD Tearing, cutting, twisting, pulling, linked to PD Manipulating tools, glue sticks, paint rollers etc. linked to PD Exploring changes through experimenting with colour linked to UW Responding creatively to open ended transient art materials CofEL Developing perceptual abilities CofEL Developing interest in using tools from mark making, linked to LIT Engaging in thread type activities, linked to PD Selecting resources, practicing self-regulation and control, linked to PSED Showing respect for resources and the environment through cleaning up spillages, caring for equipment and so on, linked to PD &amp; PSED</p>	<p>Encourage children to paint their own pictures. Allow children to mix the colours themselves, what colours did they mix, what colour did it make? Provide stimulus to help children with ideas e.g. artefacts, plants etc. Encourage children to make models. This could be inspired by a topic or from the children’s interests. Encourage the child to problem solve how to fix different parts together using different methods. Encourage children to mark make/draw pictures. If needed provide stimulus to help children with ideas e.g. artefacts, plants etc. Encourage the children to explore different materials, question children about the textures. Think about their plans with the material? Encourage children to find their name sticker when they have finished their art work and to stick to their work. Encourage children to place their finished art work on the drying rack. Model using tools safely. Questioning what effect, they have on the material being explored. Model how to use the stampers, questioning the children what shape/letter etc. they have printed. Encourage children to explore playdoh and clay using different tools safely. Say “You are making lots of small shapes, straight lines ....” Remind children to wear aprons and to help if needed to put them on/take them off. Adult to remind children to hang them back up once finished. Look at materials with children. Reflect on them, talk about how the materials feel and so on.</p>

**Nursery – Construction**  
**Continuous Provision Curriculum Planning**

<b>Resources/Area</b>	<b>How is it organised and why?</b>	<b>Intended Learning Outcomes</b>	<b>Link to EYFS / Research / C of EL</b>	<b>Adult Role</b>
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<p>A range of different construction toys depending on development level e.g. Lego, wooden blocks, k-nex etc.          Small world resources to extend play          Community Blocks          Tools          Hard hats and high-vis vests          Cones/construction area tape          Clipboards, paper and pens          Pictures of different buildings around the local area etc.          Baskets          Cylinders, Boxes, Tins          Measuring resources such as tapes          Wooden people          Arches          Mirrors</p>	<p>In labelled child accessible containers so that children can use them whenever necessary.          Photo labels to encourage children to return them to the same place.          Stored on a shelf, readily accessible to children.          Area to display work.          Displayed at child height around the area</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.          Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.          Develop PSED skills by working with others.          Develop communication and language skills.          Develop fine and gross motor skills.          Develop understanding of other people, cultures and places through small world activities.</p>	<p>Transporting materials from one place to another linked to PD          Transforming open ended materials linked to EAD          Building enclosures for small world objects, linked to EAD          Expressing ownership and control over the environment, linked to PSED          Testing possibilities, different combinations using a range of building materials, linked to CofEL          Asking questions related to how things work, linked to UW &amp;CL          Caring for resources and putting them back in the labelled place, linked to PSED          Processing the real world through playing with everyday technology and resources, linked to UW          Explore concepts as sorting, ordering, counting, one to one correspondence, size and shape, linked to EAD          Recreating and acting our fairytales with available resources, linked to CL</p>	<p>Observe children exploring construction equipment, if appropriate model different ways how to use the equipment, provide challenges for children e.g. different things to build, question children and support their learning.          Adult to observe children exploring the tools imaginatively. If appropriate model different ways how to use the equipment, question children and support their learning.          Sketch children's work to record experiences          Take photographs when appropriate to reflect and record experiences together          Adult to observe children putting on the construction gear. If appropriate question children and support their learning. If necessary, help children to put the items on.          Observe children using the building safety apparatus, if appropriate model how to use it, question children and support their learning.          Observe children mark making. If appropriate question children about what they are drawing/writing, aid children if necessary to support with their writing/pencil grip.          Prompt children to use the images to help with their building if necessary.          Observe the children, if necessary prompt them to explain what the signs mean.          Language Fill          Dump          Pick up          Stack          Balance          Tall          Short          Under          Over          Off          Through          Beside          Top          Middle          Start          End          Up          Down</p>
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**Nursery – Role-Play  
 Continuous Provision Curriculum Planning**

Resources/Area	How is it organised and why	Intended Learning	Link to EYFS / Research / C of EL	Adult Role
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		Outcomes		
<p>Table and chairs  Table clothes  Various food  Napkins, placemats  Vase with flowers  Cutlery and tray  Shopping lists  Telephones  Babies  Baby clothes  Various sized and textured fabrics  Small world houses and people  Cups, plates, bowls  Tea pots  Pots and pans and wooden spoons  High chair  Bed  Bags, purses, money  Pram</p>	<p>Home-corner role-play area  Role-play areas linked to current theme  Role-play shed in outdoor area  Have numbers on the cutlery tray to show how many of each fork etc. is stored there.  Label areas to put things away with images  Festival and cultural additions planned for in the home-corner.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Develop communication and language skills.  Develop PSED skills.  Develop awareness of other people, culture and places.</p>	<p>Demonstrate an increasing capacity for self-regulation, linked to PD &amp; PSED  Acting out role situations  Practicing eye-hand coordination through manipulating props  <b>Cognitive:</b> thinking of and acting out a story  Children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things Cof EL  Supports schemas</p>	<p>Add provocations when appropriate for example gifts and wrapping area around times of celebration  Model taking care of the equipment  Understand that children have many ways of seeing the world  Model open ended resources  Model writing shopping lists and going shopping  Enjoy sharing and interacting with materials of cultural and historic significance  Model speech and language</p>