

EAD – Creating with Materials			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Explore different materials freely, 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>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</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>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>Develop storylines in their pretend play.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p><b>SEND Provision:</b></p>	<p>Ensure sensory opportunities when exploring different materials.</p> <p>Support with picture prompts and emotion maps when drawing</p> <p>Encourage use of Makaton/communication boards etc. to support with discussing what they have created</p> <p>Model effectively how to use different materials in a range of ways</p>		

EAD – Being Imaginative & Expressive			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</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>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>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and <b>– when appropriate – try to move in time with music.</b></p>

**SEND Provision:** All targets in line with EHCP

Expressive Arts & Design (Early Years) Skills Progression



Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.			
<b>SEND Provision:</b>	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 laying		