

## Expressive Arts and Design Reception - Long Term Plan

**Statutory Guidance from the EYFS Framework:** 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.

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
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| Potential Themes/ Interests of children  | <ul style="list-style-type: none"> <li>My new school</li> <li>How have I changed?</li> <li>My Family and where I live</li> </ul>  | <ul style="list-style-type: none"> <li>Autumn</li> <li>Space travel and the solar system</li> <li>Light &amp; Dark</li> <li>Celebrations</li> </ul> | <ul style="list-style-type: none"> <li>Winter</li> <li>Polar Regions</li> <li>Climate</li> <li>Customs around the world</li> </ul>  | <ul style="list-style-type: none"> <li>Spring</li> <li>People who help us</li> <li>Florence Nightingale and Mary Seacole</li> <li>Keeping ourselves safe</li> </ul> | <ul style="list-style-type: none"> <li>Farming</li> <li>Food from around the world</li> <li>Life cycles</li> <li>Habitats</li> </ul>  | <ul style="list-style-type: none"> <li>Summer</li> <li>Forest environment</li> <li>The great outdoors</li> <li>Andy Goldsworthy</li> </ul> |
| Possible Celebrations & Experiences  | Starting School, Halloween, Autumn, Black History Month, Fire service visit   | Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity  | Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day   | World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter  | International Museum Day, World Biscuit Day, World Food Safety day  | Father's Day , Sports Day, Transition  |
| The Year 1 expectations in Literacy/English from the National Curriculum.<br><br>Where are children going? | <p><b>Art and Design – Year 1 National Curriculum</b><br/>Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences</p> |   | <p><b>Design and Technology – KS1 National Curriculum</b><br/><b>Design-</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b> -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> - Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical</p> |   | <p><b>Music – KS1 National Curriculum</b><br/>Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live</p> |  |

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|  | and similarities between different practices and disciplines, and making links to their own work | knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music |
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**Expressive Arts and Design** Reception - Long Term Plan 2023 – 2024

|  | <u>Autumn 1</u>   | <u>Autumn 2</u>  | <u>Spring 1</u>  | <u>Spring 2</u>   | <u>Summer 1</u>   | <u>Summer 2</u>  |
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| <p><b>Development of Music</b></p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p> | <p>Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p> <p>Charanga: Me!</p> | <p>Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p> <p>Charanga: My stories</p> | <p>Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse,</p> | <p>Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in</p> | <p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around</p> | <p>Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in</p> |

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|  |  |   | <p>beat, orchestra, horn, bells.<br/>Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.</p> <p>Charanga: Everyone</p> | <p>provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.</p> <p>Charanga: Our world</p>   | <p>music and emotions – exploring a wide range of appropriate songs.</p> <p>Charanga: Big bear funk</p>  | <p>class to allow children to make their own music (including singing).</p> <p>Charanga: Reflect, rewind and replay</p>  |
| <p><b>Artist Studies progression</b></p> <p>Intended Artists<br/>*check for progression from Rec → Year 6*<br/>Vocabulary Implementation</p> | <p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p> |   |   |  |  |  |
|  | <p>Jackson Pollock (Collaborative work)<br/>Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.<br/>Exploration of Jackson Pollock through texts, videos, discussions and teacher</p>  | <p>Yayoi Kusama Piet Mondrian, Wassily Kandinsky<br/>Yayoi Kusama, Piet Mondrian, Wassily Kandinsky, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles<br/>Exploration of Yayoi Kusama, Piet Mondrian, Wassily</p> | <p>Joan Miro<br/>Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols.<br/>Exploration of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>                                       | <p>Georgia O’Keeffe, Henri Matisse<br/>Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, French, American, paper collage, scissors.<br/>Exploration of Georgia O’Keeffe and Henri Matisse through texts,</p> | <p>Eric Carle<br/>English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibeasts.<br/>Exploration of Eric Carle through texts, videos, discussions and</p> | <p>. Andy Goldsworthy<br/>English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibeasts.<br/>Exploration of Andy Goldsworthy through texts,</p> |

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|  | demonstrations, children to recreate their artwork. | Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. |  | videos, discussions and teacher demonstrations, children to recreate their artwork | teacher demonstrations, children to recreate their artwork. | videos, discussions and teacher demonstrations, children to recreate their artwork. |
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| Being Imaginative and Expressive (ELG)<br>Creating with materials (ELG)                         | <p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - 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.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - 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.</p> |   |  |  |  |  |
| Development of Children's Mark Making and Drawing<br><br>Intent<br>Vocabulary<br>Implementation | <p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles.<br/>Children are giving meaning to marks they have made.<br/>Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain<br/>Mark making area, Workshop and</p>  | <p>(Skill)<br/>Observational drawings linked to the current topic (e.g. Autumn).<br/>Begin to understand how to use shapes to represent objects.<br/>Observe, copy, look, notice, shape, colour, lines, represent.<br/>Mark making area, Workshop and creative areas,</p> | <p>(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.<br/>Emotion, feeling, detail, features, circles, shapes, lines, colour<br/>Mark making area, Workshop and</p> | <p>(Skill) Continue with the development with observational drawing e.g. linked to Spring.<br/>Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil.<br/>Mark making area, Workshop and creative areas, modelling how to use equipment</p> | <p>(Skill) Continue with the development of observational drawing linked to the theme.<br/>Continue to develop the accuracy and detail in their drawing.<br/>Observe, copy, look, notice, shape, colour, lines, represent, flower,</p> | <p>(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these.<br/>Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason.<br/>Mark making area, Workshop and creative areas, modelling how to</p> |

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|   | creative areas, modelling how to use equipment safely.   | modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.  | creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.  | safely, Modelling observational skills and the use of colour.  | sunflower, Van Gogh.<br>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.   | use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.  |
| <b>Development of use of Colour</b><br><br>Intent<br>Vocabulary<br>Implementation | (Knowledge) Know the names of many colours and uses these in their work.<br>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.<br>Discussing colour names during play and discussions. | (Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.<br>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.<br>Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions. | (Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.<br>Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix.<br>Modelling making a wash background, discussing use of colour and shape and light and dark colours. | (Skill) Exploring the colour work of Andy Goldsworthy – Nature.<br>Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud.<br>Using a colour chart and paint chart outside to identify colours. | (Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.<br>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.<br>Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore. | (Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.<br>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose.<br>Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples. |
| <b>Development of the use of Paint</b>  | (Skill/Knowledge) Exploring the painting area  | (Knowledge) Knowing pictures do not need to use   | (Experience) Developing an understanding that   | (Skill) Children continuing to become more   | (Experience) Continue to develop a wide   | (Skill) Children knowing what they want to paint and   |



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| <p>Intent<br/>Vocabulary<br/>Implementation</p>                                      | <p>within the setting, using the area independently or with support and using techniques of Artists studied this term.<br/>Paint, painting, colour, choice, splatter, flick, Jackson Pollock.<br/>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p> | <p>multiple colours.<br/>Working on choosing particular colours for the painting they are creating.<br/>Paint, painting, colour, choice, Yves Klein<br/>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.</p> | <p>there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.<br/>Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.</p> | <p>confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.<br/>Paint, painting, colour, choice, mix, new, primary and secondary<br/>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours</p> | <p>range of experience with using paint on a small and large scale.<br/>Explore using different brush types and noticing artists who also do this.<br/>Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p> | <p>why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time.<br/>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.<br/>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p> |
| <p>Development of<br/>Printing<br/><br/>Intent<br/>Vocabulary<br/>Implementation</p> | <p>(Experience/Skill)<br/>Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.</p>  | <p>(Skill) Children being introduced to larger printing tools to be used indoors and outdoors.<br/>Print, paint, choice, smudge, clear print, sponge, rollers, shapes,</p>   | <p>(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds.<br/>Print, paint, choice, smudge, clear print, objects,</p>   | <p>(Skill) Children exploring how patterns can be printed.<br/>Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature.</p>  | <p>(Skill) Children printing using a range of media, independently printing patters including symmetrical patterns.<br/>Print, paint, choice, smudge,</p>  | <p>(Skill) Children printing pictures using the skills and knowledge learnt throughout the year.<br/>Print, paint, choice, smudge, clear print, ideas,</p>   |

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|  | <p>Print, paint, choice, hands, feet, fingers, smudge, clear print.</p> <p>Printing materials explored together as a class and on offer in provision.</p>  | <p>Mondrian, primary colours, Kandinsky.</p> <p>Printing materials explored together as a class and on offer in provision.</p> <p>Mondrian's work explored together as a class.</p>  | <p>leaves, pine cones, flowers.</p> <p>Printing materials explored together as a class and on offer in provision.</p> <p>Exploration of natural materials – bring in from outside to print.</p>  | <p>Printing materials explored together as a class and on offer in provision.</p> <p>Exploration of natural materials – bring in from outside to print.</p> <p>Teaching of repeating patterns.</p>  | <p>clear print, symmetry, the same, pattern, butterfly, shape, colour.</p> <p>Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.</p>   | <p>explain, reason, why.</p> <p>Printing materials in provision for children to use independently.</p>  |
| <p><b>Development of the use of Textiles and Materials</b></p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p> | <p>(Understanding) Children exploring the available materials within their new setting.</p> <p>Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p> <p>Exploration of a range of materials and their functions, creative areas.</p> | <p>(Skill) Children being shown how to use junk modelling materials to build and construct models.</p> <p>Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape.</p> <p>Junk modelling materials available in class, different functions of glue explored with class.</p> | <p>(Knowledge) Exploring different types of materials and what their properties and uses are.</p> <p>Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton.</p> <p>Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.</p> | <p>(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective.</p> <p>Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.</p> | <p>(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.</p> <p>Materials, textures, weaving, instructions, in and out, natural, manmade, pattern.</p> <p>Weaving demonstrated to the class, weaving materials available in provision,</p> | <p>(Skill) Children continuing to learn to weave and exploring weaving.</p> <p>Materials, textures, natural, leaves, thread, , weaving, in and out.</p> <p>Modelling and instructions on how to weave with links to how to sew.</p> |
| <p><b>Development of modelling and 3D work</b></p>   | <p>(Understanding) Children being shown the loose</p>  | <p>(Skill) Children being shown how to use simple joins</p>  | <p>(Skill) Children making models and creations for</p>  | <p>(Skill/Knowledge) Children exploring how natural</p>   | <p>(Skill) Children specifically using certain materials</p>   | <p>(Skill) Children having the skills and understanding</p>   |

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| <p>Intent<br/>Vocabulary<br/>Implementation</p>  | <p>parts in the class and being shown how they can be used.<br/>Transient art, loose parts, moveable, creation, colour, shape, patterns.<br/>Exploration of loose parts, modelling of how they can be used, images of ideas.</p>  | <p>when using different materials to create<br/>Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold.<br/>Exploration with the class of different ways to join materials and which is the best method for which material.</p>                             | <p>their own pleasure and for events and celebrations.<br/>Celebrate, bunting, paper chains, joins, glue, paper, card.<br/>Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.</p>                           | <p>resources can be manipulated to make 3d sculptures.<br/>Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar.<br/>Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.</p>                 | <p>for their own ideas.<br/>Props, puppets, folding, technique, fan, book, material, feather headdress.<br/>Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.</p> | <p>to use a range of tools and materials to join, assemble and build models and 3D work.<br/>Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain.<br/>A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.</p> |
| <p>Development of<br/>Cutting skills<br/><br/>Intent<br/>Vocabulary<br/>Implementation</p> | <p>(Skill) Children being shown how to scissors to make snips safely.<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.<br/>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a</p> | <p>(Skill) Children building confidence and skill in using scissors.<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow.<br/>Demonstration and discussions around scissor safety, modelling the use of scissors – open</p> | <p>(Skill) Children building confidence and skill in using scissors.<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.<br/>Demonstration and discussions around scissor safety, modelling the use of scissors – open</p> | <p>(Skill) Children building confidence and skill in using scissors<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy.<br/>Scissors in provision, a variety of shapes for children to cut, materials and pictures available</p> | <p>(Skill) Children using scissors independently and safely.<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.<br/>Scissors in provision, a variety of shapes for children to cut, materials and</p>  | <p>(Skill) Children using scissors to support them in their creations.<br/>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.<br/>Scissors in provision, a variety of shapes for children to cut, materials and</p>  |



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|  | repeated process, scissors in provision.   | and close to make small snips in a repeated process to follow a line, scissors in provision.  | and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.   | for children to cut freely. | pictures available for children to cut freely. | pictures available for children to cut freely. |
| <b>Development of Imagination and Roleplay</b><br><br>Intent<br>Vocabulary<br>Implementation | <p>Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p> | <p>Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p> | <p>Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.</p> |                             |  |  |