

Early Years Foundation Stage

Area of Learning and Development: Expressive Arts and Design – Being Imaginative and Expressive

Educational Programme for Expressive Arts and Design

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.

Development Matters Non-Statutory	Early Learning Goal – Creating with Materials Statutory
<p>Children in Reception will be learning to:</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>Children at the expected level of development will:</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>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to Being Imaginative and Expressive – Designing and Making

Explore

Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.

Design

Talk about their ideas, choose resources, tools and techniques with a purpose in mind.

Make

Make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters.

Evaluate

Talk about what they like/dislike about their models/constructions/props say why, and how they would change them.

Tools and equipment

Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation.

Safety

Handle and use equipment appropriately and safely

Key Vocabulary

Recycled paper, cardboard, plastic, foil, polystyrene, natural, man-made, waterproof, construct, build, assemble, join, plan, design, structure, thick, thin, firm, hard, strong, twist, turn, through, on, in, underneath, next to, on top, join, assemble, construct, fasten, model, build, design, screw, balance, thread, slot, structure, model, tall, taller, big, small, cook, bake, weigh, mix, roll, cut, whisk, mash, sieve, peel, chop, spread, names of fruit and vegetables, nutrition, healthy, unhealthy