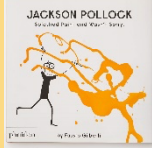

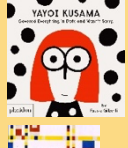







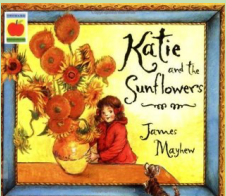


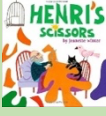





Expressive Arts and Design Reception - Long Term Plan

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.








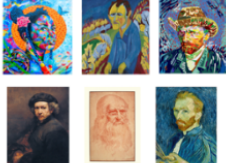


	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	CV: Justice Starting School/Map my classroom Autumn Harvest Pumpkins Marvellous me/ Family	CV: Love Woodland animals/ hibernation Christmas Around the World Celebrations Sorting Materials/Recycle	CV: Endurance Winter Polar worlds Journeys Chinese New Year Big School's bird watch	CV: Forgiveness Growing up - babies, generations Health inc. oral health Spring – Seasons, New life Easter	CV: Dignity Life Cycles - butterflies, beans, sunflower Outdoors/Weather Gardening Keeping Healthy	CV: Thankfulness Summer Habitats: Sherwood Forest Vs the Ocean Edwinstowe People who help us
Possible Celebrations & Experiences	Class rules and routines Black History Month	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, Science Wk, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day , Sports Day, Transition, Assessment Fire service visit
Possible texts to develop understanding of Artists	 	   		  		   
The Year 1 expectations in Literacy/English from the National Curriculum. Where are children going?	Art and Design – Year 1 National Curriculum 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 and similarities between different practices and disciplines, and making links to their own work		Design and Technology – KS1 National Curriculum Design- 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 Make - 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 Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical 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		Music – KS1 National Curriculum 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 and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music	

Expressive Arts and Design Reception - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Development of Music (Supported by Charanga music scheme)</p> <p>Intent To know (how to):</p> <p>Vocabulary Implementation</p>	<p>Sing simple well know songs and rhymes, introducing new daily rhymes.</p> <p>Describe the sounds I can hear.</p> <p>Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move</p> <p>Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p>	<p>Nativity Performance – join in with the words to songs and use signs/actions.</p> <p>Listen to music.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>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>Explore musical instruments including body percussions.</p> <p>Play instruments in time and in a simple composition.</p> <p>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, beat, orchestra, horn, bells.</p> <p>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>Experiment with changing my voice with different tempo, pitch and dynamics.</p> <p>Describe instrument sounds.</p> <p>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.</p> <p>Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.</p>	<p>Sing a range of familiar nursery rhymes and songs – singing sometimes in tune.</p> <p>Talk about how music makes me feel.</p> <p>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</p> <p>Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.</p>	<p>Perform songs, rhymes, poems and stories and move in time with the music.</p> <p>Compose and adapt my own music using my voice and with instruments.</p> <p>Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.</p> <p>Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).</p>

**Art&Design
(see whole
school
progression)**

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.

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>EYFS Continuous Provision will provide opportunities to explore the art elements of:</p>		
<p>Colour Colour charts and quality texts. Opportunities to spot and sort 'collections' of colour i.e. reds, blues, greens etc. Paint mixing opportunities- powder & ready mixed Pupils Know: The names of a wide range of colours. Colours can be mixed to make new colours.</p> 	<p>Form Mix of materials (mud, dough, clay) and construction available to explore, build and balance with. Pupils Know: Modelling materials can be shaped using hands or tools.</p> 	<p>Shape Selection of loose parts, shapes and natural materials to create shapes and pictures. Pupils Know: Names of simple shapes in art.</p> 
<p>Line Examples of different lines in CP-log slices. Mix of mark making materials- artist area. Pupils Know: Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.</p> 	<p>Pattern Opportunities to create, continue and describe patterns with natural materials and loose parts. Examples of pattern-materials, papers in collage, display etc. Pupils Know: When they have made a pattern with objects, colours or drawn marks and are able to describe it.</p> 	<p>Texture Explore texture through sensory play and observation. Interesting objects to observe and handle representing different textures- bumpy, smooth, spiky etc. CP Supporting skill display-tearing/printing Pupils Know: Simple terms to describe what something feels like (eg. bumpy).</p> 
<p>Tone Paint mixing- powder & ready mixed Opportunities to add white and black. Pupils Know: There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> 		
<p>Skill Area: Drawing (Marvellous Marks) Artist: Comparing a selection of self-portraits. Learn: Pupils will know how to: Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces) Outcome: Self-portrait</p> 	<p>Skill Area: Painting/Mix Media (Paint my world) Artist: Megan Coyle Learn: Pupils will know how to: Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Outcome: Landscape Collage</p> 	<p>Skill Area: Sculpture/3D (Creation Station) Artist: Julie Wilson Learn: Pupils will know how to: Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) Outcome: Animal Sculpture</p> 
<p>Knowledge of artists: Pupils will know how to: Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p>		<p>Evaluating and analysing: Pupils will know how to: Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>

Expressive Arts and Design Reception Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Being Imaginative and Expressive (ELG) Creating with materials (ELG)	<p>ELG: Creating with Materials 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>ELG: Being Imaginative and Expressive 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>					
<p>Development of Children’s Mark Making and Drawing</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>Grip a pencil and make marks through a range of shapes e.g. lines and circles. Give meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely.</p>	<p>(Skill) Make Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.</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. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.</p>	<p>(Skill) Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.</p>	<p>(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. 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.</p>	<p>(Skill) Discuss their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.</p>
<p>Development of use of Colour</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>(Knowledge) Names of many colours and use these in their work. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Discussing colour names during play and discussions.</p>	<p>(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.</p>	<p>(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Wash background, water colour, water, paint, light, dark, bold, faint, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours.</p>	<p>(Skill) Explore a range of colours and begin to think about how they can represent ideas and feelings. Colours, colour names, feelings: sad, happy, calm, love, style. Forest school- natural paints: using a colour chart and paint chart outside to identify colours. Colour monster emotions link.</p>	<p>(Skill) Explore how to change colours through colour mixing and how white and black can change a colour. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p>	<p>(Skill) Plan ahead on which colours they will use and give a purpose and reason for the colours they’ve used. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.</p>

<p>Development of the use of Paint</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>(Skill/Knowledge) Explore painting area within setting, using the area independently or with support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p>	<p>(Knowledge) Pictures do not need to use multiple colours. Choose particular colours for the painting they are creating. Paint, painting, colour, choice, Yves Klein Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.</p>	<p>(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. 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>(Skill) Become more confident and independent when painting and using the skills and techniques I've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours</p>	<p>(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types. 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>(Skill) What I want to paint and why using my imagination and feelings – I can explain why I've chosen my materials and how I may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p>
<p>Development of Printing</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>(Experience/Skill) Explore printing through access to paint. Print with my hands and fingers and knowing they are allowed to do this. Print, paint, choice, hands, feet, fingers, smudge, clear print. Printing materials explored together as a class and on offer in provision.</p>	<p>(Skill) Children introduced to larger printing tools to be used indoors and outdoors. Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours, Kandinsky. Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.</p>	<p>(Skill) Children exploring printing tools – both natural and man-made e.g. leaves and ear buds. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.</p>	<p>(Skill) Children exploring how patterns can be printed. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.</p>	<p>(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns. Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.</p>	<p>(Skill) Children printing pictures using the skills and knowledge learnt throughout the year. Print, paint, choice, smudge, clear print, ideas, explain, reason, why. Printing materials in provision for children to use independently.</p>
<p>Development of the use of Textiles and Materials</p>	<p>(Understanding) Children exploring the available materials within their new setting. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p>	<p>(Skill) Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower,</p>	<p>(Knowledge) Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton.</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. Materials, textures, collage, Eric Carle, play dough, flour,</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. Materials, textures, weaving, instructions, in</p>	<p>(Skill) Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.</p>

<p>Intent To know (how to): Vocabulary Implementation</p>	<p>Exploration of a range of materials and their functions, creative areas.</p>	<p>taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.</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>Collage exploration, collage materials available to class.</p>	<p>and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision/ forest school</p>	
<p>Development of modelling and 3D work Intent To know (how to): Vocabulary Implementation</p>	<p>(Understanding) Children being shown the loose parts in the class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.</p>	<p>(Skill) Children being shown how to use simple joins when using different materials to create. Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.</p>	<p>(Skill) Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.</p>	<p>(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.</p>	<p>(Skill) Children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather headdress. 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>(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. 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 Cutting skills Intent To know (how to): Vocabulary Implementation</p>	<p>(Skill) Children being shown how to scissors to make snips safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.</p>	<p>(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.</p>	<p>(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.</p>	<p>(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>(Skill) Children using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>(Skill) Children using scissors to support them in their creations. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>

<p>Development of Imagination and Roleplay</p> <p>Intent To know (how to):</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Explore the roleplay area/s within the setting and join in with familiar pretend play. Explore and use the resources to create props or bring in and use materials to support play. Build 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>Use familiar stories to inspire roleplay, extend their roleplay with more imaginary storylines. 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>Continue to extend and develop storylines they are role playing in school. 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>
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