

EYFS

*Curriculum*

*Whitby Heath Primary  
School*



# Curriculum Area: Personal, Social and Emotional Development

## Whitby Heath Curriculum ambitions for PSED:

As class members we will:

- Show empathy towards others
- Show determination to achieve a goal
- Show resilience when faced with a challenge
- Show curiosity about the world around them

## Vocabulary:

Happy, sad, scared, worried, excited, nervous, jealous, shocked, frustrated, anxious, proud, choices, calm, emotions, feelings, healthy, unhealthy, germs, hygiene, listen, question, community, family, share, taking turns, instructions, challenge, goal, risk, curious, resilient, determined

## Questions to ask:

- Look at \_\_\_\_'s face. How do you think they are feeling?
- How do you think \_\_\_\_ felt when that happened?
- What can you do to help \_\_\_\_?
- What can we do to solve this problem?
- I can see that \_\_\_\_ is feeling sad. How can you go and help them to feel better?
- What do you like most about you work?
- What could you do to make this even better?
- Can you \_\_\_\_ and then \_\_\_\_ please? (two step instructions)
- Which foods are healthy/unhealthy?
- How can you put your coat/P.E kit on without any help?
- How can we make sure we are following the school rules?

## Knowledge and Skills- Self regulation

### Development Matters:

- Identify and moderate their own feelings socially and emotionally
- Manage their own needs, (personal hygiene)
- Express their feelings and consider the feelings of others

### Birth to 5:

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

### ELG's:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

## Curriculum Area: Personal, Social and Emotional Development

### Knowledge and Skills- Managing self

#### Development matters:

- See themselves as a valuable individual
- Show resilience and perseverance in the face of challenge
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

#### Birth to 5:

- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

#### ELG'S:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Knowledge and Skills- Building relationships

#### Development matters:

- Build constructive and respectful relationships
- Think about the perspectives of others

#### Birth to 5:

- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Is proactive in seeking adult support and able to articulate their wants and needs
- Some children may have had to make many different relationships in their life, this may have impacted on their understanding of what makes a consistent and stable relationship

#### ELG's:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

# Curriculum Area: Communication and Language

## Whitby Heath Curriculum ambitions for Communication and Language

As class members we will:

- Understand the value of our own voice, sharing it with others confidently
- use a range of communication and interaction strategies including describing and commenting
- Solve problems, clarify concepts and develop thinking in conversation

## Vocabulary:

Listen, share, good looking, good listening, good sitting, magnet eyes, rhyme, story, poem, phrase, name, exploring meaning, sound, ideas, feelings, discussion

## Modelling:

Staff in EYFS will demonstrate high quality interactions with children, modelling sentence structure, tone and correct use of vocabulary Adults will ensure children have lots of opportunities to have conversations, hearing modelled language and learning new words. They will hear and say new words often to strengthen the connections in children's brains and to keep building their vocabulary.

## Questions to ask:

How can you show me that your listening?

How can you show me that you're ready to learn?

What do you think?

Can you share your idea with us?

Why do you think that happens?

How do you think it works?

What could you ask to find out more?

## Knowledge and Skills- Listening, attention and understanding

Development Matters:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

## Birth to 5:

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

## ELG'S:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

## Curriculum Area: Communication and Language

### Knowledge and Skills- Speaking

#### Development matters:

- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Develop social phrases
- Learn rhymes, poems and songs

#### Birth to 5:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

#### ELG'S:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher



## Curriculum Area: Physical Development

### Whitby Heath Curriculum ambitions for Physical Development

As class members we will:

- Use tools with confidence
- Hold a pencil effectively
- Use core strength to control movements effectively
- Confidently demonstrate fundamental skills such as throwing and catching, hopping, skipping, stretching, sliding, balancing and jumping

### Vocabulary

Roll, pat, flatten, squash, squeeze, mould, make, shape, adapt, flexible, supple, control, muscles, balance, control, movement, jump, hop, skip, stretch, roll, crawl, walk, run, climb, balance, catch, kick, pass, aim, apparatus, strength, shape, position, pace, obstacle, push, pat, throw, fine motor, gross motor, hand tool, clockwise, anti clockwise, tripod, forwards, backwards, sideways, bench, mat, stretched, curled, tuck, bouncing, catching, free space, rebound, speed, direction, passing, controlling, shooting, scoring, levels, pathways, rhythm

### Questions to ask:

Why do we need to be safe in PE?

Why do our bodies need to exercise?

What does your heart feel like after exercise?

What do we need to remember when \_\_\_\_\_?

Why do we have muscles?

What can we do to help us balance?

How can we make sure our movements are careful?

How can we throw a ball accurately?

How can we make sure there is enough space?

### Knowledge and Skills- Gross motor skills

#### Development Matters:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group, combining different movements with ease and fluency
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

#### Birth to 5:

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

#### ELG's

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

## Curriculum Area: Physical Development

### Knowledge and Skills- Fine motor skills

#### Development matters:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Develop the foundations of a handwriting style which is fast, accurate and efficient

#### Birth to 5:

- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

#### ELG'S:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing



# Curriculum Area: Literacy

## Whitby Heath Curriculum ambitions for Communication and Language

As class members we will:

- Understand the value of our own voice, sharing it with others confidently
- use a range of communication and interaction strategies including describing and commenting
- Solve problems, clarify concepts and develop thinking in conversation

## Vocabulary:

Knowledge, engage, excite, blurb, read, fiction, non-fiction, contents, index, glossary, page, illustrator, author, quiet, mark-making, scribble, print, handwriting, lower case, upper case, enter up, enter all the way up, enter up and over, finger space, explain, retell, setting, character, phonics, real word, nonsense word, red word, green word, blend, segment, alphabet, letter sound, letter name, label, instruction, list, sentence, phrase, spelling, exception word, initial sound, phonics

## Questions to ask:

What is happening in the picture?

How is the character feeling?

Where does the story take place?

What do you think this story will be about?

What sounds can you hear in that word?

How do you write that sound?

What is a green word/red word?

What does the green word/red word say?

What does the sentence say?

## Knowledge and Skills- Comprehension

### Development Matters:

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts

### Birth to 5:

- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text

### ELG'S:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate - where appropriate - key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play



## Curriculum Area: Literacy

### Knowledge and Skills- Word reading

#### Development matters:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

#### Birth to 5:

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
- Begins to develop phonological and phonemic awareness
- Continues a rhyming string and identifies alliteration
- Hears and says the initial sound in words
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. *sh, th, ee*
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

#### ELG's:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### Knowledge and Skills- Writing

#### Development matters:

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

#### Birth to 5:

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc

#### ELG's:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

## Curriculum Area: Mathematics

### Whitby Heath Curriculum ambitions for Mathematics

As class members we will:

- Understand and use numbers to 10 in depth
- Recognise patterns of counting systems
- Compare quantities in different contexts
- Solve problems and give clear reason behind thinking

### Vocabulary

Zero, number, odd, even, pattern pair, greater fewer, more, less, order, after, sharing doubling, halving, add, takeaway, measure, size, compare, guess, estimate, length, height, width, depth, weigh, balance, heavy, light, capacity, volume, full, empty, coin penny, pence, pound, price, cost, buy, sell spend, shape, side, corner, edge, rectangle, square, circle, triangle, 3-D shape, 2-D shape, face, edge, vertices, cube, pyramid, sphere, cone, position, over, under, above, below, top, bottom, left, right, up, down, forwards, backwards, sideways, sort, group, recognise

### Questions to ask:

How could you sort these.....?  
How many ways can you find to .....?  
What happens when we ..... ?  
What can be made from....?  
How many different ..... can be found?  
What is the same?/What is different?  
What pattern can you see?  
What do think comes next? Why?  
What have you discovered?  
How did you find that out?  
Why do you think that?  
What made you decide to do it that way?  
What is one more than/one less than?  
How many are there altogether?  
What are the number bonds to 5?

### Knowledge and Skills- Number

#### Development matters:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Compare length, weight and capacity

#### Birth to 5:

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size
- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)
- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)
- Shows awareness that numbers are made up (composed) of smaller numbers, exploring, partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

#### ELG's

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including dou-

## Curriculum Area: Mathematics

### Knowledge and Skills- Numerical patterns & wider maths

#### Development matters:

- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Continue, copy and create repeating patterns

#### Birth to 5:

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars
- Uses informal language and analogies, (e.g. *heart-shaped and hand-shaped leaves*), as well as mathematical terms to describe shapes
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

#### ELG'S:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



## Curriculum Area: Understanding the World

### Whitby Heath Curriculum ambitions for Understanding the World

As class members we will:

- Talk about family members
- Care for an animal
- Appreciate and respect religions and cultural communities around the world
- Understand how to read a simple map

### Vocabulary

Examine, investigate, explore, enquire, inspect, probe, question, research, observe, delve, dig, roots, stem, flower, trowel, rake, bury, cover, grow, raise, scatter, sow, seeds, leaves, observe, Summer, Winter, Autumn, Spring, day, daytime, wind, rain, sleet, hail, fog, cold, sun, hot. Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials r alive, habitats, food chain, shelter, seashore, woodland Fish, amphibians, reptiles, pets, birds, mammals, senses, tongue, taste, nose, smell, ears, hearing, eyes, vision, skin, touch, omnivores, carnivores, herbivores, Scientists, inventors, Climate change, endangered, environment, litter, pollution, air, world

### Questions to ask:

- What can you hear/see/smell/touch/taste?
- What do you think it is?
- How was it different in the past?
- Who is in your family?
- What is their job?
- Where does the map take you?
- What is their belief?
- How do the seasons change?
- What is their religion?
- How is life different there?

### Knowledge and Skills- Past and present

#### Development matters:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

#### Birth to 5:

- Talks about past and present events in their own
- life and in the lives of family members

#### ELG's

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

## Curriculum Area: Understanding the World

### Knowledge and Skills- People, culture and communities

#### Development matters:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

#### Birth to 5:

- Enjoys joining in with family customs and routines
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

#### ELG'S:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps

### Knowledge and Skills- The natural world

#### Development matters:

- Draw information from a simple map
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

#### Birth to 5:

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

#### ELG'S:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

## Curriculum Area: Expressive Arts & Design

### Whitby Heath Curriculum ambitions for Expressive Arts & Design

As class members we will:

- Create a painting inspired by music or an artist
- Perform a story, song, poem or rhyme to an audience
- Actively experiment with the social and emotional roles of life through imaginative play

### Vocabulary

Melody, sing, tempo, acoustic, tune, instruments, drum, symbol, microphone, shaker, performance, perform, act, dance, create, imagine, improvise, pretend, laugh, clap, applause, dance, gallop, twirl, freeze, still, audience, style, sound, musical, splat, brush, drip, stroke, art, sketch, picture, portrait, landscape, abstract, line, colour, rubber, portrait, thick, thin, texture, shade, smudge, blend, tape, construct, join, print, collage, fabric, needle, thread, felt, tissue paper, sketch, pencil, pen, highlighter, sharpener, pencil

### Questions to ask:

- What can you tell me about your picture?
- What can you tell me about what you have made?
- What materials did you use to create your picture?
- How does the ———make you feel?
- Which instrument do you want to use and why?
- What is your play/game about?
- What is your favourite song/nursery rhyme? Can you sing it?
- How can you move in time with the music?
- How can you move to the beat?

### Knowledge and Skills- Creating with materials

#### Development matters:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills

#### Birth to 5:

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts

#### ELG's

- 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

## Curriculum Area: Expressive Arts & Design

### Knowledge and Skills- Being imaginative and expressive

#### Development matters:

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups

#### Birth to 5:

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. *this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth*
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

#### ELG'S:

- 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.

