



Nursery Expressive Arts and Design Development Progression



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	All about Me	Our Body	World Foods	Animals	Our Community	Life Cycles	
Key Question	What makes me special?	How are we different?	How are foods different around the world?	What is a big animal?	What is in our village?	What is a life cycle?	
Nursery	Expressive Arts and Design (Knowledge and Skills)	<ul style="list-style-type: none"> Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1) Uses various construction materials. (Au1) To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1) For children to be able to construct with 	<ul style="list-style-type: none"> Sing familiar Nursery Rhymes. (Au2) To use different colours and materials to make Rangoli Patterns. (Au2) To make salt dough Diya's. (Au2) To make Christmas cards and decorations for friends and family using a range of media. (Au2) To make patterns with paint and different objects, 	<ul style="list-style-type: none"> To use scissors effectively. (Sp1) To begin to act out different scenarios using props to enhance imaginative play. (Sp1) Sing familiar songs or make up own songs. (Sp1) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) To play instruments with increasing control. (Sp1) To know how colours can be mixed to make a new colour. (Sp1) To use their imagination to create different works of art. (Sp1) For children to be able to construct with a purpose and safely. (Sp1) To play instruments to express feelings and ideas. (Sp1) 	<ul style="list-style-type: none"> To engage in role play by making stick puppets of different story characters. (Sp2) Sing familiar Nursery Rhymes. (Sp2) Realises tools can be used for a purpose. (Sp2) To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2) To know about the different materials and what can be created with them. (Sp2) 	<ul style="list-style-type: none"> To use puppets and props to act out different traditional stories. (Su1) To make masks for role play. (Su1) Sing familiar songs in the correct tone and changing melody if appropriate. (Su1) Uses available resources to create props to support role-play. (Su1) To use available props to develop stories and make imaginative play more purposeful. (Su1) To show different emotions in pictures clearly. (Su1) To draw with increasing control, representing features and detail clearly. (Su1) To know how to use props appropriately for particular stories. (Su1) To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1) 	<ul style="list-style-type: none"> Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su2) To listen to music and create movements to the different beats. (Su2) To construct with bricks and blocks to make an enclosure. (Su2) Explore different materials freely, using them with a purpose. (Su2) Beginning to be interested

		<p>a purpose and safely. (Au1)</p>	<p>exploring what happens when you mix colours. (Au2).</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance. (Au2) • To learn about different textures and talk about them. (Aut 2) • Feely bag activities with different objects for children to feel and describe. (Aut 2) • • To know how different colours and materials can be used to create 		<ul style="list-style-type: none"> • To use their knowledge of stories in acting them out with friends. (Sp2) • Sing songs clearly using correct words that have been learned. (Sp2) • To know how to create recognisable representations of objects. (Sp2) 	<ul style="list-style-type: none"> • For children to be able to construct with a purpose and safely. (Su1) • To know how to use available props to develop stories and make imaginative play more purposeful. (Su1) 	<p>in and describe the texture of things. (Su2)</p> <ul style="list-style-type: none"> • To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Su2) • To know that different construction toys can be used to make new things that can be used in pretend play. (Su2) • To show confidence in choice of media when creating a model or picture. (Su2)
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			<p>things. (Au2)</p> <ul style="list-style-type: none"> To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2) 				
Understanding (Assessment opportunities)	Questioning Discussions Basket of Items/pictures from previous topics						
Vocabulary	Family Friends Myself	Celebrations Diwali Christmas Rangoli Senses Smell Taste Touch Hearing Sight Healthy foods Unhealthy foods Body part names	Food World Countries	Animal Big Enormous Elephant Rhino Hippopotamus Camel Giraffe	Community Village Burnham Taplow Slough Library Shops Post Office	Minibeasts Life Cycles Growth Changes	