


				Nursery		
				Expressive Arts and Design		
				Autumn	Spring	Summer
 Richardson Dees Primary School	<b>Nursery</b>	<p><b>Creating with Materials:</b></p> <p><i>As creative makers, we will use our Curiosity, Exploration and Fine-Motor superpowers to:</i></p> <p>Make marks using a wide range of tools and grips (crayons, chunky pens, paintbrushes, chinks, rollers). Explore how materials feel and behave when we squeeze, squash, roll, pat or poke them (e.g., playdough, clay, foam, gloop). Use simple tools with growing control (spoons, scoops, rollers, cutters). Experiment with making big marks outdoors and smaller marks indoors. Explore colour through painting, printing and finger-painting, noticing bright and dark colours. Begin to choose materials for a purpose (e.g., "I need sticky tape", "I want the big brush"). Join materials in simple ways such as pressing, sticking or squeezing. Create simple autumn crafts using natural materials such as leaves, sticks and conkers. Begin to talk about textures and patterns using simple words.</p> <p><b>Being Imaginative and Expressive:</b></p>	<p><b>Creating with Materials:</b></p> <p><i>As creative makers, we will use our Curiosity, Exploration and Fine-Motor superpowers to:</i></p> <p>Use materials for a purpose, choosing items they need (e.g., "I need tape to stick this on"). Join materials for a purpose, using glue, tape, string or simple connectors to make models. Use mark-making tools to make a range of enclosed shapes (circles, spirals, loops, enclosed scribbles). Experiment with different tools (rollers, sponges, brushes, stamps) to create textures and patterns. Begin simple design thinking, saying what they want to make and selecting materials to match their idea eg "I'm making a car".</p> <p><b>Being Imaginative and Expressive:</b></p> <p><i>As imaginative storytellers and performers, we will use our Communication, Confidence and Expression superpowers to:</i></p> <p>Use props appropriately to recreate a wider range of simple role-play scenarios (e.g., driving vehicles, shopping, cooking). Use a wider range of objects as props in spontaneous storytelling (e.g., a block becomes a phone, a stick becomes a wand).</p>	<p><b>Creating with Materials:</b></p> <p><i>As creative makers, we will use our Curiosity, Exploration and Fine-Motor superpowers to:</i></p> <p>Join materials in a range of ways (glue, tape, split pins, string, folding) to make things for a purpose. Use materials for a purpose, choosing items that match their plan (e.g., "I need wheels for my car"). Use mark-making tools with control to add detail to shapes, such as adding eyes, patterns, textures or features. Experiment with combining materials (natural objects, collage pieces, recycled items) to create summer-themed artwork. Explore simple techniques for decorating models, such as painting, printing, sticking and pattern-making. Plan and talk about what they want to make, using simple design language ("I'm making a boat"). Adapt their work when something doesn't go as planned, showing resilience. Use tools with increasing control, such as scissors, hole punchers, rollers and brushes. Begin to show hand preference when drawing. Use simple design language: <i>I need..., I want to make..., It didn't work so I tried...</i></p> <p><b>Being Imaginative and Expressive:</b></p>		

	<p><b>As imaginative storytellers and performers, we will use our Communication, Confidence and Expression superpowers to:</b></p> <p>Use props that are similar to real items during simple domestic role play (cups, phones, food, bags).</p> <p>Use small-world toys to act out short non-verbal narratives (e.g., animals going to sleep, cars driving, babies eating).</p> <p>Begin to add simple talk in role play ("cup of tea?", "night-night").</p> <p>Use small-world props to create simple stories with some narration.</p> <p>Sing a wide range of nursery rhymes and action songs.</p> <p>Move to music with simple actions (clapping, stamping, swaying).</p> <p>Join in with group singing and simple festive performances.</p> <p>Begin to copy simple rhythms using instruments.</p>	<p>Use figures from familiar stories and films to recreate short episodes, showing understanding of characters and events (e.g., "The wolf is blowing the house down").</p> <p>Create original stories with small-world figures, adding simple narration.</p> <p>Use mark-making tools to represent ideas, such as drawing people, animals, vehicles or simple scenes.</p> <p>Join in with songs, rhymes and simple musical patterns, using actions or instruments to match rhythm.</p> <p>Begin to link two ideas in play" (e.g., "He's hungry so he eats").</p>	<p><b>As imaginative storytellers and performers, we will use our Communication, Confidence and Expression superpowers to:</b></p> <p>Speak in role during simple storytelling, using voices, phrases or actions to represent characters.</p> <p>Use a wider range of props in spontaneous storytelling (e.g., blocks as phones, sticks as magic wands).</p> <p>Create original stories with small-world figures, adding simple narration and actions.</p> <p>Use mark-making tools to represent ideas, such as drawing characters, maps, treasure, animals or scenes.</p> <p>Accurately match environmental sounds to pictures, supporting early listening and sound-discrimination skills.</p> <p>Join in with songs, rhymes and simple musical patterns, keeping a steady beat or copying simple rhythms.</p> <p>Create longer story sequences, linking two or more events ("The dragon came... then he flew away").</p> <p>Use movement, music and props to act out familiar stories, such as animals, journeys or summer adventures.</p> <p>Perform simple songs or dances for others with growing confidence.</p> <p>Invent new characters or settings, especially in outdoor play.</p> <p>Use simple story language: <i>first, then, next</i>.</p> <p>Begin to perform for others with confidence.</p> <p>By Summer, children will be ready for Reception because they can:</p> <ul style="list-style-type: none"> <li>Choose materials for a purpose</li> <li>Join materials in different ways</li> <li>Draw simple recognisable features</li> <li>Create simple story sequences</li> <li>Use props and small world to retell stories</li> <li>Sing, move and perform with confidence</li> </ul>
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<b>Vocabulary</b>	<b>Autumn:</b> Soft, hard, sticky, smooth, rough, bright, dark	<b>Spring:</b> Roll, press, join, cut, pattern, texture	<b>Summer:</b> Fold, attach, decorate, combine, design, adapt
<b>How adults support this:</b>	<b>Autumn:</b> Provide a wide range of sensory and malleable materials (dough, foam, paint, gloop) for children to explore freely. Model how to squeeze, squash, roll, pat and poke materials to build fine-motor strength. Introduce simple creative vocabulary (soft, sticky, smooth, bright, dark) using repetition, visuals and Makaton. Model how to use basic tools (rollers, scoops, chunky brushes) safely and confidently. Encourage large-scale and outdoor mark making to develop shoulder and arm strength. Join children's role play, modelling simple domestic actions and single-word phrases. Sing daily nursery rhymes and action songs, modelling rhythm, actions and enjoyment. Provide small world toys and model simple non-verbal story play (e.g., animals sleeping, cars driving). Celebrate children's creative exploration, focusing on process rather than product.	<b>Spring:</b> Provide a wider range of tools (sponges, stamps, rollers, brushes) and model how to create textures and patterns. Support children to choose materials for a purpose by modelling simple design language ("I need tape to stick this on"). Encourage children to talk about what they are making using simple descriptive words. Model imaginative play using props, small world toys and simple story language ("The wolf is blowing the house down"). Support children to recreate familiar scenarios in role play (shopping, cooking, driving). Provide opportunities for drawing people, animals and simple scenes, modelling enclosed shapes and features. Introduce simple musical patterns and model how to tap, shake or copy rhythms using instruments. Extend children's spontaneous storytelling by adding simple narration or actions. Provide opportunities for children to revisit and adapt their creative ideas.	<b>Summer:</b> Provide a range of joining methods (glue, tape, split pins, string) and model how to use them safely. Support children to plan what they want to make using simple design talk ("I'm making a boat"). Model how to combine materials (natural objects, collage pieces, recycled items) to create purposeful artwork. Encourage children to add detail to drawings using controlled marks (eyes, patterns, textures). Support children to adapt their work when things don't go as planned, modelling resilience. Provide props and small world toys to support longer story sequences ("The dragon came... then he flew away"). Model speaking in role using simple character voices or phrases. Provide opportunities for children to act out familiar stories using movement, music and props. Encourage children to perform simple songs, dances or story actions for others with growing confidence. Support children to invent new characters, settings and story ideas, especially outdoors.
<b>Experiences</b>	<b>Autumn</b> Explore sensory trays filled with autumn leaves, conkers, pinecones, water, foam, gloop and dough. Use large outdoor mark-making tools (rollers, chunky chinks, paintbrushes, water sprayers). Create leaf rubbings, simple autumn collages and natural art. Listen to and join in with daily nursery rhymes and action songs.	<b>Spring</b> Use sponges, stamps, rollers and brushes to create textures and patterns. Explore colour mixing Create spring collages, flower prints and simple models using recycled materials. Use small world toys to retell familiar stories (Three Little Pigs, Bear Hunt). Act out roleplay scenarios. Join in with simple musical patterns, copying claps, taps and beats.	<b>Summer</b> Join materials using glue, tape, split pins, string and folding. Create summer artwork using natural objects (flowers, shells, sticks, stones). Design and make boats, cars, houses, animals or treasure maps. Act out longer story sequences using puppets, props and small world. Perform songs, dances or simple story actions for others and our families.

	<p>Play with small world animals, cars, dolls and home-corner props to act out simple non-verbal stories.</p> <p>Use instruments to tap, shake and explore loud/quiet sounds.</p> <p>Take part in simple festive crafts (Diwali lights, Christmas decorations).</p> <p>Watch adults' model simple role play (making tea, feeding babies, going shopping).</p> <p>Explore mirrors to look at faces, expressions and features.</p>	<p>Draw people, animals and simple scenes using enclosed shapes.</p> <p>Explore festival art (Chinese New Year dragons, Easter crafts, Ramadan decorations).</p> <p>Take part in group singing and simple performances for friends.</p>	<p>Explore rhythms and beats using instruments and natural objects (sticks, stones, seed pods).</p> <p>Create outdoor art using chalk, water, mud, sand and clay.</p> <p>Invent new characters and settings in play.</p> <p>Take part in summer celebrations, picnics, water play and outdoor storytelling.</p>
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