



# Expressive Arts and Design in Nursery

	Autumn	Spring	Summer
<b>Creating With Materials</b>	<ul style="list-style-type: none"> <li>• Make marks using a wide range of tools and grips (crayons, chunky pens, paintbrushes, chinks, rollers).</li> <li>• Explore how materials feel and behave when we squeeze, squash, roll, pat or poke them (e.g., playdough, clay, foam, gloop).</li> <li>• Use simple tools with growing control (spoons, scoops, rollers, cutters).</li> <li>• Experiment with making big marks outdoors and smaller marks indoors.</li> <li>• Explore colour through painting, printing and finger-painting, noticing bright and dark colours.</li> <li>• Begin to choose materials for a purpose (e.g., "I need sticky tape", "I want the big brush").</li> <li>• Join materials in simple ways such as pressing, sticking or squeezing.</li> <li>• Create simple autumn crafts using natural materials such as leaves, sticks and conkers.</li> <li>• Begin to talk about textures and patterns using simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials for a purpose, choosing items they need (e.g., "I need tape to stick this on").</li> <li>• Join materials for a purpose, using glue, tape, string or simple connectors to make models.</li> <li>• Use mark-making tools to make a range of enclosed shapes (circles, spirals, loops, enclosed scribbles).</li> <li>• Experiment with different tools (rollers, sponges, brushes, stamps) to create textures and patterns.</li> <li>• Begin simple design thinking, saying what they want to make and selecting materials to match their idea e.g. "I'm making a car".</li> </ul>	<ul style="list-style-type: none"> <li>• Join materials in a range of ways (glue, tape, split pins, string, folding) to make things for a purpose.</li> <li>• Use materials for a purpose, choosing items that match their plan (e.g., "I need wheels for my car").</li> <li>• Use mark-making tools with control to add detail to shapes, such as adding eyes, patterns, textures or features.</li> <li>• Experiment with combining materials (natural objects, collage pieces, recycled items) to create summer-themed artwork.</li> <li>• Explore simple techniques for decorating models, such as painting, printing, sticking and pattern-making.</li> <li>• Plan and talk about what they want to make, using simple design language ("I'm making a boat").</li> <li>• Adapt their work when something doesn't go as planned, showing resilience.</li> <li>• Use tools with increasing control, such as scissors, hole punchers, rollers and brushes.</li> <li>• Begin to show hand preference when drawing.</li> <li>• Use simple design language: <i>I need..., I want to make..., It didn't work so I tried...</i></li> </ul>

<p><b>Being Imaginative and Expressive</b></p>	<ul style="list-style-type: none"> <li>• Use props that are similar to real items during simple domestic role play (cups, phones, food, bags).</li> <li>• Use small-world toys to act out short non-verbal narratives (e.g., animals going to sleep, cars driving, babies eating).</li> <li>• Begin to add simple talk in role play (“cup of tea?”, “night-night”).</li> <li>• Use small-world props to create simple stories with some narration.</li> <li>• Sing a wide range of nursery rhymes and action songs.</li> <li>• Move to music with simple actions (clapping, stamping, swaying).</li> <li>• Join in with group singing and simple festive performances.</li> <li>• Begin to copy simple rhythms using instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Use props appropriately to recreate a wider range of simple role-play scenarios (e.g., driving vehicles, shopping, cooking).</li> <li>• Use a wider range of objects as props in spontaneous storytelling (e.g., a block becomes a phone, a stick becomes a wand).</li> <li>• 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”).</li> <li>• Create original stories with small-world figures, adding simple narration.</li> <li>• Use mark-making tools to represent ideas, such as drawing people, animals, vehicles or simple scenes.</li> <li>• Join in with songs, rhymes and simple musical patterns, using actions or instruments to match rhythm.</li> <li>• Begin to link two ideas in play” (e.g. “<i>He’s hungry so he eats</i>”).</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in role during simple storytelling, using voices, phrases or actions to represent characters.</li> <li>• Use a wider range of props in spontaneous storytelling (e.g., blocks as phones, sticks as magic wands).</li> <li>• Create original stories with small-world figures, adding simple narration and actions.</li> <li>• Use mark-making tools to represent ideas, such as drawing characters, maps, treasure, animals or scenes.</li> <li>• Accurately match environmental sounds to pictures, supporting early listening and sound-discrimination skills.</li> <li>• Join in with songs, rhymes and simple musical patterns, keeping a steady beat or copying simple rhythms.</li> <li>• Create longer story sequences, linking two or more events (“The dragon came... then he flew away”).</li> <li>• Use movement, music and props to act out familiar stories, such as animals, journeys or summer adventures.</li> <li>• Perform simple songs or dances for others with growing confidence.</li> <li>• Invent new characters or settings, especially in outdoor play.</li> <li>• Use simple story language: <i>first, then, next</i>.</li> <li>• Begin to perform for others with confidence.</li> </ul>
<p><b>Key Words &amp; Phrases</b></p>	<p>Soft, hard, sticky, smooth, rough, bright, dark</p>	<p>Roll, press, join, cut, pattern, texture</p>	<p>Fold, attach, decorate, combine, design, adapt</p>

<p><b>How Adults Support Pupils in EA&amp;D</b></p>	<ul style="list-style-type: none"> <li>• Provide a wide range of sensory and malleable materials (dough, foam, paint, gloop) for children to explore freely.</li> <li>• Model how to squeeze, squash, roll, pat and poke materials to build fine-motor strength.</li> <li>• Introduce simple creative vocabulary (soft, sticky, smooth, bright, dark) using repetition, visuals and Makaton.</li> <li>• Model how to use basic tools (rollers, scoops, chunky brushes) safely and confidently.</li> <li>• Encourage large-scale and outdoor mark making to develop shoulder and arm strength.</li> <li>• Join children’s role play, modelling simple domestic actions and single-word phrases.</li> <li>• Sing daily nursery rhymes and action songs, modelling rhythm, actions and enjoyment.</li> <li>• Provide small world toys and model simple non-verbal story play (e.g., animals sleeping, cars driving).</li> <li>• Celebrate children’s creative exploration, focusing on process rather than product.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a wider range of tools (sponges, stamps, rollers, brushes) and model how to create textures and patterns.</li> <li>• Support children to choose materials for a purpose by modelling simple design language (“I need tape to stick this on”).</li> <li>• Encourage children to talk about what they are making using simple descriptive words.</li> <li>• Model imaginative play using props, small world toys and simple story language (“The wolf is blowing the house down”).</li> <li>• Support children to recreate familiar scenarios in role play (shopping, cooking, driving).</li> <li>• Provide opportunities for drawing people, animals and simple scenes, modelling enclosed shapes and features.</li> <li>• Introduce simple musical patterns and model how to tap, shake or copy rhythms using instruments.</li> <li>• Extend children’s spontaneous storytelling by adding simple narration or actions.</li> <li>• Provide opportunities for children to revisit and adapt their creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of joining methods (glue, tape, split pins, string) and model how to use them safely.</li> <li>• Support children to plan what they want to make using simple design talk (“I’m making a boat”).</li> <li>• Model how to combine materials (natural objects, collage pieces, recycled items) to create purposeful artwork.</li> <li>• Encourage children to add detail to drawings using controlled marks (eyes, patterns, textures).</li> <li>• Support children to adapt their work when things don’t go as planned, modelling resilience.</li> <li>• Provide props and small world toys to support longer story sequences (“The dragon came... then he flew away”).</li> <li>• Model speaking in role using simple character voices or phrases.</li> <li>• Provide opportunities for children to act out familiar stories using movement, music and props.</li> <li>• Encourage children to perform simple songs, dances or story actions for others with growing confidence.</li> <li>• Support children to invent new characters, settings and story ideas, especially outdoors.</li> </ul>
<p><b>Experiences</b></p>	<ul style="list-style-type: none"> <li>• Explore sensory trays filled with autumn leaves, conkers, pinecones, water, foam, gloop and dough.</li> <li>• Use large outdoor mark-making tools (rollers, chunky chinks, paintbrushes, water sprayers).</li> </ul>	<ul style="list-style-type: none"> <li>• Use sponges, stamps, rollers and brushes to create textures and patterns.</li> <li>• Explore colour mixing</li> <li>• Create spring collages, flower prints and simple models using recycled materials.</li> <li>• Use small world toys to retell familiar stories (Three Little Pigs, Bear Hunt).</li> </ul>	<ul style="list-style-type: none"> <li>• Join materials using glue, tape, split pins, string and folding.</li> <li>• Create summer artwork using natural objects (flowers, shells, sticks, stones).</li> <li>• Design and make boats, cars, houses, animals or treasure maps.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create leaf rubbings, simple autumn collages and natural art.</li> <li>• Listen to and join in with daily nursery rhymes and action songs.</li> <li>• Play with small world animals, cars, dolls and home-corner props to act out simple non-verbal stories.</li> <li>• Use instruments to tap, shake and explore loud/quiet sounds.</li> <li>• Take part in simple festive crafts (Diwali lights, Christmas decorations).</li> <li>• Watch adults' model simple role play (making tea, feeding babies, going shopping).</li> <li>• Explore mirrors to look at faces, expressions and features.</li> </ul>	<ul style="list-style-type: none"> <li>• Act out roleplay scenarios.</li> <li>• Join in with simple musical patterns, copying claps, taps and beats.</li> <li>• Draw people, animals and simple scenes using enclosed shapes.</li> <li>• Explore festival art (Chinese New Year dragons, Easter crafts, Ramadan decorations).</li> <li>• Take part in group singing and simple performances for friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Act out longer story sequences using puppets, props and small world.</li> <li>• Perform songs, dances or simple story actions for others and our families.</li> <li>• Explore rhythms and beats using instruments and natural objects (sticks, stones, seed pods).</li> <li>• Create outdoor art using chalk, water, mud, sand and clay.</li> <li>• Invent new characters and settings in play.</li> <li>• Take part in summer celebrations, picnics, water play and outdoor storytelling.</li> </ul>
<p>By Summer, <b>children will be ready for Reception</b> 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>		