

Trent Vale Infant and Nursery

Expressive Arts & Design

Creating with materials & Being imaginative & expressive - Music overview

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
Focus	Performing	Appraising	Composing
Nursery	<ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple repeated rhythms Creates sounds to accompany stories Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs Play instruments with increasing control to express their feelings & ideas 	<ul style="list-style-type: none"> Explore & learn how sounds & movements can be changed e.g. louder, quieter Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously Respond to what they have heard, expressing their thoughts & feelings 	<ul style="list-style-type: none"> Develop an understanding of how to create & use sounds intentionally Create own songs, or improvise a song around one they know
Reception	<ul style="list-style-type: none"> Make 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 Sing in a group or on their own, increasingly matching the pitch & following the melody 	<ul style="list-style-type: none"> Listen attentively, move to & talk about music, expressing their feelings & responses Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i> 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups
ELG	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes & songs Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music 		

Using Materials		Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
use a range of materials creatively to design and make products		use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Study a range of artists, craft makers and designers
F1	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use a range of small tools, including scissors and paintbrushes	Hold a pencil effectively Begin to show accuracy and care when drawing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Explore colour and colour-mixing.	Begin to explore artists and different types of art work.
F2	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	Progress towards a more fluent style of moving, with developing control and grace. Continue to show accuracy and care when drawing. 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.	Continue to explore artists and different types of art work.

Using Materials		Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
use a range of materials creatively to design and make products		use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Study a range of artists, craft makers and designers
	Material names, cut, stick, tape, bend, fold	Pencil, Line, Colour, Straight, Shape names, Rubber, Portrait	Brush, paint, mix, dip, colour names	Artist, painter, sculptor, same, different
	ELG <u>Creating with Materials</u> <ul style="list-style-type: none"> 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. 			

Designing	Making	Evaluating	Technical Knowledge	Food Technology	
<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>	
F1	<p>Choose the right resources to carry out their own plan</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Join different materials and explore different textures.</p>	<p>Talk about what you like and don't like about their work.</p>	<p>Joining materials</p>	<p>To understand and begin to make healthy food choices</p> <p>Use different tools (e.g. spoons, rolling pins, knives) to experiment with ingredients.</p>
F2	<p>Choose appropriate materials to make a product and select appropriate tools.</p>	<p>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,</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used.</p>	<p>Explore how to make products more stable and stronger through the use of different materials.</p>	<p>To understand and begin to make healthy food choices</p> <p>Use different tools (eg. spoons, rolling pins, knives) to experiment with ingredients.</p>
Vocab					
ELG	<p>ELG <u>Creating with Materials</u></p> <ul style="list-style-type: none"> 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. 				

Locational Knowledge		Place Knowledge	Human and Physical Geography	Skills and Fieldwork
F1	<ul style="list-style-type: none"> Can talk about and ask simple questions about their familiar world such as the place where they live or the natural world around them Plays with different small world environments that they are familiar with, beach, town, park, forest and with support, name features e.g tree, river, canal Know that there are different countries in the world Can talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> Can talk about some of the things they have observed in different places Know that they go to Trent Vale Nursery. Able to name the different places in the school environment. Talks about their home and the places they go to in their immediate environment. Talk about features they like and dislike. 	<ul style="list-style-type: none"> With adult help start to notice and discuss patterns around them, e.g. rubbings from grates. Talk about the weather and seasonal patterns – focusing on plants, animals and how it affects them. Begin to understand how they can take care of their environment Know some occupations from our locality, and how they contribute to maintaining our environment e.g builder, window cleaner. 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Use a range of props, photos, books to notice & talk about similarities & differences Add their own ideas to a story map. Use their senses to explore collections of natural materials, such as shells and pebbles
F2	<ul style="list-style-type: none"> Listen carefully to stories that are set in different locations and countries. Recognise some environments that are different to the one in which they live Create different play environments, beach, city, forest in the small world with support, naming features such as trees, river, mountain Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Use appropriate words, e.g. 'town', 'canal', 'road', 'path', to make distinctions. Use words to describe e.g. 'busy', 'quiet' and 'pollution' Know that our school is in Beeston Rylands. Describe a journey within their local environment. Know that they live in England. 	<ul style="list-style-type: none"> Explore and talk about the changes they see around them. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them. Express observations and opinions on natural and built environments. Describe actions which people in their own community do that help to maintain the area they live in. 	<ul style="list-style-type: none"> Examine change over time. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. Talk about those features they like/dislike. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs
ELG	<p>ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p>			

Nursery

Nursery				
Biology		Chemistry	Physics	
Living things and their habitats	Plants	Materials		
<ul style="list-style-type: none"> I can explore different habitats outdoors, e.g. scent, colour and shape of flowers. I can observe growth and decay over time. I can begin to understand the need to respect and care for the natural environment and all living things. I can talk about what I see, using a wide range of vocabulary. I am starting to understand the key features of the life cycle of a butterfly. I can observe animals closely through a variety of means e.g. magnifiers & photographs. I can look at key stages of development from birth to adult. 	<ul style="list-style-type: none"> I know most plants start growing from a seed or bulb. I am starting to understand plants need water and light to grow and survive. I can observe plants closely through a variety of means e.g. magnifiers and photographs. I am starting to use the related vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, plants and seeds. I can use all the senses in hands-on exploration of plants. I am starting to understand the key features of the life cycle of a plant. 	<ul style="list-style-type: none"> I can use all my senses in hands-on exploration of natural materials . I can explore and sort collections of materials with similar and/or different properties. I can talk about and describe what I see. 	<ul style="list-style-type: none"> I can explore how things work e.g. pulleys. I can explore and observe about different forces I can feel e.g. stretch, snap, rigid, magnets, water pushing up when pushing a boat under it . 	
<ul style="list-style-type: none"> I can name and identify body parts. I can observe and describe in words or actions the effects of physical activity on body. I can understand the key features of the life cycle of an animal . 		<ul style="list-style-type: none"> I can talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating & sinking. I am starting to understand characteristics of liquids and solids e.g. cooking eggs, melting chocolate. 		<p>Activate Windows Go to Settings to activate Wi</p>

Reception

Biology		Chemistry	Physics	
Living things and their habitats	Plants	Materials		
<ul style="list-style-type: none"> • I can describe what I see, hear & feel whilst outside. • I can practise observational drawings of the natural world. • I can discuss how to care for the living things & their habitats. • I can observe how flora and fauna behave differently as the seasons change. • I can examine change over time. • I can use correct terms when observing life cycle of butterfly & ladybirds. • I can express opinions on natural and built environments and opportunities to hear different points of view on the quality of the environment. I can use words such as busy, quiet, pollution. • I can show some understanding with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health. 	<ul style="list-style-type: none"> • I understand all plants need water, light and to grow and survive. • I understand a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight. • I can use vocabulary such as blossom, buds, bulb, evergreen. • I can describe what I see, hear and feel whilst outside. • I can name and describe some plants such as sunflower, rose and daisy. • I can draw pictures of plants. • I Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • I use vocabulary to name specific features of the natural world, both natural & man-made. • I notice and discuss patterns around me e.g. the effect of seasons on flora & fauna. 	<ul style="list-style-type: none"> • I can talk about natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. 	
<ul style="list-style-type: none"> • I can identify different parts of their body & animals. • Be able to show care and concern for living things • Know the effects exercise has on our bodies. • Have some understanding of growth and change. • Talk about things I have observed including animals. 				

Activate Windows
Go to Settings to activate W

ELG – The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Within living memory		Beyond living memory	Lives of significant people	Local history
F1	<p>Can talk about family.</p> <p>Can identify relationships within the direct family</p> <p>Recognises the difference between themselves now and as a baby.</p> <p>Use the visual timetable in school to sequence the day.</p> <p>To look at photos of their own past and talk about them.</p>	<p>To know that family members were once young.</p> <p>Look at photographs of familiar situations and sort using the words 'old and now.'</p> <p>Listen to and discuss story books that were set in the past.</p>	<p>Talk about my wider family, such as grandparents and the people who are important to them (e.g the church) when asked in general conversation.</p>	<p>Recognise key features of their environment.</p> <p>Comment on images of familiar situations in the past.</p>
F2	<p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, and last night.</p> <p>To use this language to talk about events that have happened in school and at home.</p> <p>Be able to sequence personal events such as being a baby, going to nursery, starting school and relate this to how old they were at the time.</p> <p>Know the days of the week in order.</p> <p>Know the generational relationship in a basic family tree.</p>	<p>Understands the difference between past and present</p> <p>Build up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p> <p>Talk about significant historical events and how things were different in the past.</p> <p>Comment on images of familiar situations in the past</p> <p>Understands that some historical events were before they, their parents and grandparents were born.</p>	<p>• Listen to stories about people from the past who have an influence on the present.</p> <p>Compare & contrast characters from stories, including figures from the past.</p> <p>Ccompare common themes in stories, for example being brave or kind.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Look at images and visit our local area to find out about life in the past, canal, houses, transport.</p> <p>Use artefacts of familiar objects, such as kettles, teddies and talk about how they have changed over time.</p>
Vocab				
<p>ELG Past and present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				

