



# EYFS Nursery Expressive Art and Design

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>		
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>		
<p><b>Core Vocabulary</b></p>	<p>Role play, Pretend, Story, Puppet, Paint, Draw, Colour, Chalk, Song, Rhyme, Music, Loud, Quiet, Fast, Slow, Instrument (drum, shaker, tambourine), Christmas</p>	<p>Role play, Pretend, Story, Puppet, Paint, Draw, Colour, Shape, Join, Stick, Build, Song, Rhyme, Music, Instrument, Fast, Slow</p>	<p>Role play, Pretend, Story, Dialogue, Puppet, Paint, Draw, Colour, Detail, Represent, Song, Rhyme, Music, Instrument, Loud, Quiet</p>

## AUTUMN TERM - Link to NC Art, Music, Dance, Design Technology

Development Matters 3-4 Milestones

Children use props and materials to role play, explore mark making and drawing, sing familiar songs, and experiment with instruments and sounds.

### What we want the children to KNOW

Role play entry: Joins role play; stays in role briefly (home corner cooking).  
 Puppet storytelling: Retells simple story beats (e.g., 3 pigs) with puppets.  
 Exploration of media: Draws/paints simple forms; names colours/tools.  
 Sound matching: Identifies percussion by sound; explores loud/quiet/fast/slow.  
 Rhyme joining: Joins in a few familiar nursery rhymes.

Prop appropriateness: Uses props that are analogous to real items (phone, till).  
 Narration in small world: Adds simple narration; beginning sequencing.  
 Mark variety: Uses wide range of tools and grips; experiments with effects.  
 Design intent: Selects tools for purpose (roller vs brush).

## SPRING TERM - Link to NC Art, Music, Dance, Design Technology

Development Matters 3-4 Milestones

Children use props and materials to role play, explore mark making and drawing, sing familiar songs, and experiment with instruments and sounds.

### What we want the children to KNOW

Purposeful making: Selects materials/techniques to achieve outcomes.  
 Role play range: Recreates broader scenarios (shopping, driving).  
 Story recreation: Uses familiar figures to retell short episodes.  
 Shape control: Draws enclosed shapes; repeats controlled forms.

Original stories: Creates own narratives with small world; clear beginnings/endings.  
 Joining for purpose: Uses glue/tape/joiners appropriately.  
 Detail addition: Adds features to drawings (eyes, fingers, patterns).  
 Sound-image matching: Matches environmental sounds to pictures.

## SUMMER TERM - Link to NC Art, Music, Dance, Design Technology

Development  
Matters 3-4  
Milestones

Children use props and materials to role play, explore mark making and drawing, sing familiar songs, and experiment with instruments and sounds.

### What we want the children to KNOW

Speaking in role: Sustains dialogue in character (doctor/patient).  
Joining diversity: Combines materials (thread, split pins, tabs) to make functioning items.  
Representational detail: Adds controlled detail; selects colours for features.  
Sound discrimination: Identifies recorded environmental sounds accurately.

Dialogue and plot: Generates stories with dialogue; sequences events.  
Representational drawing: Draws people/objects with recognisable parts and relative placement.  
Instrument identification: Matches instrumental sounds to percussion; names instruments.  
Repertoire: Sings most words of repetitive songs/melodic rhymes confidently.