

Saint John's C of E Primary School EYFS Curriculum Goals

'like a tree, flourishing in God's unfailing love' (Psalm 52:8).



Expressive Arts and Design Checkpoints - Reception

Checkpoint	Creating with Materials	Being Imaginative and Expressive
September	<p>Enjoy mark-making opportunities.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</p> <p>Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.</p>	<p>Respond to music with movement.</p> <p>Request a favourite song/rhyme.</p> <p>Know and join in with some nursery rhymes or favourite songs and poems.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Develop storylines through small-world or role-play.</p>
Christmas	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</p> <p>Talk about what they like or could improve about what they have created.</p> <p>Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it.</p> <p>Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p>Keep a beat using a musical instrument or body percussion.</p> <p>Perform familiar songs/rhymes in small groups.</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>
Easter	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</p> <p>Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</p> <p>Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</p> <p>Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".</p>	<p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".</p> <p>Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p>Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>

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<p>EOY incl. ELG</p>	<p>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - Share their creations, explaining the process they have used. ELG - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>ELG - Invent, adapt and recount narratives and stories with peers and their teacher. ELG - Sing a range of well-known nursery rhymes and songs. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p>Those working in Greater Depth may...</p>	<p>Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. Show mastery and confidence in techniques, e.g. colour-mixing.</p>	<p>Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. Perform with confidence and awareness of the audience, e.g. using expression. Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</p>