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| Fairholme Primary School**EYFS – Being Imaginative** |
| **Children acquire a repertoire of stories, rhymes, poems, songs and dance. They use these to create and perform new versions** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Participates in action songs and rhymes, dancing, and music making
* Begins to develop complex narratives in small world and role play
* Creates movements, role play, songs, music
* Plays, shares and performs songs, music and dance
 | The focus is on generating children’s own ideas not recreating an adult’s idea Sing nursery rhymes, number songs; use props to support songs and rhymes; create a role play area for a particular song/rhyme – wheels on the bus, farmer’s in his den Provide percussion, blowing instruments, kitchen orchestra – banging saucepans, tins; accompany rhymes and songs Inspiring resourcing which prompts children to make up stories, make believe/be in the pretend • fabrics, construction including large cardboard boxes, open-ended dressing up resources • small world including doll’s houses, farm animals, vehicles, characters from nursery rhymes and traditional tales• story telling with props and puppets • children encouraged to observe nature – growing plants, bulbs, bird watching and rearing chicks, - listening to the wind, bird song and leaves rustling, collecting natural objects at different times of the year and being inspired to choose ways to capture their feelings and thoughts about these experiences • role play provision includes home corner which reflects events at home – celebrations, birthdays, arrival of a sibling or pet, spring cleaning, redecorating, and other role play of shops, garage and baby clinic, fire station and animal sanctuary • building on rich provision of storytelling through role play, art work, construction, music making and dance In dance children are taught variation of movement through speed, direction (twirls, up and down) use of arms and fingers, feet and legs, head, limbs straight and bent, strides heavy and light, dancing solo and in pairs and groups, copying and varying from one another In singing and music making help children explore tone, tempo, rhythm, dynamics, texture – use of different instruments and voice together and separately | A wide selection of stories, nursery rhymes and poems, selected by practitioners **Number rhymes** - 2 little dickie birds, 5 fat sausages, 5 little ducks, 5 little speckled frogs, Here is the beehive, 1,2 buckle my shoe, 5 cheeky monkeys jumping on the bed, 2 little men in a flying saucer, One potato, two potato, 1,2,3,4,5 once I caught a fish alive, Ten cheeky monkeys swimming in a tree, Ten fat sausages sizzling in the pan **Language of dance and music -** lead, follow, twirl, bend, stretch, heavy and light, jump, turn, still, travel, loud, quiet, quick, slow, together, solo |
| **Reception** |
| * Builds a repertoire of performance arts: songs, dance, role play
* Begins to adapt techniques learnt
* Choreographs own dance, develops narratives in role play and storytelling, composes own music
 | The focus is on generating children’s own ideas not recreating an adult’s idea; • support given to children to refine their choices from the self-service resources for creativity – combining performance arts • rich range of role play resources for children to develop their own narratives • dressing up clothing and props to enhance children’s exploration of different roles and cultures • children develop own narratives within small world play – dinosaurs, space, knights and dragons, and with resourcing reflecting familiar stories • exploration of characters in stories and their ideas through discussion, role play and artworks • providing inspiration through real objects, photos, artworks, instruments and music from around the world • outside provision includes a stage, performance props, instruments and recorded music • children encouraged to use range of techniques learned in singing, dance and music making for own choreography and composition • experience of different music links to children’s interests and culture | A wide selection of stories and poems, selected by practitioners, selected or shared by children from their homes. |
| **Early Learning Goal (ELG)****Invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music** |