

<i>Area of learning</i>	<i>Children will be learning to</i>	<i>Why this is important and how we support development - (from the EYFS framework)</i>	<i>Laurel Avenue Curriculum Goals</i>
<p><i>Expressive Arts and Design</i></p>	<p><b><i>Two-year-olds</i></b></p> <ul style="list-style-type: none"> <li>• <i>Join in with songs and action rhymes</i></li> <li>• <i>Explore instruments and other ways to make sounds</i></li> <li>• <i>Make marks with a range of media and sometimes give meaning to them</i></li> <li>• <i>Develop pretend play</i></li> <li>• <i>Explore materials and make simple models</i></li> </ul>	<p><i>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</i></p> <p><i>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</i></p> <p><i>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p>	<p><b><i>To explore sound and movement</i></b></p>

Communication and language

**Three- and four-year-olds**

- Take part in pretend play
- Make up stories and environments in their play
- Choose and join materials to make models
- Draw and paint, beginning to include some details and talk about what their pictures represent
- Explore and mix colours
- Listen and respond to sounds and music
- Sing and improvise songs, exploring pitch and melody
- Play instruments with increasing control

**Reception**

- Develop storylines in pretend play
- Choose and use materials and techniques to create pictures and models which express ideas and feelings
- Create collaboratively
- Listen, watch and talk about music, theatre and dance
- Develop pitch and melody in their singing
- Perform music and dance

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**To express themselves in a variety of ways**

**To respond to their own creativity and that of others**