

Expressive Arts and Design – Drama
Autumn Spring Summer All Terms

Early Learning Goals

National Curriculum

| Development Matters | LANGUAGE children will encounter | WHAT OPPORTUNITY? (When? Why?) | WHAT PROVISION? (What? Where?) | WHAT EXPERIENCE? (How? Purpose?) | ELG: Being Imaginative and Expressive | ENGLISH – SPOKEN LANGUAGE Year 1 |
|--|--|--|--|---|--|---|
| <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else, even though they are not similar. | Pretend Dinner Cook Bake Oven Porridge Straw Sticks Bricks Vet Pet Medicine Bandage Beach Ocean Sea creatures Tightrope Clown Act Ship Row | Role play Area to act out real life experiences and stories visited throughout the year. | House Traditional Tales Cottage Castle Shoe Shop Bus Vets Beach Circus Pirate ship Boat in the role play area. House | Incorporate different materials into the role play area to encourage children to use their imagination. | Children at the expected level of development will: <ul style="list-style-type: none"> 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. | Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings |
| <ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | Language linked to the story of the week. | Small World area within the provision | Farm Fire Station Happyland Village City Train Track Dolls House Traditional Tales Tuff trays set up to link to a story. | Facilitate play within the provision to support children in playing imaginatively and develop stories of their own or retold. | | |

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ELG: Being Imaginative and Expressive

ENGLISH – SPOKEN LANGUAGE Year 1

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Language linked to the story of the week.

Construction area within the provision. Provide children with construction kits and small world toys in order to encourage more complex imaginative play.

- Construction Kits
- Lego
 - Duplo
 - Building Blocks
 - Mobilo
 - Popoids
 - Interstar
- Small World
- Play people
 - Farm animals
 - Zoo animals
 - Dinosaurs

Set children a challenge in the construction area to build with a specific purpose in mind. For example, build a farm for the farm animals, build a car for the play people, build a fire station for the fire fighters to encourage children's imaginative play alongside their construction skills. Once children are familiar with this way of playing, provide the resources and encourage them to come up with their own ideas.

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

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ELG: Being Imaginative and Expressive

ENGLISH – SPOKEN LANGUAGE
Year 1

- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication