

**Expressive Arts and Design – Being Imaginative and Expressive**

**Nursery**

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| **Pupils will be taught to:**  | **Activities****Adults will:** |
| **Take part in simple pretend play, using an object to represent something else even though they are not similar.****Begin to develop complex stories using small world equipment.****Make imaginative and complex ‘small worlds’ with blocks and construction kits.** | \* Provide role-play opportunities indoors and outdoors for the children to develop their imaginative play.\* Provide a range of open-ended found and natural resources for them to use during their role-play.\* Model using everyday items to represent other things, for example, using conkers as chicken nuggets in the mud kitchen.\* Provide a wide range of small world animals, figures and vehicles.\* Provide open-ended resources to enhance the children’s small worlds, for example, blue fabric to represent a river.\* Situate the small world toys with the construction equipment to encourage the children to extend their small world scenes.\* Model telling a story as they play alongside children. For example, ‘Here comes the dinosaur on the fire engine. Oh no, he’s fallen into the swamp. Somebody help him.’ |

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| **Curriculum Intent:** By the end of nursery, pupils will be able to:* Pretend that one object represents another.
* Set up a ‘small world’ and play imaginatively with it.
* Imagine and tell a story using small world toys.
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| **Skills:** \* Imagination\* Story telling\* Constructing**Knowledge:** The children will know:\* How to create a small world using toys and construction equipment.\* That objects can represent other things.\* How to tell a story as they play with small world equipment. | **Continuous provision:** Dolls houseGarageFire stationCastleFarmPirate shipAnimalsFiguresVehiclesBlocksConstruction kitsMud kitchenOpen-ended resources such as boxes, tubes, fabric etc.Natural items such as sticks, fir cones, conkers etc. |