

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

**Nursery**

|  |  |
| --- | --- |
| **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.’ |

|  |  |
| --- | --- |
| **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. | |
| **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 house  Garage  Fire station  Castle  Farm  Pirate ship  Animals  Figures  Vehicles  Blocks  Construction kits  Mud kitchen  Open-ended resources such as boxes, tubes, fabric etc.  Natural items such as sticks, fir cones, conkers etc. |