

# Reception

## Examples to support learning

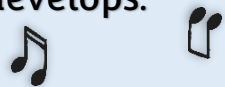
Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

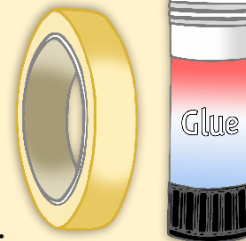
Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.



## Expressive Arts and Design 1

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.



Invite musicians in to play music to children and talk about it.

Visit galleries and museums to generate inspiration and conversation about art and artists.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

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## Examples to support learning

Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.

Provide related costumes and props for children to incorporate into their pretend play.

Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'.

Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.

## Expressive Arts and Design 2

Encourage children to create their own music.

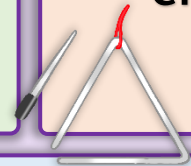
Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug, or an invisibility cloak.

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.



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