

NURSERY EDUCATION

Information for Parents & Carers

Areas of Learning and Early Learning Goals



6: Creative Development

At Burton Latimer Day Nursery we aim to provide the highest quality nursery care and pre-school education to ensure children are effectively prepared for the next stages in their development.

The Foundation Stage Curriculum (as laid down by the Qualifications and Curriculum Authority [QCA]) covers a range of educational experience organised in six areas of learning: 1) Personal, Social and Emotional Development; 2) Communication, Language and Literacy; 3) Mathematical Development; 4) Knowledge and Understanding of the World; 5) Physical Development; 6) Creative Development. This information sheet covers one of the six areas of learning. For information on the other five please visit our website www.bldn.skynet.co.uk.

The information below details QCA text within the box, showing the Early Learning Goals that most children will achieve by the end of their reception year in school. This is followed by details of how we, in the Nursery, work towards these goals with progressive activities that form 'stepping stones', building on what children have already learned whilst continuing to practise, refine and use their previous learning.

Explore colour, texture, shape, form and space in two or three dimensions. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. Use their imagination in art and design, music, dance, imaginative and role-play and stories. Respond in a variety of ways to what they see, hear, smell, touch and feel. Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.

Within the Nursery, opportunities are provided to enable children to use their imagination and to express their ideas and feelings. The skills and experiences learnt now will contribute to their understanding of art, music, literature, dance and drama.

Children within the Nursery are valued as individuals and are given opportunities to discover and develop this individuality. Staff have realistic expectations of individual children's capabilities and value their responses and contributions. Staff give time, show an interest and encourage and praise individual achievements at all times. The numerous displays within the Nursery communicate to children, parents and visitors that we value children's own work, and based around the monthly themes, they provide an interesting and attractive backdrop to the Nursery.

Painting and Drawing

Children are given a wide range of mediums to work with. Each medium presents a different challenge and produces different effects. Within the Nursery we use pencils, carbon and coloured, charcoal, chalk, white and coloured, wax crayons, felt and fibre pens and occasionally pastels.

We also use a range of different paints; powder paints where children can experiment and mix colours for themselves, readimix paint in fluorescent colours, finger paints and gold and silver metallic paints.

Paint brushes of different sizes are used, as are toothbrushes, rollers and sponge pads. Different colours and sizes of paper are used as well as card, smooth, rough, corrugates etc. Children are given opportunities to explore different artists' work and artistic styles. Prints, posters and books are provided as well as artistic works from other cultures and traditions.

Collage

Children are given the opportunity to explore glue and its properties. They are then introduced to a range of different materials, natural and man made. These include fabric, wool, paper, feathers, twigs, shells, pasta, sequins etc. Children are encouraged to develop their cutting techniques and right and left-handed scissors are available within the Nursery.

Junk Modelling

Using boxes, cartons and other junk modelling, children are able to construct and build in three dimensions. As they become more practised children will be able to design, choose their materials and produce their design as a finished article.

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6: Creative Development (cont)

Clay, Dough and Malleable Materials

The different medium and textures of clay, dough etc. provide opportunities for another means of creative expression. Children are able to experiment and become aware of its different properties. They are able to roll, cut and experiment with small tools. Different doughs are produced, some scented such as lavender, peppermint, curry etc. or combined with textures such as lentils, glitter etc. Clay work is sometimes left to dry allowing children to record their observations through model making.

Music

There are many opportunities for children to listen, respond and appreciate music. Every morning a different compact disc is played whilst children arrive at the Nursery. These range from nursery rhymes, pop music etc., to classical and music from around the world. Children are able to listen to tapes being played on the two cassette players within the Nursery. Children also have access to a listening centre and headphones and are able to choose their own tapes.

There are many opportunities for children to respond physically to music. Dance and drama sessions are held where children can create moods to music e.g. happy, sad, frightened, angry etc. There is a wide range of musical instruments within Nursery allowing opportunities for children to create their own music. Children are also encouraged to create their own instruments using a range of different mediums and fillings

Drama and Imaginative Play

Like painting and drawing, drama and imaginative play can provide children with a means of communication. They are able to act out situations and understand a little more about the world around them and their role within it.

The home corner, dressing up clothes, books, sand and water play etc. all contribute to children's imaginative play. However, a cardboard box can quickly become a spaceship or a piece of material an animal etc., and a fantasy world can be created with very little equipment. Staff are able to respond sensitively to expand and develop these situations to enhance play and develop children's skills and understanding.