

# Parent Guide



@twinklparents

We are excited to share this content with you. If you are interested in finding more resources made especially for Parents, then check out these links to different areas of the **Twinkl Parents** hub.

**SEND Support**



**Subject Guides**

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**Supporting Learning**



## What is this resource and how do I use it?

Part of a detailed series of resources on 'Supporting Your Child's Learning in Reception', this parent guide gives you an overview of the expressive arts and design early learning goals, including information on what your child may be taught at school in this area and practical, fun ideas for how you can support them to develop their skills at home.

## What is the focus of this resource?

EYFS Framework

Supporting Your Child

Reception

Expressive Arts and Design

## Further Ideas and Suggestions

Incorporate elements from both areas of expressive arts and design and make some **junk model instruments!**

Then, why not perform a show of your favourite nursery rhymes for your friends and family? If you'd like to expand your repertoire, our **Songs** category has songs for almost every topic!

Parents Blog



Parenting Wiki



Parenting Podcast



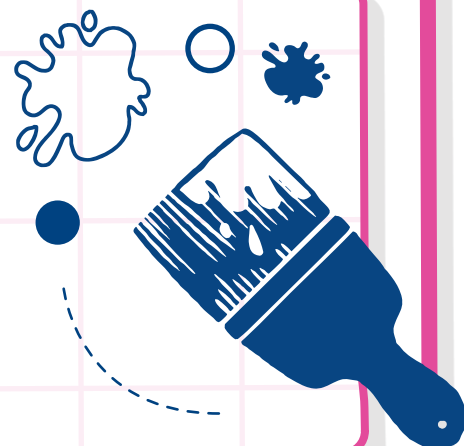
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# Expressive Arts and Design

## What is expressive arts and design?

Expressive arts and design covers music, art, design and dance. It's divided into two aspects. 'Creating with materials' focuses on how children use tools, materials and resources to be creative, including such aspects as the techniques they use to paint, how they use construction materials such as bricks and how they use objects as props during role play. 'Being imaginative and expressive' is about how children use their imagination in a variety of ways and how they explore the different sounds that musical instruments make, as well as knowing a range of songs and stories.



In early years, expressive arts and design is one of the specific areas of learning and there are two aspects within it:

Creating with Materials

Being Imaginative and Expressive

The following pages contain more information on each early learning goal and how you can support your child to meet this end of year expectation at home. Visit these areas on the Parents Hub for amazing resources to help you make learning at home fun!

Arts and Crafts

Imaginative Play and Storytelling

Music and Movement

## How will my child be taught expressive arts and design in school?

Every school is different so it's best to talk to your child's teacher or look on their website for more information.

# Creating with Materials

Please remember, the early learning goals are the expectation for the end of reception. Your child will be working towards these throughout the year, gradually building on their skills. They don't have to be able to do everything all at once!

## Early Learning Goal

Children at the expected level of development will:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

## How can I support my child at home?

- Give your child different tools to use when they are painting. Brushes, blunt knives, twigs, leaves, cut fruit and vegetables, fingers, hands, toes and feet are all great for creating different effects.
- Try mixing eco-glitter or sand in with some paint and see what happens.
- Explore what happens when we mix colours or add white or black to a colour.
- Junk modelling is a great way of teaching children to plan a design, choose materials, think about ways of joining them, and adapt their plans if things go wrong. Ask your child to build you a model of something that interests them at that time – it could be a train, a dinosaur, a castle or anything else. They will be using 'junk' – in other words, cardboard boxes, packets, cardboard tubes, plastic trays and anything else in your recycling bin.
- Ask them to draw a picture of what they want their model to look like and think about how they will join everything together. When your child has made their model, ask them whether it turned out how they wanted it to, and if not, why not?
- Let your child mix the toys up! Build a castle from the building blocks for their small world characters to live in. Also, let them use furniture and other household items as props (safely of course).

Disclaimer: We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.

Outdoor areas provide great opportunities for play and learning, but always check for any environmental risks before taking part in outdoor activities, and only proceed if it is safe to do so. Ensure children always wash their hands after being outside. Please be respectful of nature and take care of animals and plants. We will not be held responsible for the health and safety of those participating in activities, and cannot accept any liability. By organising or participating in any activity described, you acknowledge that it is the responsibility of supervising adults to ensure the safety of children in their care.

# Being Imaginative and Expressive

This can be a challenging area for adults more than children! Tap into your playful side and enjoy being creative with your child.

## How can I support my child at home?

- Read, read, read! The more stories your child experiences, the more they will be able to invent their own.
- Sing often, even if you're not in tune! Nursery rhymes are as popular with young children as they ever have been and are a great foundation for a range of learning.
- Play with songs, making up your own for everyday situations using well-known tunes. You may be surprised by how quickly your child starts to do the same.
- If you dare, challenge your child to make a set of musical instruments using only what they can find in the kitchen (under your supervision, of course). Wooden spoons on pans, whisks in cups, rice in a cup or yoghurt pot – all make great instruments.
- Discuss differences in sounds and encourage your child to use interesting words to describe them. Explore how we make loud and soft sounds, high and low sounds.
- Tap out a rhythm and ask your child to copy it, then swap.
- Children use their imaginations in different ways and at different times but their imaginative play will be based on what they already know. You can stimulate your child's imagination by telling and retelling stories and then encouraging your child to act out the stories using their toys, construction kits and so on.
- Encourage your child to role play situations they have observed in real life. Setting up a pretend shop, restaurant, hairdressers, workshop or classroom are all simply done with items you can find at home. Join in and play along with your child.
- Let your child sing and dance – put on a favourite piece of music and sing along. Can your child make up a dance to go with the music?
- Lose your inhibitions and dance along too! Talk about how different music makes us want to move in different ways.
- When sharing a story, think about music that would go well with it, such as twinkly music for a fairy or stomping music for a dinosaur.

## Early Learning Goal

Children at the expected level of development will:

- 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.