

The NCF and CAPS, and Storyplay

The Storyplay approach has the flexibility and breadth to incorporate many of the:

- Aims and Developmental Guidelines of Early Learning and Development Areas (ELDA) of the *National Curriculum Framework for Children from Birth to Four* (NCF)
- Grade R topics and skills in the *Curriculum and Assessment Policy Statements* (CAPS) for Home Language and Life Skills.



The NCF and Storyplay

The table starting on the next page shows the links for general Storyplay activities and the ELDAs and NCF Developmental Guidelines for 3 to 5 year olds. Depending on the particular story selected and/or the activities offered to the children, there may be links in addition to the ones detailed below.

Early Learning and Development Areas (ELDAs)	Relationship with the NELDS – Desired Results	Developmental Guidelines for Young Children		
		Aims	Advancing Further (3 to 4 year olds)	Towards Grade R (children aged five, who then enters Grade R in the Foundation Phase)
Well-being	<ul style="list-style-type: none"> Children are becoming more aware of themselves as individuals, developing a positive self- image and learning how to manage their own behaviour. Children are demonstrating growing awareness of diversity and the need to respect and care for others. Children are beginning to demonstrate physical and motor abilities and an understanding of a healthy lifestyle. 	Children build a sense of resilience (being strong and resistant to daily stresses).	<p>Young children continue with the needs and activities of the previous stage and develop a sense of resilience when they learn that they can</p> <ul style="list-style-type: none"> talk to others about things that frighten or bother them begin to find ways to solve problems that they face begin to control themselves when they feel like doing something not right or dangerous know when it is a good time to talk to someone or to take action find someone to help them when help is needed 	<p>Children continue with the needs and activities of the previous stage and increasingly learn</p> <ul style="list-style-type: none"> that rules are in place and need to be obeyed for safety and for working together to calm themselves to recognise feelings and put them into words to find alternative ways to solve problems to explore safely and confidently to be willing to take more initiative to trust themselves
		Children are physically strong and show abilities and interest in physical activities.	<p>Young children</p> <ul style="list-style-type: none"> use scissors to cut along a line hold drawing tools competently to draw shapes and people 	<p>Children continue with the needs and activities of the previous stage and are increasingly able to</p> <ul style="list-style-type: none"> make up rules for playing games use their large (gross) and small muscle (fine motor) skills and perceptual development
Identity and belonging	<ul style="list-style-type: none"> Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour. Children are demonstrating growing awareness of diversity and the need to respect and care for others. 	Children are aware of themselves as capable and confident learners.	<p>Young children</p> <ul style="list-style-type: none"> show increasing interest and independence in exploring the environment are willing to link up with others for help are capable of spending longer periods of time on activities. 	<p>Children continue with the needs and activities of the previous stage and increasingly</p> <ul style="list-style-type: none"> respond to experiences and show different feelings in different situations become aware of their own views, feelings and begin to show sensitivity to others needs, views and feelings. develop respect for their own cultures and those of others through support.

		Children have a strong sense of self care.	Young children continue with the needs and activities of the previous stage and take pride in working independently, experiment and ask for assistance when needed.	Children continue with the needs and activities of the previous stage and increasingly select and use activities and resources on their own.
		Children build strong relationships.	Young children continue with the needs and activities of the previous stage and <ul style="list-style-type: none"> work towards building friendships show a sense of trust are more flexible, show self-control and can adapt behaviour to suit different routines and situations. 	Children continue with the needs and activities of the previous stage and <ul style="list-style-type: none"> form relationships with adults and peers work with others, take turns and share follow simple rules for working with others begins to understand a code of conduct for particular situations.
		Children have a sense of group identity and a sense of celebrating differences.	Young children continue with the needs and activities of the previous stage and <ul style="list-style-type: none"> can make connections between different parts of their life experiences are aware of linguistic, cultural and religious differences. 	Children continue with the needs and activities of the previous stage and <ul style="list-style-type: none"> connect with different aspects of their life experiences (for example, home, centre, religion) are at ease with who they are understand that differences exist and that they must be respected.
Communication	<ul style="list-style-type: none"> Children are learning how to think critically, solve problems and form concepts. Children are learning to communicate effectively and use language confidently. 	Children listen to sounds and speech relationships.	Young children <ul style="list-style-type: none"> remember stories they have heard continue to listen for new words with pleasure enjoy humorous words listen attentively 	Young children continue to <ul style="list-style-type: none"> listen to stories with concentration carry out complex instructions listen to others, participate in discussions and ask questions.
		Children speak using different styles of communication.	Young children <ul style="list-style-type: none"> talk in complete sentences take turns in conversations speak clearly enough to be understood even by those not familiar with the child speak in complex sentences, use grammar and words correctly and learn many new concepts and words every day speak sentences of more than five words use the future tense tell longer stories and imaginative stories have a vocabulary of around 2000 words demonstrate most of the skills identified for 'Towards Grade R' 	Young children continue to <ul style="list-style-type: none"> be interested in finding rhyming words in what they and others say as well as in rhymes and songs for example, I saw a dog sitting on a hog use past, present and future tenses learn many new words every day

		<p>Children make meaning by 'reading' what they see, hear, feel, taste and touch.</p>	<p>Young children</p> <ul style="list-style-type: none"> • start to point to individual words and pictures • recognise and point out objects in pictures • notice words in the environment for example, STOP sign, advert signs. 	<p>Children continue to</p> <ul style="list-style-type: none"> • interpret pictures, for example, make up own story and 'read' the pictures • hold the book the right way up and turn pages correctly • pretend to read and adopt a 'reading voice' • recognise own written name and names of others • notice high frequency words seen in the environment for example, door, cupboard
		<p>Children record their experiences and ideas through language, sounds, art, drama and play, and later on, 'writing'.</p>	<p>Young children</p> <ul style="list-style-type: none"> • continue to carry out the reflecting, recording and writing processes that they started as babies and toddlers • start to write or draw letters • start to name the letters • ask for their stories to be written down 	<p>Young children continue to</p> <ul style="list-style-type: none"> • develop small muscle skills through finger play (for example, play dough, screwing nuts onto bolts) • develop fine motor control using scissors to cut out bold outlined pictures, shapes etc. • develop eye-hand co-ordination by, for example catching and throwing, drawing and painting • form letters using finger painting, paint brushes, thick wax crayons etc. • copy patterns, words and letters in the environment using a range of writing tools (eg, paintbrushes, thick wax crayons)
<p>Creativity</p>	<ul style="list-style-type: none"> • Children are learning how to think critically, solve problems and form concepts • Children are becoming more aware of themselves as individuals, developing a positive self-image and learning how to manage their own behaviour • Children are learning to communicate effectively and use language confidently 	<p>Children identify, search for and create solutions to challenges through problem solving.</p>	<p>Young children</p> <ul style="list-style-type: none"> • ask the question Why? more frequently • are more able to try out different solutions to challenges instead of being frustrated and crying 	<p>Children continue to</p> <ul style="list-style-type: none"> • identify problems and challenges, point these out, talk about them and find ways to solve them • ask questions including What? Why? When? How? Who? What if? • enjoy problem solving games such as finding different ways to move from place to place, draw a tree, find out about the world

		Children identify, search for and create solutions to challenges through play and make believe.	Young children continue to do as before and to play increasingly in small cooperative groups to develop complex structures and games with available materials.	Children continue to <ul style="list-style-type: none"> • develop complex solutions to problems that they see in their environment for example, building a shelter from available materials, building a dam and bridge • play the same game and construct the same project over several days • work together as members of a team with leaders and helpers and different roles for each child
		Children identify, search for and create solutions to challenges through visual art activities.	Young children continue as above and <ul style="list-style-type: none"> • start to draw human figures (usually stick figures) • construct objects using boxes and other paper products 	Children <ul style="list-style-type: none"> • start to draw rounded human figures and animals and plants • often draw a ground line and a sky line • model figures and shapes with clay • tell stories about their work
		Children identify, search for and create solutions to challenges through music, dance and drama.	Young children continue as above and act out simple stories with the help of the adult.	Children continue as above and invent stories to act out <ul style="list-style-type: none"> • invent steps and movements to portray animals and plants and objects in stories
Knowledge and understanding of the world	<ul style="list-style-type: none"> • Children are learning how to think critically, solve problems and form concepts • Children are demonstrating growing awareness of diversity and the need to respect and care for others • Children are learning about (mathematical) concepts 	Children explore and investigate their world	Young children <ul style="list-style-type: none"> • are curious about and interested in the features of objects and living things • talk about what they see, how things work and why things happen to others • show awareness of change 	Children continue to <ul style="list-style-type: none"> • explore, investigate and talk about objects and material using their senses • ask questions about why things happen and how they work
		Children explore design, make items and use technology.	Young children <ul style="list-style-type: none"> • join construction materials together for balance and a purpose • experiment with different tools and techniques • know how to operate simple equipment 	Children continue to <ul style="list-style-type: none"> • build and construct things using tools and techniques • operate simple equipment

		Children explore and investigate time and place.	Young children <ul style="list-style-type: none"> • can remember and talk about people and events that are familiar • show understanding of changes over time and can use time-related words 	Children <ul style="list-style-type: none"> • begin to differentiate past and present through use of words such as “when I was small...” • describe their personal experiences with confidence • show interest in other people – family members, friends
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CAPS and Storyplay

The table below shows the links between general Storyplay activities and the Grade R CAPS content, concepts or skills for the subjects, Home Language and Life Skills. Depending on the particular story selected and/or the activities offered to the children, there may be links in addition to the ones detailed below.

Home Language

Term	Strands	Content/concepts/skills
Term 1	Listening and speaking (oral)	<ul style="list-style-type: none"> • Listens attentively to simple questions and announcements and responds appropriately • Listens to simple instructions and acts on them • Listens without interrupting • Listens to short stories with enjoyment and joins in choruses at the appropriate time • Tells stories and retells stories of others in own words. <p>Uses language to think and reason:</p> <ul style="list-style-type: none"> • Identifies and describes similarities and differences. <p>Uses language to investigate and explore</p> <ul style="list-style-type: none"> • Asks questions • Gives explanations.

	Emergent reading	<p>Emergent reading skills</p> <ul style="list-style-type: none"> ● Holds the book the right way up and turns pages correctly ● Uses pictures to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different ● Makes up own story by 'reading' the pictures ● Pretends to read and adopts a 'reading voice' ● Recognises own name and names of at least five other children in the class <p>Begins to make meaning of written text</p> <ul style="list-style-type: none"> ● Understands that print communicates meaning: a word can represent one's own name ● Recognises own name and names of at least five other children in the class ● Understands that written words refer to spoken words ● 'Reads' high frequency words: own name, common brand names such as SPAR, Coke, and television programme titles etc. <p>Shared reading</p> <ul style="list-style-type: none"> ● Discusses and describes characters in stories ● Draws pictures capturing main idea of the stories, songs or rhymes ● Responds to stories through movement and drama activities or rings. <p>Independent reading</p> <ul style="list-style-type: none"> ● 'Reads' independently books for pleasure in the library or classroom reading corner. <p>Phonological/phonemic awareness</p> <ul style="list-style-type: none"> ● Distinguishes aurally between different sounds especially at the beginning of own name.
	Emergent writing	<p>Emergent handwriting</p> <ul style="list-style-type: none"> ● Develops fine-motor skills for strengthening hands: rolls plasticine, models with playdough, screws nuts onto bolts, plays the piano in the air, etc. ● Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc. ● Develops fine-motor control: uses scissors to cut fringes on paper mats etc. ● Develops eye-hand co-ordination: plays catch with bean bags, balls, paper balls, draws with crayons or paints informally during outdoor play etc. ● Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities <p>Emergent writing</p> <ul style="list-style-type: none"> ● Draws or paints pictures to convey messages during creative art activities such as about a personal experience ● Understands that writing and drawing are different: pretend writing represented using squiggles ● 'Reads' own writing: 'reads' what squiggles 'say' ● Role-plays writing in play situations: takes a telephone message, writes a traffic fine etc. ● Copies known letters in own name to represent writing: copies own name ● 'Writes' from left to right and top to bottom. <p>Works with words</p> <ul style="list-style-type: none"> ● Identifies name in print.

<p>Term 2</p>	<p>Listening and speaking (oral)</p>	<ul style="list-style-type: none"> ● Listens to two- or three-part instructions, announcements and responds appropriately (e.g. 'Collect the crayons and put them on the shelf.') ● Listens without interrupting, taking turns to speak ● Listens to stories and acts these out ● Tells stories and retells the stories of other children in own words ● Participates in discussions and asks questions <p>Uses language to think and reason</p> <ul style="list-style-type: none"> ● Identifies and describes similarities and differences. <p>Uses language to investigate and explore</p> <ul style="list-style-type: none"> ● Asks questions and asks for explanations ● Gives explanations and asks for clarification.
	<p>Emergent reading</p>	<p>Emergent reading</p> <ul style="list-style-type: none"> ● Holds the book the right way up and turns pages correctly when 'reading' ● Uses pictures to predict what the story is about. For example, 'reads' picture and caption books showing an understanding that pictures and words are related, but different. Points to words when 'reading' ● Interprets pictures to make up own story: 'reads' the pictures ● Pretends to read and adopts a 'reading voice' ● Understands that print communicates meaning. Knows words can represent own name, names of people, places and things ● Recognises own name and names of five other children in the class ● Uses pictures to 'read' simple phrase or caption books. The dog - a page with a picture of a dog) ● Acts out parts of a story, song or rhyme ● Listens to and discusses stories and other texts read or told aloud. Recalls details and states main idea. <p>Shared reading</p> <ul style="list-style-type: none"> ● Discusses and describes characters in stories ● Draws pictures capturing the main idea of stories, songs or rhymes ● Responds to stories through movement and drama activities or rings (e.g. 'The Three Little Pigs') ● Predicts what will happen next in the story using familiar texts and picture cues ● Responds to stories through creative art: paints a picture of the story. <p>Independent reading</p> <ul style="list-style-type: none"> ● 'Reads' independently books for pleasure in the library or classroom reading corner. <p>Phonological/phonemic awareness</p> <ul style="list-style-type: none"> ● Recognises initial spoken sounds especially at the beginning of own name.

	Emergent writing	<p>Emergent handwriting</p> <ul style="list-style-type: none"> ● Develops fine motor skills for strengthening hand muscles: rolls plasticine, models with play dough, plays a trumpet in the air, threads lacing cards, beads etc. ● Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc ● Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls; creates drawings and makes more complex patterns with crayons ● Begins to form letters using finger painting, paint brushes, wax crayons ● Uses a range of writing tools: paint brushes, wax crayons etc. <p>Emergent writing</p> <ul style="list-style-type: none"> ● Draws picture <p>Works with words</p> <ul style="list-style-type: none"> ● Identifies a letter or a space between words in print: own names or familiar words or in a book ● Contributes sentences to a class piece of writing: child dictates as the teacher writes.
Term 3	Listening and speaking (oral)	<ul style="list-style-type: none"> ● Listens attentively to questions and gives answers ● Listens to announcements and responds appropriately ● Listens to a complex string of instructions and acts on them ● Listens without interrupting, showing respect for the speaker and takes turns to speak ● Tells stories and retells other children's stories in own words ● Listens to longer stories and shows understanding by answering questions related to the story <p>Uses language to think and reason</p> <ul style="list-style-type: none"> ● Identifies and describes similarities and differences ● Matches things that go together and compares things that are different ● Classifies things according to own criteria. <p>Uses language to investigate and explore</p> <ul style="list-style-type: none"> ● Asks questions and looks to books for explanations ● Gives explanations and offers solutions. <p>Processes information</p> <ul style="list-style-type: none"> ● Picks out selected information from a description. <p>Uses visual and pictorial cues to make meaning</p> <ul style="list-style-type: none"> ● Understands that pictures and photographs convey meaning about events, people, places and things and talks about these.

	Emergent reading	<p>Emergent reading skills</p> <ul style="list-style-type: none"> ● Uses pictures to understand simple phrases and sentences in a book. For example, a picture of a dog and a sentence that reads 'Look at the dog.' ● Holds the book the right way up and turns pages correctly ● Interprets pictures to make up own story, that is, 'reads' the pictures ● Distinguishes pictures from print: points to a word and asks what the word is ● Pretends to 'read' and adopts a 'reading' voice ● 'Reads' picture books with three or four predictable sentences. For example, It is a dog. Look at the dog. It is a big dog. ● Acts out a story, song or rhyme ● Recalls details and states main idea from a story read by the teacher ● Draws pictures of stories, songs or rhymes ● Listens to, and discusses, stories and other texts read aloud <p>Shared reading</p> <ul style="list-style-type: none"> ● 'Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating ● Makes links to own experience when reading with the teacher, viewing television or pictures ● Describes the characteristics of characters in stories or television and gives opinions ● Identifies the sequence of events in simple stories ● Uses cover of book and illustrations throughout the text to predict storyline ● Joins in the shared reading of texts with increasing confidence and enjoyment ● Answers a range of questions based on the story read <p>Independent reading</p> <ul style="list-style-type: none"> ● 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books <p>Phonological/phonemic awareness</p> <ul style="list-style-type: none"> ● Recognises and names some letters of the alphabet especially own name. For example, My name, Diane, begins with a letter d <p>Relates sounds to letters and words</p> <ul style="list-style-type: none"> ● Recognises sounds at the beginning of some words: friends' names or names of animals
	Emergent writing	<p>Emergent handwriting</p> <ul style="list-style-type: none"> ● Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads ● Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc ● Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls etc., creates drawings, makes more complex patterns with crayons ● Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards

		<p>Emergent writing</p> <ul style="list-style-type: none"> ● Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing ● Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles ● Role plays writing in play situations. For example, 'writes' lists ● Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page ● Copies print from the environment when playing. For example, labels from advertisements ● Uses writing tools with greater confidence and ease: crayons and pencils <p>Works with words</p> <ul style="list-style-type: none"> ● * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book ● * Contributes sentences to a class piece of writing: child dictates as the teacher writes.
<p>Term 4</p>	<p>Listening and speaking (oral)</p>	<ul style="list-style-type: none"> ● Listens to announcements and responds appropriately ● Listens to complex string of instructions and acts on them ● Listens without interrupting, showing respect for the speaker and takes turns to speak ● Listens to longer stories and shows understanding by answering questions related to the story ● Tells stories and retells other children's stories in own words ● Participates in discussions and asks questions <p>Uses language to develop concepts</p> <ul style="list-style-type: none"> ● Uses language to develop concepts in all subjects such as quantity, size, shape, direction, colour, speed, time, age and sequence <p>Uses language to think and reason</p> <ul style="list-style-type: none"> ● Identifies and describes similarities and differences ● Matches things that go together, and compares things that are different ● Classifies things according to own criteria and more complex criteria such as textures <p>Uses language to investigate and explore</p> <ul style="list-style-type: none"> ● Asks questions and looks to books, television, computers for explanations ● Listens to problems and offers solutions <p>Uses visual and pictorial cues to make meaning</p> <ul style="list-style-type: none"> ● Understands that pictures and photographs convey meaning about events, people, places and things and talks about these ● Uses pictures to predict content of stories.

	Emergent reading	<p>Emergent reading skills</p> <ul style="list-style-type: none"> ● Interprets pictures to construct ideas. For example, makes up own story and 'reads' the pictures ● Distinguishes pictures from print. For example, points to a word and asks for it to be read ● 'Reads' personal texts such as sentences written by the teacher ● 'Reads' picture books of increasing complexity ● Acts out a story, song or rhyme ● Recalls details and states main idea ● Draws pictures of stories, songs or rhymes. <p>Shared reading</p> <ul style="list-style-type: none"> ● 'Reads' class generated texts such as sentences scribed by the teacher, in a group with the teacher ● Points at words rather than pictures when 'reading' ● Makes links to own experience when reading with the teacher, viewing television or pictures ● Describes the characteristics of characters in stories or television and gives opinions ● Identifies the sequence of events in simple stories ● Uses cover of book and illustrations throughout the text to predict storyline ● Joins in the shared reading of texts with increasing confidence and enjoyment ● Answers a range of questions based on the story read. <p>Independent reading</p> <ul style="list-style-type: none"> ● 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books. <p>Phonological/phonemic awareness</p> <ul style="list-style-type: none"> ● Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words ● Recognises and names some letters of the alphabet such as letters in own name ● Recognises sounds at the beginning of some words.
	Emergent writing	<p>Emergent handwriting</p> <ul style="list-style-type: none"> ● Develops fine motor skills for strengthening hand muscles ● Uses scissors to cut out bold outlined pictures, shapes etc. ● Plays catch with bean bags, large or tennis balls, paper balls etc. as well as through creating drawings, making more complex patterns with crayons ● Forms letters using finger paint, paint brushes, wax crayons ● Copies patterns, words and letters

		<ul style="list-style-type: none"> • Uses a range of writing tools such as paint brushes, wax crayons • Forms letters with a variety of writing tools such as crayons, pencils, chalk. <p>Emergent writing</p> <ul style="list-style-type: none"> • Draws pictures to convey a message about a personal experience and uses this as a starting point for writing: with help adds a word, phrase or sentence • Copies letters and numerals from the classroom environment when 'writing' • 'Reads' own and others 'writing' • 'Writes' and asks others to give meaning to what has been written • Role plays 'writing' in play situations. For example, 'writes' lists • 'Writes' observing conventions of directionality: 'writes' from left to right, top to bottom of page • Copies print from the environment when playing such as labels from advertisements • Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home • Uses writing tools with increased confidence and ease. <p>Works with words</p> <ul style="list-style-type: none"> • Identifies a letter or a space between words in print such as their names or familiar words or in a book • Contributes sentences to a class piece of writing: child dictates as the teacher writes.
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Life Skills

Term	Strands	Content/concepts/skills
Term 1	Creative arts	<p>Performing Arts</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Spontaneous use of voice and movement in participatory rhymes and stories. <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Improvising stories based on fantasy or own life experiences using voice (singing/speaking), movement, music, props/objects and drama techniques • Expressing moods and ideas through movement and song (e.g. an angry lion, a hungry mouse) • Exploring the senses through dramatising stories, rhymes and songs, (e.g. 'leading the blind', feeling different textures of objects). <p>Visual Arts</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media • Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic • Art elements: informal experience and use of shape in drawing and painting • Design principles: informal use of contrast (big/small, long/short) in drawing and painting • Variation of paper size and format: encourage working in different scales <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.

<p>Term 2</p>	<p>Creative arts</p>	<p>Performing Arts Creative games and skills</p> <ul style="list-style-type: none"> ● Music, voice and movement: focusing on dynamics such as loud and soft, strong and gentle. <p>Improvise and interpret</p> <ul style="list-style-type: none"> ● Dramatising make-believe situations, fantasy and own life experiences ● Creating and imitating sound effects in stories, such as bees 'buzz', horses 'clip-clop', trains 'chook chook' ● Directions, levels (high, medium and low) and shapes explored through creative movement and stories ● Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus ● Use of objects or props creatively in movement, dramatic play and music. <p>Visual Arts Create in 2D</p> <ul style="list-style-type: none"> ● Informal use of art elements shape and colour in drawing and painting in response to week's topic. <p>Create in 3D (constructing and modelling)</p> <ul style="list-style-type: none"> ● Craft skills and techniques: cutting, pasting, tearing ● Use playdough to model freely: shaping, twisting, rolling.
<p>Term 3</p>	<p>Creative arts</p>	<p>Performing Arts Creative games and skills</p> <ul style="list-style-type: none"> ● Gestures and facial expressions to communicate emotions such as 'sad', 'happy'. <p>Improvise and interpret</p> <ul style="list-style-type: none"> ● Dramatising make-believe situations or own life experiences with movement and song ● Concrete objects to represent other objects in dramatic play, such as: a spoon as a magic wand, a hat as a steering wheel, etc. <p>Visual Arts Create in 2D</p> <ul style="list-style-type: none"> ● Draw and paint freely using the week's topic ● Working in different formats and paper sizes and brushes of different sizes to work with increased detail. <p>Create in 3D (constructing and modelling)</p> <ul style="list-style-type: none"> ● Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other ● Encourage development of skills through manipulation of the materials ● Use playdough to improve fine-motor ability; rolling, pinching, joining.
<p>Term 4</p>	<p>Creative arts</p>	<p>Performing Arts Improvise and interpret</p> <ul style="list-style-type: none"> ● Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects. <p>Visual Arts Create in 2D</p> <ul style="list-style-type: none"> ● Drawing and painting using the week's topic. <p>Create in 3D (constructing and modelling)</p> <ul style="list-style-type: none"> ● Develop craft skills and fine motor control; tying, wrapping and other ● Use greater detail in playdough modelling: pinching, pulling, rolling smaller pieces ● Informal modelling in clay.