

## Cavendish Close Infant and Nursery School

*A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning*

### Subject area: Drama

End of Early Years Foundation Stage expectation		National Curriculum End of Key Stage 1 expectation	
<p><b><i>ELG 6 Speaking</i></b> Children express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened and are going to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><b><i>ELG 17 Being Imaginative</i></b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.</p>		<p><b>Children in Key Stage 1 should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their own ideas and recording their experiences - <b>Art curriculum</b></li> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command on Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debate</li> <li>• Gain, maintain and monitor the interest of the listener</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication.- <b>English/Speaking Curriculum</b></li> </ul>	
EYFS 1 (30-50 months)	EYFS 2 (40-60 months)	Year 1	Year 2
To use eye contact	To gain confidence in a group To listen to others	Listen and respond appropriately to adults and their peers To ask questions and develop vocabulary to describe and explain their thoughts and feelings.	To listen to each other's views and preferences and speak with clarity and use intonation. To ask relevant questions to extend their understanding and knowledge and convey ideas confidently.

	Uses movement to express feelings.	To use words and gestures including body language such as eye contact and facial expression to communicate meaning.	To use their body and voice to maintain attention and participate actively in collaborative drama work Use spoken language and gesture to develop understanding through imagining and exploring ideas	To use body and voice to communicate in a dramatic context to gain, maintain and monitor the interest of the listener(s)
	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Create simple representations of events, people and objects.	Explore ideas and stories through drama.	Accept and engage in imaginary roles and situations.
	Engages in imaginative role-play based on own first-hand experiences.	Plays cooperatively as part of a group to develop and act out a narrative.	To re-enact stories in a variety of ways eg through role play or using puppets	Shape and communicate ideas and stories dramatically Use dramatic conventions Perform to groups of peers
	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	Introduce a storyline or narrative into their play.	To describe story settings and incidents and relate them to their own experience and that of others	To identify and discuss reasons for events in stories linked to plot.
	Uses available resources to create props to support role-play.		Respond to plays they have been in or seen Justify their creative ideas with reasons.	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Make decisions about their development of work in drama.