Expressive Arts and Design Medium Term Planning

Reception

EYFS Curriculum Guidance Development Matters (Reception)
• Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups **Communication and Language** • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Red-music **Green-DT** **Blue-Art**

Autumn

Topics	Length
The Great Outdoors & Knowing Yourself	12 weeks

Small Steps
• Make marks with increasing control to draw recognisable objects and people. • Explore different mediums of mark making e.g. chalks, paints, squeezy bottles. • Explore different joining techniques such tape, PVA glue and pritt sticks in open ended activities. • Explore the properties and textures of natural materials to create 3D collages. • Explore different art materials and media. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Begin to develop storylines in their pretend play. • Make use of props and materials when role playing characters in narratives and stories. • Explore different instruments to express their feelings and ideas. • Join in with songs. • Tap rhythms to accompany words, such as tapping the syllables of name, objects, animals and the lyrics of a song. • Use paper shapes (circles, rectangles, triangles) to create a collage spider. • Explore weaving using geo-boards, string, elastic bands and wool. • Create masks using a range of materials. • Use fabric to create their own Christmas stocking. • Use paint to create signs for a variety of purposes.

Communication and Language Small Steps
• Articulate their ideas and thoughts in well-formed sentences. • Start a conversation with an adult or a friend and continue it for many turns. • To begin to be able to take part in small group discussions using new vocabulary. • To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To become more confident in using tenses in the correct context.

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Where the Wild Things Are by Maurice Sendak			Anansi by Gerald McDermott			Look up! By Nathan Bryon And Dapo Adeola			Halibut Jackson by David Lucas		

Spring

Topics	Length
Talents and powers & Sowing a Seed	12 weeks

Small Steps
• Children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent. • Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups. • Begin to create simple compositions. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to keep a steady beat. • Create recipes and make drinks and smoothies • Create sand pictures • Create salt dough cookies to use in roleplay • Create a large monster collaboratively using a selection of self-chosen materials • Printing with fruit, vegetables and small tools. • Using salt dough to create sculptures of plants. • Make soup and fruit salad • Explore cooking with a variety of ingredients.

Communication and Language Small Steps
• To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have heard. • To be able to take part in small group discussions using new vocabulary. • To retell familiar stories using their own words or phrases from the book

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Magic Paintbrush by Julia Donaldson and Joel Stewart			Little Red by Lynn Roberts and David Roberts			The Tiny Seed by Eric Carle			I Will Not Ever Eat A Tomato by Lauren Child		

Summer

Topics	Length
Strength of Mind & Family & Friends	12 weeks

Small Steps
• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Creating shadow drawing • Pressing flowers to use in collages • Printing using flowers and leaves • Using the painted flowers from printing to create their own artwork as well as other natural materials (stones, grass, leaves) • Make marks using shape and pattern on a range of surfaces • Use paints and brushes to make a range of lines, zig zags, dots and waves. • Invent, adapt and recount narratives and stories with peers and their teacher. • Remain engaged for an extended time during role play whilst co-operating with others. • Create a detailed representations of something they can see e.g., observational drawing, creating 3D models • Explore and engage in music making and dance, performing solo or in groups. • Know a wide repertoire of nursery rhymes and feel confident in a group or solo. • 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. • Create a mast to go on a pirate ship for role play using appropriate joining techniques • Create boats that float using appropriate materials using appropriate joining techniques • Explore different joining techniques such as split pins and string that allow their object (puppets) to move. • Choose a range of materials to create signs for a variety of purposes.

Communication and Language Small Steps
• To be able to talk about fiction and non-fiction books using new knowledge and vocabulary. • Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate. • Express themselves using full sentences, including use of past, present and future tenses. • To be able to use conjunctions, with some modelling and support from the teacher. • To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify understanding.

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Willy the Wimp by Anthony Browne			The Night Pirates by Pete Harris and Deborah Allwright			So Much by Trish Cooke and Helen Oxenbury			Oi! Frog by Kes Gray and Jim Field		