

Expressive Arts and Design			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>All About Me</b></p> <ul style="list-style-type: none"> <li>On the construction table, children will be provided with many opportunities to explore different materials freely, develop their own ideas about what to make using the materials and join a variety of materials together to create.</li> <li>Children will be encouraged to use drawing skills to express themselves and begin to draw with increasing complexity, including facial details.</li> <li>During their Elmer work, children will be exploring colours and how to mix colours together to make different shades of a rainbow.</li> <li>Within the outdoor construction area, children will use tools for a purpose and use various materials to construct – e.g. stacking pieces vertically and horizontally, balancing and making enclosures.</li> <li>Through using the role play areas, children will be encouraged to take part in simple pretend play and develop storylines within their play.</li> <li>Opportunities for their own imaginative play will be</li> </ul>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>Through making sculptures, paintings, models and drawings, children will have the opportunity to explore materials freely in order to develop their ideas about how to use them.</li> <li>Within the provision, adults will model and children will be encouraged to make diva lamps, a menorah, a star of David from lollypop sticks, a nativity puppet and a Christmas angel. Children will be able to develop their own creations using a range of materials and then use these in their imaginative play.</li> <li>Children will be encouraged to build on their previous learning by going back to what they have previously made and refining them.</li> <li>Children will work on expressing their feelings and ideas through artistic effects and consider how people feel during these times of celebration.</li> <li>Children will engage in and explore music through daily singing and dancing in movement breaks and routine based songs.</li> <li>During this term, the children will work with Nursery to</li> </ul>	<p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>Opportunities for children to explore different joining techniques through constructing/ assembling houses made of different materials linked to The Three Little Pigs. They will also develop an understanding of layering material linked to create a bed from The Princess and the Pea.</li> <li>Through building a house in small groups or pairs, children can create collaboratively sharing ideas, resources and skills.</li> <li>Opportunities for children to create props and masks using different colours, textures and materials.</li> <li>Children will return to and build on their previous learning, refining ideas and developing their ability to represent them through adult or peer feedback.</li> <li>Children will develop their pretend play through using the role play area and creating their own props to include. This will help them recount narratives from familiar stories read in school.</li> <li>In provision, there will be many opportunities for the children to safely use and</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>In Term 4, children will be encouraged to draw different animals, using increasing detail and in various mediums, for example charcoal, paint, watercolours and pencil. Children will be develop their observation skills through looking at different animals.</li> <li>Children will have the opportunity to make animal masks with different tools and materials, to use in their role play. This will enable them to invent, adapt and recount narratives listened to during carpet sessions.</li> <li>Children will be prompted to return to their work to make improvements and build on previous learning.</li> <li>Different Kenyan animal habitats will be explored and children will create their own habitats using shoe boxes or other 3D forms.</li> <li>We will contrast Kenyan animals, linked to our story Handa's Surprise, to British wildlife and create collages with natural materials and loose parts to represent these habitats.</li> <li>When children create something, adults will try where possible to discuss</li> </ul>	<p><b>Growth and Change</b></p> <ul style="list-style-type: none"> <li>Children will be encouraged to draw create plants, caterpillars and butterflies, using increasing detail and in various materials such as junk modelling, collage, watercolours, oils pastels, etc.</li> <li>Children will have the opportunity to make animal masks with different tools and materials to use in their dinosaur role play.</li> <li>With these animal masks, the children will invent, adapt and recount narratives with their peers.</li> <li>Children will be prompted to return to their work to make improvements and build on previous learning. They will recognise how work can be created over time and refinements improve a product.</li> <li>Through daily singing during routines and inputs, children will develop their ability to sing a range of well-known nursery rhymes and songs.</li> <li>When children create something, adults will discuss with them the process they went through to make it, developing not</li> </ul>	<p><b>People who Help Us</b></p> <ul style="list-style-type: none"> <li>Children will continue to invent, adapt and recount narratives in their play in role plays related to jobs such as a post office, restaurant and carers' home.</li> <li>Children will be exposed to different types of music and encouraged to move in time with the music and say how the music made them feel and why.</li> <li>Children will make equipment and uniforms for jobs, which they can use in their role play.</li> <li>Children will make puppets which they can use in their role play. Children will continue to develop storylines in their play and begin to use known storylines to shape their play.</li> <li>During the week that children learn about mental health workers, children will participate in mindfulness activities, such as breathing, dancing, movement, listening to music and drawing.</li> <li>Children will practise and perform three songs, learn and recite lines and</li> </ul>

## Individually Strong, Collectively Stronger!



<p>encouraged and they will play alongside children who are engaged with them.</p> <ul style="list-style-type: none"> <li>• Children will begin to develop conversations and stories using small world equipment and use their imagination to develop plot.</li> <li>• Throughout the term, children will develop their listening through songs and music, respond to what they have heard and learn songs to sing together.</li> </ul>	<p>perform a Nativity production for parents. In this, the children will learn a wide range of songs and help generate accompanying actions for the songs. The children will consider pitch, volume and speed when singing in an ensemble.</p> <ul style="list-style-type: none"> <li>• Some children will be given speaking and acting parts in the Nativity production.</li> <li>• Children will be encouraged to listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>explore a variety of materials to create collages, lanterns, puppets and masks.</p> <ul style="list-style-type: none"> <li>• Children will be encouraged to discuss how they made their creations, sharing with adults and peers the process they used.</li> <li>• In outdoor provision, children will continue to be encouraged to use the stage area to perform songs and movement collaboratively.</li> </ul>	<p>with them the process they went through to make it, developing not only their communication and language but their reflective skills and giving them a chance to think about how they could improve their work.</p> <ul style="list-style-type: none"> <li>• In the final week of term, children will make animals using clay. Through manipulating the clay with their hands or tools and using water to loosen the clay, they will form different animals that they have learnt about in the term.</li> </ul>	<p>only their communication and language but their reflective skills and giving them a chance to think about how they could improve their work.</p> <ul style="list-style-type: none"> <li>• Children will be encouraged to reflect on their peer's work and offer praise to their peers for their creations.</li> <li>• Through provision, there will be opportunities for children to use paint, pastels and colouring pencils to mark make and add detail to their artistic pieces.</li> </ul>	<p>Makaton signs and movements for their Graduation Ceremony.</p> <ul style="list-style-type: none"> <li>• Children will learn lines for a performance and understand how an audience allows them to showcase what they can do.</li> </ul>
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