







Expressive Arts and Design			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p>All About Me</p>	<p>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</p>	<p>Before Me: Long Ago/ Stories and Rhymes</p>	<p>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</p>	<p>Animals: Big Wide World/ Creep, Crawl and Wriggle</p>	<p>Water: Shadows and Reflections/ On the Beach/ Moving on</p>
<ul style="list-style-type: none"> 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. Children will be encouraged to use drawing skills to express themselves and begin to draw with increasing complexity, including facial details. During their Elmer work, children will be exploring colours and how to mix colours together to make different shades of a rainbow. 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. Through using the role play areas, children will be encouraged to take part in simple pretend play and develop storylines within their play. 	<ul style="list-style-type: none"> To use natural materials and loose parts to make 2-D and 3-D art. To make simple prints using a variety of tools, including print blocks and rollers. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. To learn simple rhymes, poems and songs by heart. To use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and mapping. To construct simple structures and models using a range of materials. To develop their own ideas through experimentation with diverse materials. To develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking 	<ul style="list-style-type: none"> To construct simple structures and models using a range of materials. To represent different parts of the human body from observation, imagination or memory with attention to some detail. To learn simple rhymes, poems and songs by heart. To sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. To use primary and other coloured paint and a range of methods of application. To develop storylines in their pretend play using conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. To construct simple structures and models using a range of materials. To listen to music and songs and responds appropriately using actions or words to support. 	<ul style="list-style-type: none"> To communicate their ideas as they are creating artwork. To make and use simple maps in their play to represent places and journeys, real and imagined. To manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. To use a variety of tools and resources to explore and manipulate materials to create a desired outcome. To communicate their ideas as they are creating artwork. To observe, record and talk about materials and living things. To listen to music and songs and responds appropriately using actions or words to support. To sing a variety of familiar songs by heart. To use primary and other coloured paint and a range of methods of application. To use a variety of resources to create and make, returning to the resources to continue construction and creating after a short time. 	<ul style="list-style-type: none"> To draw or paint a place from observation or imagination. To develop their own ideas for animal masks and use them when role playing characters in narratives. To select appropriate media to draw observations. To draw with increasing complexity and detail. To share their creations explaining the process they have used. To explore, use and refine their drawing to represent their favourite building. To represent scientific observations by mark making, drawing or creating simple charts and tables. To demonstrate an understanding of what has been read to them by retelling stories and narratives. To adapt narratives with peers and teachers. To explore artwork by a famous artist and talk about their likes and dislikes about a piece of art. To explore, use and refine a variety of artistic effects (collage) to express their 	<ul style="list-style-type: none"> To explore a range of famous artists and explore their emotions. To use props and materials for role play. To tap or clap simple repeated rhythms. To explore and use a range of artistic effects. To create art in different ways to express their ideas and feelings. To make a shadow bigger or smaller using toys, play equipment and a light source. To share their creations with others, explaining their intentions and the techniques and tools they have used. To draw or paint a place from observation or imagination. To use tools and resources when making and constructing. To develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Opportunities for their own imaginative play will be encouraged and they will play alongside children who are engaged with them. • Children will begin to develop conversations and stories using small world equipment and use their imagination to develop plot. • Throughout the term, children will develop their listening through songs and music, respond to what they have heard and learn songs to sing together. 	<p>and activities and explain how things work and why they might happen.</p> <ul style="list-style-type: none"> • To represent different parts of the human body from observation, imagination or memory with attention to some detail. • To safely explore a variety of materials with their senses, e.g. touch, smell. • To create art in different ways on a theme to express their ideas and feelings. 	<ul style="list-style-type: none"> • To sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • To use a variety of instruments and resources to make music in a range of ways. 	<ul style="list-style-type: none"> • When children create something, adults will try where possible to discuss 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. • To return to their work to make improvements and build on previous learning. 	<p>ideas and thoughts about the natural world.</p> <ul style="list-style-type: none"> • Through daily singing during routines and inputs, children will develop their ability to sing a range of well-known nursery rhymes and songs. • To draw and create plants and animals using increasing detail and in various materials, such as junk modelling, collage, watercolours, oils pastels, etc. • 	<ul style="list-style-type: none"> • To use props and materials when role playing characters in narratives and stories to engage in familiar learning opportunities. • To construct simple structures and models using a range of materials. • To perform stories with others using storytelling language and – when appropriate – try to move in time with music. • To think of a range of own and shared ideas and then decide which materials to use to express them. • To develop storylines in their pretend play linked to the theme text. • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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