

Expressive Arts and Design Planner Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic or Stand-A-Lone?	Topic: All about me	Topic: Festivals and Celebrations	Topic: Toys	Topic: People Who Help Us Stand-A-Lone: Seasons	Topic: Minibeasts Stand-A-Lone: The King	Topic: Seaside

Creating with Materials ELG

Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

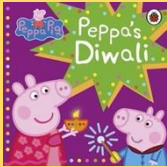
Fine Motor Skills ELG

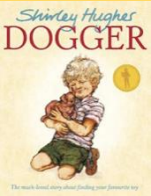
Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Being to show accuracy and care when drawing

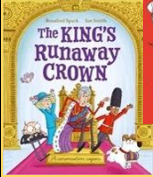
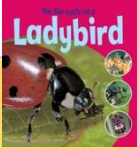
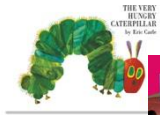
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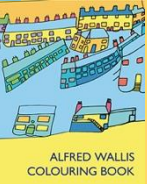
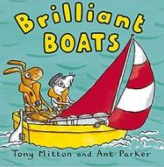








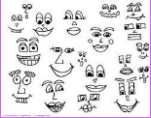
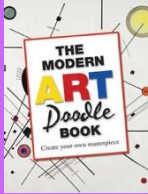




Role Play (Flexible towards children's interests)	Home Corner Babies / Family Daily Life School Routines	Home Corner Birthday Party Christmas Post Office Winter Clothes Preparing for Christmas	Home Corner Toy Shop Toy museum	Home Corner Vets Doctors Fire/Police Station	Home Corner Zoo	Home Corner Picnics Preparing for a Holiday Ice Cream Parlour Fish and Chip Shop House Sale!
Deconstructed Role Play (Flexible towards children's interests)			Joining: large paper tubes card different glue/tapes split pins	Outfits: T-shirts material ribbons fabric markers cellotape masking tape card pegs Outside: cardboard boxes wheels structure		
Art Knowledge Content	- I am starting to know and understand the word texture and pattern. - To begin to understand what observing	- To understand the function of a Diva Lamp. - To know what colour 2 primary colours make.	- To understand how to draw an old toy from observation. - To understand the function	- To use a variety of media to create a collage. - To develop fine motor skills when handling materials.	- To explore sculpture with malleable media such as play-dough. - To begin to learn about safety and	- To understand how to mix tones of blue. - To understand simple architectural drawings. - To be inspired by the artist

	means and how it can help us draw. - To understand how to draw a self-portrait from observation. - To identify the primary colours: red, yellow and blue. - To use knowledge to create a self-portrait inspired by Giuseppe Arcimboldo.	To explore and build patterns using a range of printing tools.	of a toy. - To talk about their own work, recognise and describe features of their own work. - To experiment with, construct and join a range of materials. - To know there are a range of different materials that can be used to make a model and that they are all slightly different.		the basic care of materials and tools. - To understand what adding black and white paint to a colour does. - To understand the Story of Matisse.	Alfred Wallace (Cornish). - To talk about their own work, recognise and describe features of their own work and explain the process. DT - To know that 'waterproof' materials are those which do not absorb water. - To know that some objects float and others sink. - To know the different parts of a boat.
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			To make simple suggestions to fix their junk model.			
Art Skills Content	Drawing - Pre writing shapes / making marks / lines and circles - To create a simple observational drawing (fruit) - Drawing a face with features. - Drawing a face with features from observation (mirrors) - Drawing a face with features	Printing - Use a variety of materials to print with. - Print to create a pattern. - Print to create a repeating pattern. Painting - Begin to mix Primary colours using a variety of different sized brushes.	Drawing - Beginning to draw from observation. - Beginning to draw focusing on appropriate size. Colouring - Begin to use colouring pencils showing control. - Practise the skill of colouring in with printed outlines of toys before colouring in	Collage - Use pre-cut paper and glue stick to create a collage - Use pre-cut paper and PVA glue with a paintbrush/spatula - Uncut materials with PVA glue and a spatula. - Using natural materials. - Using own knowledge and learnt skills to decide their own materials and process. Colouring	Painting - Mix Primary colours - Extension = to mix colours with black and white to create different tones. Sculpture - Manipulating malleable materials to form a 3D minibeast. - Begin to add texture to the sculpture using a	Drawing - Line drawing with detail. - To interpret the simple architectural drawings by Alfred Wallis. Painting - Colour mixing using a variety of different sized brushes. - Exploring different tones of blue. Printing - Print to create texture and pattern of the sea and movement.

	inspired by James Rizzi (American).  Painting To begin to use and explore painting tools and equipment.	Sculpture - Manipulating malleable materials to form a 3D Diva lamp. - Use the technique of pinching to form the Diva Lamp.	their drawing.	Colour your own modern art masterpieces! To colour within the lines of modern art using colouring pencils with control. 	range of tools. Collage - Cutting and sticking paper. - To mix paint using primary colours to paint paper. - Composing a picture inspired by Henri Matisse. 	(Trip to Charlestown Harbour)
Art Sequence of Lessons	Kapow: L1= To explore making marks with wax crayons To introduce the word texture L2= To explore making marks with felt tips	L1= To use a variety of materials to print with. L2= To print to create a pattern. L3= To print to create a repeating pattern.		L1= Use pre-cut paper and glue sticks to create collages L2= Use pre-cut paper and PVA glue with a paintbrush/spatula to create a collage L3= Use uncut materials and PVA glue with a		

	To use a felt tip to make patterns (enhances Squiggle while you Wiggle) L3= To explore making marks with chalk To make controlled large and small movements To compare different ways of making marks and drawing L4= To explore mark making using pencils To create a simple observational drawing (fruit) L5= To explore mark making using pencils to draw a simple face from observation L6= To draw and create self-portraits that are inspired by two artists (James Rizzi, Giuseppe Arcimboldo)	L4= Manipulating malleable materials to form a 3D Diva lamp. Use the technique of pinching to form the Diva Lamp L5= To begin to mix primary colours		paintbrush/spatula to create a collage L4= Use knowledge and skills learnt to decide on their own materials and process to create collages of spring L5= To colour within the lines of modern art using colouring pencils with control. L6= Use collage knowledge and skills to create Easter Egg Cards and Easter Hanging Egg Decorations (Kapow)		
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DT Knowledge Content:	Cutting To know I can change paper by the way I cut it.		Kapow Structures- Junk Modelling - To know there are a range of different materials that can be used to make a model and they are all slightly different. - Making simple suggestions to fix their junk model.	Kapow Textiles- Bookmark - To know that a design is a way of planning our idea before we start. - To know that threading is putting one material through an object.		Kapow Structures-Boats - To know that waterproof materials are those which do not absorb water. - To know some objects float and others sink and to know the different parts of a boat.
DT Skills Content:	Cutting Skills Practise – Fine Motor Focus. Not product based. Manipulate materials with scissors focusing on		Structures- Junk Modelling Design: To make verbal plans and material choices.	Textiles- Bookmark Design: - Discussing what a good design needs. - Designing a simple pattern with paper.	Structures - Crowns Design: To design a crown. Make:	Structures-Boats Design: To design a junk model boat using knowledge from exploration to inform design.

	process over outcomes. • Follow instructions to make snips. • Follow instructions to Cut: Straight lines Curved lines Zig zag lines. With increased accuracy.		• To draw a plan of their junk model. • To develop a junk model. Make: • To improve fine motor/scissor skills with a variety of materials. • To join materials in a variety of ways (temporary and permanent). • To join different materials together. • To describe their junk model, and plan how they intend to put it together.	• Designing a bookmark. • Choosing from available materials. Make: • Developing your fine motor / cutting skills with scissors. • Exploring fine motor / threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and hessian to practise threading. Evaluate: • Reflecting on a finished product and comparing to their design.	• To make a crown. Evaluate: • To share their crown and explain the process they have used.	Make: • To make a boat that floats and is waterproof, considering material choices. Evaluate: • To make predictions about, and evaluating existing boats to see which floats best. • To test their design and reflect on what could have been done differently. • To investigate how the shapes and structures of a boat can affect the way it moves. Food preparation skills/ knife skills in Summer 2
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			Evaluate: • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model.			
DT Sequence of lessons:	This is purely for skills development: 1 = To make snips with scissors in a		Kapow: L1= To explore and investigate the tools and materials in the	Kapow: L1= To develop threading and weaving skills.	(Stand-alone Week. This takes approximately 2 lessons)	Kapow: L1= To understand what waterproof means and to test

	variety of materials e.g. paper, dough, straws, 2 = Cut along straight lines (paper) 3 = Cut along curved lines. (paper) 4 = Cut along zig zag lines. (paper) 5 = Cut around shapes of objects. (paper)		junk modelling area. L2= To develop scissor skills. To investigate cutting different materials. L3= To learn how to plan and select the correct resources needed to make a new toy model. L4= To verbally plan and create a new toy junk model. L5= To share a finished model and talk about the processes in its creation. L6= To explore different ways to temporarily join materials together.	L2= To practise and apply weaving skills to a specific material e.g. paper. L3= To practise and apply threading skills with specific materials e.g. hessian. L4= To use threading or sewing to design a product (Bookmark) L5= To create a textiles product (Bookmark) following their own design. L6= To reflect with children on how they achieved their aims.	1 = Look at the King's Crown through reading a book called 'The Runaway Crown'. 2 = Look at a variety of crowns through photos. 3 = Design their own crown. 4 = Prepare the body of the crown. 5 = Apply decoration to the crown and join together.	whether materials are waterproof L2= To test and make predictions for which materials float or sink L3= To compare the uses of boats L4= To investigate how the shape and structure of boats affects the way they move L5= To design a boat L6= To create a boat based upon their design
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Resources for Art and DT to facilitate the skills:

HB pencils
chunky pencils
wax crayons
chunky colouring pencils
felt tip pens
mirrors
chalks
images of fruit
examples of artist's work

fat brushes
lidded paint pots
ready mixed poster paint

Progressive Scissors to match pencil grip



hands
fingers
sponges
rollers
dish brushes
cotton buds

natural resources:
vegetables
sticks
flowers

primary poster paints
mixing trays
variety of different sized bushes

rolling pins
clay tools

felt tips
standard pencils
coloured pencils (chunky and standard)

glue stick
PVA
masking tape
cellotape
velcro
split pins

3D junk modelling resources
paper and card

Range of progressive scissors

pre-cut materials
card
paper
magazines
tissue paper
natural materials e.g. feathers
sweet wrappers
foils
cellophane

repeat above with uncut materials

glue stick
PVA glue with a spatula

threading beads
wool or string
numicon
large plastic needles
wooden threading boards
ribbons
wire cooling rack
coloured paper strips
small sheets of hessian

thinner brushes
powder paint
water colour pallets
mixing trays
water pots

plasticine
fimo
clay
rolling pins
variety clay tools
cocktail sticks

standard pencils
felt tip pens
sharpie markers
poster paint
drawing paper
a range of printing materials
different sized paint brushes

cling film
tin foil
plasticine
straws
polystyrene
plastic sheeting
empty yoghurt pots
plastic bottles
paper
plastic toys
cardboard boxes

Outcome Aims	Self-Portraits: Baseline Practise for Final Draft which will be framed and displayed. Paint their house / family	Firework pictures Poppy pictures Christmas Cards Diva Lamp	Observational drawing of an old toy Create own toy	Mother's Day Card (Paint) and Textiles product: Bookmark Collage of Spring Easter Egg Cards (Collage) Easter Hanging Egg Decorations (Kapow) Flower drawings	Minibeast painting Minibeast sculpture Animal drawings King's Crown	Whole class piece HarbourScape- Alfred Wallis Houses at St Ives  Boats
Vocabulary	observe mark making drawing self portrait mirror shape line face eyes ears nose hair expression paint water brush red blue yellow texture wax crayon	primary mixing paint water brush change colour names shades pot palette	still life light colour shadow position size 2D and 3D modelling moulding shaping tools paint draw colour make join temporary permanent push pull	PVA spatula glue collage spring vocabulary thread weave pinch push pull through under over up down pattern bookmark embroider sew victorian	primary mixing paint water brush bright dark light change shade tone modelling moulding shaping tools	line tone architecture texture pattern movement seascape harbourscape waterproof material absorb leak wet dry prediction variable fair test experiment investigation

	rubbing pattern circle squiggle straight line round long short zig zag compare large small movement		break fix stick cut bend slot lift open measure plastic glue stick bottle top cork bigger shorter longer taller thicker thinner rough smooth bendy bumpy	design front back sewing needle hessian		float sink boar cruise ship fishing boat kayak ocean liner pirate ship watercraft sail anchor hull mast rudder helm poop deck deck crow's nest
Music Charanga 3x Units a year  (5 a day throughout the year, children		 Autumn 2 My Stories Main songs= I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses	 Spring 1 Everyone! Main songs= Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed		SA Create a piece of Music for the King.	 Summer 2 Reflect, Rewind and Replay Main songs= Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby

are singing to nursery rhymes and listening attentively to music.) (Children move to music through a REAL PE Unit- This is carried out whole school.)		Hickory Dickory Dock Not Too Difficult The ABC Song SA Replicate a dance inspired by Diwali Listening to a different kinds of music from around the world.	Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes			Row, Row, Row Your Boat
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