

Thurgoland Church of England School Reception Long Term plan – Expressive arts and design

| | AUTUMN 1 | | AUTUMN 2 | | SPRING 1 | | SPRING 2 | | Summer 1 | SUMMER 2 | |
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| | September | October | November | December | January | February | March | April | May | June | July |
| <p>Expressive Arts and Design</p> <p>Creating with Materials</p> | <p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing | | <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • 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. | | | | | | <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. | | |
| <p>Expressive Arts and Design</p> <p>Being imaginative and expressive</p> | <p>Three- and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. | | <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • 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. | | | | | | <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. | | |

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| <p>Link to LAUNCHPAD FOR LITERACY</p> | <p>3+ Skills</p> <ul style="list-style-type: none"> • I engage in simple role play. • I engage in small world and puppet play. • I carry out a sequence of activities in my pretend play. • I ascribe meaning to things I have drawn, made or painted after or during the creative process. • I give my puppets, role play characters and figures a 'voice.' | <p>4+ Skill</p> <ul style="list-style-type: none"> • I ascribe meaning to things I have drawn, made or painted before the creative process. • I construct and create with purposeful intent. • I understand that print has meaning. I pretend to read and write. • I recognise my name and relate it to myself. • I know that a grapheme makes a 'sound' and may know some such as ones in my name. • I know that written words and symbols have meaning and recognise a few familiar words or logos (visual memory permitting.) • My play contains a storyline or narrative. | <p>5+ Skills</p> <ul style="list-style-type: none"> • I collaborate with others in order to create or recreate roles and experiences in play. I demonstrate early negotiation skills. • I make up stories with others, making up plays, puppet shows or short film. |
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