

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic or Stand-A-Lone?</b>	Topic: <b>All about me</b>	Topic: <b>Festivals and Celebrations</b>  Stand-A-Lone: <b>We're going on holiday!</b>	Topic: <b>Toys</b>	Topic: <b>People Who Help Us</b>  Stand-A-Lone: <b>Seasons</b>	Topic: <b>Minibeasts</b>	Topic: <b>Seaside</b>  Stand-A-Lone: <b>The Queen's Platinum Jubilee</b>

### Creating with Materials ELG

Children at the expected level of development will:

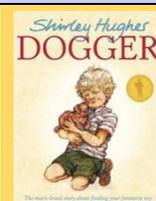
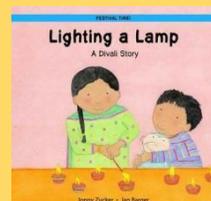
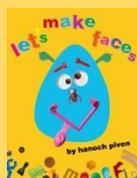
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### 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.

### 5 a day:



<b>Role Play</b> (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	Home Corner Vets Doctors Fire/Police Station	Home Corner Zoo	Home Corner Picnics Preparing for a Holiday Ice Cream Parlour  House Sale!
<b>Deconstructed Role Play</b> (Flexible towards children's interests)	Cutting??	Outfits: T-shirts material ribbons fabric markers cellotape masking tape card pegs	Joining: large paper tubes card  different glue/tapes split pins	cardboard boxes wheels structure		
<b>Knowledge Content</b>	<ul style="list-style-type: none"> <li>To understand how to draw a self-portrait from observation.</li> <li>To identify the primary colours: red, yellow and blue.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the function of a Diva Lamp</li> <li>To know what colour 2 primary colours make.</li> <li>To explore and build patterns using a</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to draw an old toy from observation.</li> <li>To understand the function of a toy.</li> <li>To talk about their own work, recognise and describe features of</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of media to create a collage</li> <li>To develop fine motor skills when handling materials.</li> </ul>	<ul style="list-style-type: none"> <li>To explore sculpture with malleable media such as play-dough.</li> <li>To begin to learn about safety and the basic care of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>To explore joining techniques?</li> <li>To talk about their own work, recognise and describe features of their own work and explain the process.</li> </ul>

		range of printing tools	their own work. <ul style="list-style-type: none"> <li>To experiment with, construct and join a range of materials.</li> </ul>		<ul style="list-style-type: none"> <li>To understand what adding black and white paint to a colour does.</li> </ul>	
<b>Vocabulary</b>	self portrait mirror shape line features of the face expression paint water brush red blue yellow	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	PVA spatula glue collage spring vocab.	primary mixing paint water brush bright dark light change modelling moulding shaping tools	tie knot
<b>Skills Content ART:</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Pre writing shapes / making marks / lines and circles</li> <li>Drawing a face with features</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>Use a variety of materials to print with.</li> <li>Print to create a pattern.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Beginning to draw from observation.</li> <li>Beginning to draw focusing on appropriate size.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Use pre-cut paper and glue stick to create a collage</li> <li>Use pre-cut paper and PVA glue with a paintbrush/spatula</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Mix Primary colours</li> <li>Extension = to mix colours with black and white to create</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Drawing with detail.</li> </ul>

	<ul style="list-style-type: none"> <li>• Drawing a face with features from observation (mirrors or peers)</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To begin to use and explore painting tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Print to create a repeating pattern.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Begin to mix Primary colours using a variety of different sized brushes.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Manipulating malleable materials to form a 3D Diva lamp.</li> <li>• Use the technique of pinching to form the Diva Lamp.</li> </ul>	<p><b>Colouring</b></p> <ul style="list-style-type: none"> <li>• Begin to use colouring pencils showing control.</li> <li>• Practise the skill of colouring in with printed outlines of toys before colouring in their drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uncut materials with PVA glue and a spatula.</li> <li>• Using natural materials.</li> <li>• Using own knowledge and learnt skills to decide their own materials and process.</li> </ul>	<p>different tones.</p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Manipulating malleable materials to form a 3D minibeast.</li> <li>• Begin to add texture to the sculpture using a range of tools.</li> </ul>	
<p><b>Skills Content DT:</b></p>	<p><b>Cutting</b></p> <ul style="list-style-type: none"> <li>• To make snips.</li> <li>• Cut: Straight lines</li> </ul>		<p><b>Joining</b></p> <ul style="list-style-type: none"> <li>• To use a range of tools and materials join things</li> </ul>			<p><b>Joining</b></p> <ul style="list-style-type: none"> <li>• To begin to be able to join by tying</li> </ul>

	Cured lines Zig zag lines.		together. (Repetition in deconstructive role play)			a material together.
			<b>DT Project</b> <ul style="list-style-type: none"> <li>To design a toy.</li> <li>To make a toy.</li> <li>To share their toy and explain the process they have used.</li> </ul>			<b>DT Project:</b> <ul style="list-style-type: none"> <li>To design a crown.</li> <li>To make a crown</li> <li>To share their crown and explain the process they have used.</li> </ul>
<b>Resource to facilitate the skills:</b>	chunky pencils wax crayons chunky colouring pencils mirrors  Austin's Butterfly Video  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 Self-service-Pumps Variety of different sized bushes	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	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	thinner brushes powder paint water colour pallets mixing trays water pots  Plasticine Fimo clay rolling pins variety clay tools cocktail sticks	standard pencils  ribbon string threads

		<p>Salt dough Rolling pins</p>	<p>Range of progressive scissors</p>			
<p><b>Outcome Aims</b></p>	<p>Self-Portraits: Baseline</p> <p>Practise for Final Draft which will be framed and displayed.</p> <p>Paint their house / family</p>	<p>Firework pictures Poppy pictures Harvest Festival pictures Halloween pictures Christmas Cards</p> <p>Diva Lamp</p>	<p>Observational drawing of an old toy. Final draft to be displayed.</p> <p>Create own toy.</p>	<p>Mother's Day Card (Paint)</p> <p>Collage of Spring</p> <p>Easter Cards (Collage)</p> <p>Easter Stain glassed Windows (Collage)</p> <p>FLOWER DRAWINGS</p>	<p>Minibeast painting</p> <p>Minibeast sculpture</p> <p>ANIMAL DRAWINGS</p>	<p>Queen's Crown</p> <p>A stamp design The Queen's Home</p> <p>Seaside Landscape</p>
<p><b>Music</b> (5 a day throughout the year, children are singing to nursery rhymes and listening attentively to music.)</p>		<ul style="list-style-type: none"> <li>• Listening to a different kinds of music from around the world.</li> <li>• Learning to sing on their own.</li> <li>• Follow the melody and</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to keep and follow a steady beat.</li> <li>• Learn to tap a simple rhythm.</li> <li>• Move in time to Music with a pulse and respond.</li> </ul>			<ul style="list-style-type: none"> <li>• Create a piece of Music for the Queen for her jubilee celebration.</li> </ul>

<p>(Children move to music through a REAL PE Unit- This is carried out whole school.)</p>		<p>increasingly match their pitch and volume.</p> <ul style="list-style-type: none"><li>• Replicate a dance inspired by Diwali.</li><li>• Take part in a Christmas Performance which involves performing songs.</li><li>• Making own music to well-known Christmas songs.</li></ul>				
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**Expressive Arts and Design Planner** Reception