



Horsley Church of England Primary School: Expressive Arts and Design Reception Long Term Plan

Statutory Guidance from the EYFS Framework: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let’s Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother’s Day Easter	Pentecost	Father’s Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools and children Santa Claus A Christmas Carol	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

Cycle B Suggested Texts	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
The Year 1 expectations in Expressive Arts and Design. Where are children going?	<p>Art and DT - A summary of the techniques developed in Y1. The children will: Explore mark making and line; work and experiment with different materials through observational and collaborative pieces. Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns. Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> <p>Music- A summary of the composition work developed in Y1. The children will: Learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow. Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>					

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Being Imaginative and Expressive (ELG) Creating with materials (ELG)	Across the year children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. Specific skills, knowledge and experiences will also be planned in across the year as noted below.					
Art and DT Development	Understand how to grip a pencil comfortably and	Exploring paint and painting techniques,	Explore colours and how colours can be changed. Identify	Developing cutting, threading, joining and folding skills	Exploring the sculptural qualities of malleable	The local environment art/styles of building.

<p>Intent Vocabulary Implementation</p>	<p>explore making marks, creating lines and circles. Give meaning to marks made. Develop printing skills using hands and fingers. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain, crocodile snap, squiggle. Creative area and continuous provision, modelling how to use equipment safely. Dough Disco. Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>music and collaborative work. Observe, notice, look, collage, loose parts, paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour. Developing creativity through child-led exploration of mixed-media, making collages and transient art. Creative area and continuous provision. There will be many Christmas and topic related craft activities. Create paper chains for Christmas decorations.</p>	<p>light and dark colours. Exploring shades of colour and how to make different shades. Print using rollers, sponges and stamps. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions. Continuous provision and topic related activities.</p>	<p>through fun, creative craft projects. Further develop printing skills using natural resources. Develop weaving skills using different mediums. Threading, folding, joining, curl, weave, texture. Using a variety of DT skills to complete craft activities. Weave in the outdoors using natural resources and indoors using fabrics, ribbons etc. Continuous provision and topic related activities. Making puppets to support literacy/RE curriculum.</p>	<p>materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Develop printing skills by making symmetrical prints. Develop sewing skills by first using a simple table like frame with canvas in and move to own canvas/tapestry square. Observational drawing – Mini Beasts Show accuracy and care in their drawing. Thread, needle, stitch, observe, copy, look, notice, shape, colour, lines, represent, flower. Continuous provision and topic related activities.</p>	<p>Natural art, nature, patterns, outdoors, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors. Produce more detailed work and say what they have included. Work on their own projects using the plan, do, review model. Plan, review, what would you change? Natural art, nature, Andy Goldsworthy. Working on the field observe living art and nature, creating repeating patterns with nature, building with natural objects outdoors. Continuous provision and topic related activities.</p>
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<p>Cutting Skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Using one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.</p>	<p>(Skill) Use scissors to cut in a straight line.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.</p>	<p>(Skill) Use scissors to cut curved lines.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.</p>	<p>(Skill) Use scissors for a particular purpose when combining different media and materials.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.</p> <p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>
<p>Being Imaginative</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop</p>		<p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Invent, adapt</p>

	<p>storylines through small-world or role-play. Learning about the music from a range of cultural and religious celebrations, including Hanukkah and Christmas.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools, tempo, dynamics, beat, imagination.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children. Topic related story books available in continuous provision.</p> <p>Musical instruments available in the outdoor area.</p>	<p>Beat, tempo, pitch, movement, composition.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children. Continuous provision of books for story telling.</p> <p>Musical instruments available in the outdoor area.</p>	<p>and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Innovate, rhythms, orchestra, tuned and untuned instruments, performance.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children. Continuous provision of books. Opportunities during the week for own performance times. Musical instruments available in the outdoor area.</p>
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