

Reception Curriculum – Expressive Arts and Design

Reception use the Music Express scheme for the teaching of Music.

Reception use the Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work for the teaching of Dance.

Term	Development Matters / ELGs	Learning Outcome	Possible Activities	Resources & Vocabulary
Autumn	<p>Topic – All about me & Once upon a time</p> <p>Exploring and using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To join in with and learn simple songs.</p> <p>To being to join in with and learn simple dances.</p> <p>To explore the different sounds of instruments.</p> <p>To explore what happens when they mix colours.</p> <p>To experiment to create different textures.</p> <p>To begin to understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To experiment with colour and design.</p>	<p>Direct Teaching</p> <p>Join in with and learn classic rhymes and songs, counting/number songs, topic related songs, hymns and collective worship songs.</p> <p>Refer to Music Express for Music.</p> <p>Refer to the Lancashire scheme of work for Dance - Be Happy, I'm Sad Today, I'm Angry, Fizzing Fireworks, Jack Frost, Jumping Beans, The Howling Wind</p> <p>Explore colour mixing with primary colours.</p> <p>Collage – use a range of materials and textures to represent something.</p> <p>Make salt dough Christmas tree decorations.</p> <p>Make a repeating pattern Christmas tree card.</p> <p>Create nature art giants/elf houses using natural mixed media in Woodland.</p> <p>Exploration & investigative play</p> <p>Explore with playdough, manipulating it to achieve a planned effect.</p> <p>Construct for a purpose using construction kits.</p>	<p>Direct Teaching Resources</p> <p>Sing up website</p> <p>Music Express Scheme of Work</p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Paint, paint pallets, paint brushes, paper</p> <p>Range of paper/card, glue, glue spreaders, scissors</p> <p>Salt dough, moulds or cookie cutters, rolling pinds, dough tools</p> <p>Card, paint, paintbrushes, cotton buds, sequins</p> <p>Woodland, elf house images</p> <p>Exploration & investigative play Resources</p> <p>Primary colour paint, pastels, paper.</p> <p>Playdough, construction kits, junk modelling materials, craft materials, scissors, glue, tape, paint, card, paper etc.</p> <p>Vocabulary</p> <p>Colour, mix, primary colours, collage stick, glue, overlap, shape, mould, cut, pattern, repeat, build, natural, strong, structure, fix, stable, materials</p>

DM statements in non-bold = 40-60 months

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			<p>Construct for a purpose using a range of junk modelling and craft materials.</p> <p>Construct for a purpose using a range of junk modelling and craft materials.</p> <p>Explore colour mixing with primary colours (pastels, fireworks).</p>	
	<p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>To create simple representations of events, people and objects.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To choose particular colours to use for a purpose.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To play alongside other children who are engaged in the same theme.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p><u>Direct Teaching</u></p> <p>Refer to the Lancashire scheme of work for Dance - Be Happy, I'm Sad Today, I'm Angry, Fizzing Fireworks, Jack Frost, Jumping Beans, The Howling Wind</p> <p>Collage – use a range of materials and textures to represent something.</p> <p>To choose particular colours when drawing or painting themselves/ their families/ their home.</p> <p>Choose particular colours when decorating their salt dough decoration.</p> <p>Choose particular colours when creating a repeating pattern on their Christmas card.</p> <p>Play cooperatively as part of a group to re-enact a traditional tale such as The Three Little Pigs, Goldilocks and the Three Bears, The Elves and the Shoemaker etc.</p> <p>To create and use a physical storyline using rope and a range of resources to retell a story.</p>	<p><u>Direct Teaching Resources</u></p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Range of media such as colouring pencils, pastels, crayons, paint etc.</p> <p>Range of paper/card, glue, glue spreaders, scissors</p> <p>Paints, paint pallets, paint brushes, colouring pencils, felt pens</p> <p>Role-play area, relevant dressing up clothes, masks and props for chosen stories</p> <p>Lengths of rope, lollipop sticks, paper, tape, pencils, colouring pencils, finger puppets, variety of coloured material pieces, glass pebbles, pebbles, sticks, wooden discs etc.</p> <p><u>Exploration & investigative play Resources</u></p> <p>Lengths of rope, lollipop sticks, paper, tape, pencils, colouring pencils, finger puppets, variety of coloured material pieces, glass pebbles, pebbles, sticks, wooden discs etc.</p>

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			<p>Exploration & investigative play</p> <p>To introduce a storyline or narrative while playing with the small world or in the role-play area (home corner).</p> <p>Play alongside others within an area of provision.</p>	<p>Small world resources, role-play area resources.</p> <p>Vocabulary</p> <p>Collage stick, glue, overlap, choose, colours, pattern, repeat</p> <p>Act, re-enact, co-operate, together, group, take turns, character, speak clearly, words, sequence, story</p> <p>Storyline, sequence, story, beginning, middle end, firsts, next, then, after that, end, last, finally, characters, setting</p>
Spring	<p>Topic – Exploring and Investigating & Space</p> <p>Exploring and using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	<p>To sing a variety of songs.</p> <p>To begin to dance and experiment with ways of making simple changes.</p> <p>To begin to make simple music.</p> <p>To experiment with texture.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select appropriate resources and adapt work where necessary.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To make music and experiment with ways of making simple changes.</p> <p>To safely use and explore a variety of materials, tools and techniques.</p>	<p>Direct Teaching</p> <p>Join in with and learn classic rhymes and songs, counting/number songs, topic related songs, hymns and collective worship songs.</p> <p>Refer to Music Express for Music.</p> <p>Refer to the Lancashire scheme of work for Dance - Springtime, Slithering Snakes, Mischievous Mice, The Monster</p> <p>Make rain sticks/African shakers.</p> <p>Create Henri Rousseau tiger pictures.</p> <p>Exploration & investigative play</p> <p>Construct for a purpose using construction kits (safari jeeps, link with technology).</p> <p>Construct for a purpose using a range of junk modelling and craft materials (binoculars).</p>	<p>Direct Teaching Resources</p> <p>Sing up website</p> <p>Music Express Scheme of Work</p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Cardboard tubes, plastic bottles and lids, lentils, pasta, rice, paper, card, felt pens, colouring pencils, pictures of African shakers and African patterns</p> <p>Pictures of Henri Rousseau artwork, card, paper, felt pens, colouring pencils, glue, scissors</p> <p>Exploration & investigative play Resources</p> <p>Primary colour paint, pastels, paper.</p> <p>Playdough, construction kits, junk modelling materials, craft materials, scissors, glue, tape, paint, card, paper etc.</p>

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<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>To represent their own ideas, thoughts and feelings through design and technology</p> <p>To experiment with colour.</p> <p>To experiment with design.</p> <p>To begin to develop own ideas through selecting and using materials and working on processes that are of interest to them.</p>	<p>Chinese lanterns, dragons and fans.</p> <p>Design and make a space shuttle/jet pack.</p> <p>Design and make sock puppet aliens.</p> <p>Constellation pictures using white chalk on black paper.</p> <p>Design a pair of underpants.</p> <p>Create playdough aliens.</p> <p>Create collage/space planet pictures.</p>	<p>Range of media such as colouring pencils, pastels, crayons, paint etc.</p> <p>Playdough, sequins, beads, pipe cleaners, coloured sticks, twigs etc.</p> <p>Black paper, marbling ink, chalks, scissors</p> <p><u>Vocabulary</u></p> <p>Colour, mix, primary colours, collage stick, glue, overlap, shape, mould, cut, pattern, repeat, build, natural, strong, structure, fix, stable, materials</p>
<p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>To begin to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To represent their own ideas, thoughts and feelings through music and dance.</p> <p>To talk about the ideas and processes which have led them to make music.</p> <p>To represent their own ideas, thoughts and feelings through design and technology.</p> <p>To talk about the ideas and processes which have led them to make designs and products.</p> <p>To represent their own ideas, thoughts and feelings through art.</p> <p>To talk about the ideas and processes which have led them to make images.</p> <p>To represent their own ideas, thoughts and feelings through role-play and stories.</p>	<p><u>Direct Teaching</u></p> <p>Refer to the Lancashire scheme of work for Dance – Springtime, Slithering Snakes, Mischievous Mice, The Monster</p> <p>Refer to Music Express for Music</p> <p>Move like animals to own rain forest music.</p> <p>Dinosaur stomp dance</p> <p>Chinese dragon dancing</p> <p>Moon walking dance</p> <p>Design and make a space shuttle/jet pack</p> <p>Design and make sock puppet aliens</p> <p><u>Exploration & investigative play</u></p> <p>Use media and materials to create a jungle animal.</p> <p>Design sheets in construction area for children to design and then construct.</p>	<p><u>Direct Teaching Resources</u></p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Rainforest music, percussion instruments, videos of animals moving</p> <p>Chinese dragon dancing videos</p> <p>Astronaut walking on the moon videos</p> <p>Range of media such as colouring pencils, pastels, crayons, paint etc.</p> <p>Small plastic bottles, cardboard tubes, cellophane, foam shapes, card, glue, scissors, pipe cleaners, string etc.</p> <p>Socks, buttons, material, ribbon, needle and thread</p> <p><u>Exploration & investigative play Resources</u></p> <p>Range of media such as colouring pencils, pastels, crayons, paint etc.</p>

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	<p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Pretend to be explorers on a jungle adventure in the role-play area.</p> <p>Role-play being an astronaut in the role-play area (space station/rocket).</p> <p>Act out rocket launch/space stories.</p> <p>Engage in talk with an adult about their ideas and the processes which have led them to make images.</p>	<p>Construction design sheets, construction kits</p> <p>Explorer tent, binoculars, torch, explorer role-play clothing and props etc.</p> <p>Cardboard boxes, space suits, tin foil etc.</p> <p><u>Vocabulary</u></p> <p>Rainforest, animals, run, walk, stomp, scramble, slither, high, medium and low level, speed, fast, slow, group, repeat, sequence</p> <p>Space shuttle, external tank, solid rocket booster, orbiter, main engines, nose, flight deck, rudder jet pack, fly, propel, air, jets, power, fuel tank, gas, wings, belt, flame, fire</p> <p>Puppet, alien, antennae, eyes, teeth, arms etc.</p>
<p>Summer</p>	<p><u>Topic – How does your garden grow? & At the seaside</u></p> <p><u>Exploring and using media and materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how</p>	<p>To dance and experiment with ways of making simple changes.</p> <p>To make music and experiment with ways of making simple changes.</p> <p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To experiment with form.</p> <p>To experiment with function.</p> <p>To begin to develop own ideas through selecting and using materials and working on processes that are of interest to them.</p>	<p><u>Direct Teaching</u></p> <p>Refer to Music Express for Music</p> <p>Refer to the Lancashire scheme of work for Dance – The Beautiful Butterfly, I'm having fun at the seaside, Underwater</p> <p>Paint and cut symmetrical butterflies</p> <p>Printing caterpillars</p> <p>Mixed media seaside scene</p> <p><u>Exploration & investigative play</u></p> <p>Create junk minibeasts</p> <p>Create dough minibeasts</p>	<p><u>Direct Teaching Resources</u></p> <p>Music Express Scheme of Work</p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Butterfly templates, paint, paintbrushes, paint pallets, scissors</p> <p>Range of media and materials including paint, glue, sand, shells, small pebbles, crepe paper, cellophane, tissue paper etc.</p>

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<p>media and materials can be combined and changed.</p>	<p>To explore, find out and make decisions about how media can be combined and changed.</p>	<p>Opportunities to explore and experiment with a range of media and materials to find out and make decisions about how media can be combined or changed e.g. by adding water, combining colours etc.</p>	<p><u>Exploration & investigative play Resources</u></p> <p>Cardboard boxes and tubes, pipe cleaners, sequins, card, paper, glue, tape, scissors etc.</p> <p>Clay/salt dough/flour dough, twigs, leaves, stones etc.</p> <p><u>Vocabulary</u></p> <p>Symmetry, symmetrical, pattern, print, fold, mirror image</p> <p>Mixed media, materials, select, choose, create</p>
<p><u>Topic –How does your garden grow?</u></p> <p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	<p>To begin to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To represent their own ideas, thoughts and feelings through music and dance.</p> <p>To talk about the ideas and processes which have led them to make music.</p> <p>To represent their own ideas, thoughts and feelings through design and technology.</p> <p>To talk about the ideas and processes which have led them to make designs and products.</p> <p>To represent their own ideas, thoughts and feelings through art.</p> <p>To talk about the ideas and processes which have led them to make images.</p>	<p><u>Direct Teaching</u></p> <p>Refer to Music Express for Music.</p> <p>Refer to the Lancashire scheme of work for Dance – The Beautiful Butterfly, I’m having fun at the seaside, Underwater</p> <p>Design and make a minibeast house</p> <p>Meadow finger painting</p> <p>Small group discussions about own work and the work of others – talk about ideas, processes, features of own work, differences between work and strengths of others.</p> <p>Design and make a boat that floats</p> <p>Small group discussions about own work and the work of others – talk about ideas, processes, features of own work,</p>	<p><u>Direct Teaching Resources</u></p> <p>Music Express Scheme of Work</p> <p>Lancashire County Council Scheme of Work and CD.</p> <p>Design template, variety of media and resources to make houses</p> <p>Thick card/boards, paint, card strips</p> <p>Design template, range of materials (some waterproof), tape, glue, scissors</p> <p><u>Exploration & investigative play Resources</u></p> <p>Till, shopping baskets, role play food, fake flowers, flower pots, price tags, storage boxes, money, shopping lists</p> <p>Till, aprons, money, crockery, cutlery, plates, kitchen, role play food, menus, posters with prices etc.</p>

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		<p>To represent their own ideas, thoughts and feelings through role-play and stories.</p> <p>To talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	<p>differences between work and strengths of others.</p> <p>Exploration & investigative play</p> <p>Shop or garden centre role play</p> <p>Role play seaside café</p> <p>Build a mini raft</p>	<p>Corks, cotton reels, lollipop sticks, range of materials, wool, string, tape etc.</p> <p>Vocabulary</p> <p>Media, materials, ideas, thoughts, feelings, create, make, design, products, strength, good, done well, differences</p>
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