











Reception Long Term Plan : OUR EAD MILESTONES

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes |  All about me! |  Celebrations |  To Infinity and Beyond! |  The Land Before TIME |  How does your Garden Grow? |  All Around the World |
| Expressive Art & Design: | <ul style="list-style-type: none"> To take part in simple pretend play To make imaginative and complex 'small worlds' with blocks and construction kits. To explore different materials To develop their own ideas and then decide which materials to use to express them. To join different materials and explore different textures. To create closed shapes with continuous lines, and begin to use these shapes to represent objects To draw with increasing complexity and detail, such as representing a face with a circle and including details. To explore colour and colour-mixing To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings | <ul style="list-style-type: none"> To use drawing to represent ideas like movement or loud noises To explore colour and colour mixing To explore different materials To develop their own ideas and then decide which materials to use to express them. To join different materials and explore different textures. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To remember and sing entire songs To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. To play instruments with increasing control to express their feelings and ideas To explore and engage in music making and dance, performing solo or in groups | <ul style="list-style-type: none"> To explore, use and refine a variety of artistic effects to express their ideas and feelings. To create collaboratively sharing ideas, resources and skills. To listen attentively, move to and talk about music, expressing their feelings and responses. To show different emotions in their drawings and paintings. To join different materials and explore different textures. To develop storylines in their play To begin to develop complex stories using small world equipment. To watch and talk about dance and performance art, expressing their feelings and responses. To explore colour and colour mixing To sing the pitch of a tone sung by another person ('pitch match'). | <ul style="list-style-type: none"> To return to and build on their previous learning, refining ideas and developing their ability to represent them. To develop storylines in their pretend play To create collaboratively sharing ideas, resources and skills. To respond to what they have heard, expressing their thoughts and feelings To join different materials and explore different textures. | <ul style="list-style-type: none"> To explore, use and refine a variety of artistic effects to express their ideas and feelings. To sing in a group or on their own, increasingly matching the pitch and following the melody. To make use of props and materials when role playing characters in narratives and stories. (ELG) To invent, adapt and recount narratives and stories with peers and their teacher. (ELG) | <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) To share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. (ELG) To 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. (ELG) |
| Checkpoints | <p>Makes some independent choices about the resources needed and talks about creations</p> <p>Uses different textures in creations and will combine media</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials</p> <p>Uses a range of shapes and colours to represent observational drawings</p> <p>Plays alongside others to develop storylines in role play or small world</p> <p>Sings familiar songs</p> <p>Rehearses for and performs in the nativity play</p> <p>Moves in response to music</p> | | <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created</p> <p>Mixes colours to produce different shades and combines materials to create different textures</p> <p>To begin to design before making</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job</p> <p>Plays a range of percussion instruments</p> <p>Uses instruments to compose own music</p> <p>Along with others, collects resources to develop own role play storylines</p> | | <p>Can children confidently demonstrate the ELG skills?</p> | |





Reception Long Term Plan : OUR EAD SKILLS part one

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes | All about me! 😊 | Celebrations 🎈 | To Infinity and Beyond! 🌍 | The Land Before TIME 🦎 | How does your Garden Grow? 🌻 | All Around the World ✈️ |
| Expressive Art | Children will learn to sing and perform a range of songs and rhymes. In addition to daily experiences and opportunities offered the children will learn songs and rhymes from 'The Poetry Basket' throughout the year. | | | | | |
| Poetry Basket | Chop, Chop Wise Old Owl Falling Apples A Basket of Apple Leaves are Falling Breezy Weather | Pointy Hat Five Little Pumpkins I'm a Little Elf In my Christmas Den Out of the corner of my eye Robin is my name Whether the weather | Popcorn A little house Let's put on our mittens I can build a snowman Carrot Nose | Pancakes Spring Wind Furry furry squirrel Hungry Birdies A Little Seed Mrs Bluebird | I have a little frog Five little peas Monkey Babies Dance Pitter patter If I were so very small | Sliced bread A Little Shell Thunderstorm Under a stone |
| Music Development via Charanga | Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. They will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga. | | | | | |
|  | Investigating and exploring instruments Body Percussion Following simple beat | Me Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers | Everyone Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes | OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey | | Big Bear Funk A transition unit that prepares children for their musical learning in Year 1 |
| Artist Studies  | Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them. | | | | | |
| | Pablo Picasso | Wassily Kandinsky Andy Goldsworthy | | Wassily Kandinsky | Andy Goldsworthy Vincent Van Gogh | L.S Lowry |










Reception Long Term Plan : OUR EAD SKILLS part two



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Themes | All about me! | Celebrations | To Infinity and Beyond! | The Land Before Time | How does your Garden Grow? | All Around the World |
| Creative Art | 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. In addition, specific skills and/or experiences will be planned (see below). | | | | | |
| Mark making/drawing | Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. | Skill: observational drawing – symbols of Christmas Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. | Skill: observational drawing – dinosaur body shapes and skeletons using chalk | Skill: observational drawing - Sunflowers Show accuracy and care in their drawing. | Skill: produce more detailed work and say what they have included |
| Colour | Experience: Recognise and name colours. Explore colours and how colours can be changed. | Knowledge: Identify light and dark colours, warm and cold colours | Skill: exploring shades of colour and how to make different shades | | Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy. | Skill: to be able to choose a particular colour for a purpose |
| Painting | Skill/Knowledge: Mixing primary colours to create in the style of Picasso | Skill/Knowledge: Mixing primary colours to create warm and cold tones in the style of Kandinsky | Skill: mix white and black paints to make new shades. | Skill: Learn how to hold, use and spread fabric paints | Skill: explore working with paint on different surfaces and in different ways i.e. using different brush types. | Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. |
| Printing | Skill: printing with hands, feet and fingers, fruits and vegetables | Skill: printing with sponges and rollers, shapes. Inspiration Kandinsky (shapes) | | Skill: printing with natural objects/food e.g. leaves, pine cones into clay | Skill: printing simple repeating patterns. Recognise patterns in the environment | Skill: to be able to create using own ideas and explain the choices. |
| Textiles | Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural. | Skill: Collaging poppies with different materials | Skill: To design and trace onto fabric underpants | | | Skill: exploring silk in Chinese culture and making a silk painting |
| 3D work | Skill: to use simple joins when using different materials | Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision | Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision | Skill: To mould and print into clay | Skill/Knowledge: Natural art in the style of Andy Goldsworthy | Skill: Making own props/ puppets to retell a story. be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. |












Reception Long Term Plan : OUR EAD SKILLS part three

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes |  All about me! |  Celebrations |  To Infinity and Beyond! |  The Land Before Time |  How does your Garden Grow? |  All Around the World |
| Being Imaginative | <p>Children will be encouraged to share their own imaginative ideas and experiences throughout areas of continuous provision, both inside and outside of the learning environment. Areas including role play, story making, reflection and construction will be harnessed in order to apply learnt skills and own imaginative ideas and promote oracy. These areas will adapt to match the project focus across the course of the year, however these enhancements will not be used to inhibit children's imaginative and creative ideas.</p> | | | | | |
|  | <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner, visiting the doctor, playing schools.</p> <p>Use available resources to create props or create imaginary ones to support play.</p> <p>Develop storylines through small-world or roleplay.</p> <p>Assume a role from the Christmas story and perform in front of an audience</p> | <p>Retell parts of familiar and new stories through use of puppets, toys, masks or small-world.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> | <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Create representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and story mapping</p> | | | |



Reception Long Term Plan : OUR EAD LEARNING ACTIVITIES

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes |  All about me! |  Celebrations |  To Infinity and Beyond! |  The Land Before Time |  How does your Garden Grow? |  All Around the World |
| Expressive Arts & Design (EAD) EP | <p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |
| <ul style="list-style-type: none"> Creating with materials Being Imaginative & expressive    | <p>Join in with songs Beginning to mix colours Build stories around toys (small world) and use available props to support role play Build models of houses and homes using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. To draw a self-portrait (enclosing lines): draw definite features Picasso inspired abstract face collages Make a patterned lolly stick house of our family Observational drawings of things that God created - people and animals Watercolour of fruits (Harvest link) Printing with fruits</p> | <p>Colour mixing to make secondary colours Kandinsky inspired concentric circles with firework/autumn warm and cold/light and dark colours Firework soundscapes with instruments Collage poppies for Remembrance day Look at some Andy Goldsworthy nature sculptures and design our own Drama conventions through literacy Diva lamps, Mehndi designs, rangoli patterns Lolly pop Star of David, Menorah designs, sing Hanukkah songs Observational drawings of Christmas symbols (holly, baubles, candles, stocking etc) Christmas cards and decs Christmas songs</p> | <p>Junk modelling for a rocket Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Design and paint own underpants – mixing colours of fabric paints and changing shades of colours Listen to Chinese music and make their own dragon dances in response. Draw faces that depict how the music makes you feel Making lanterns, Chinese writing, Puppets to retell Chinese stories Painting of wintry scene Drama conventions through</p> | <p>Pasta dinosaur skeletons Chalk effects when drawing skeletons Look at Kandinsky pictures and recreate local building in his style Use craft materials to make dinosaur poo Clay dinosaurs / nature fossils Easter crafts, patterns on Easter eggs Drama conventions through literacy Dinosaur songs and dance to perform</p> | <p>To revisit nature in art (seasonal link) and to recreate artwork in the style of Andy Goldsworthy Make a nature paintbrush Design and make bird feeders Explore a variety of sketching pencils Observational drawings of sunflowers – Van Gogh Nature rubbings Watercolour cross-sections of fruit and vegetables</p> | <p>Look at paintings by Lowry and recreate in our own style Aboriginal dot paintings Indian inspired silk paintings Use junk modelling to create a USA inspired rollercoaster Designing and making South African jewellery Making shadow puppets using Chinese Zodiac story. Learn a traditional song and dance and perform it Encourage children to create their own music. Exploration of other countries – dressing up in different costumes Drama conventions through literacy</p> |