

Expressive Arts and Design: Creating with materials

Curriculum Objective

Creating with Materials

- 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.

Links Across the Curriculum

Science — leaning about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)/ History — leaning new vocabulary—before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Maths—number talk / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are. RE—retelling stories about religious festivals.

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
With support begin to show respect for resources in the classroom.	<ul style="list-style-type: none">• Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities• Varied creative resources in the provision• Role play• Experimenting with different materials• Free painting• Matching colour to life activities• Modelling how to use different paint colours with different paint brushes• Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect• Self portrait—painting• Stories• Natural environment—creating art• Mud kitchen	To show respect for resources in the classroom.	<ul style="list-style-type: none">• Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities• Varied creative resources in the provision• Role play• Experimenting with different materials• Free painting• Matching colour to life activities• Modelling how to use different paint colours with different paint brushes• Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect• Creating sculptures from plasticine/ playdough• Real experiences of baking— mixing ingredients/cutters/design and ex-oring the taste	To use explore different materials freely, to develop their ideas about how to use them and what to make them.	<ul style="list-style-type: none">• Creative table activities—painting, decorating, sculpting , dough and arts and crafts activities• Varied creative resources in the provision• Role play• Experimenting with different materials• Free painting• Matching colour to life activities• Modelling how to use different paint colours with different paint brushes• Use of rolling pins/brushes/rollers/cutters—what to use for different desired effect
Begin to recognise different colours e.g. red, blue and yellow		To recognise and name different colours.		To use colour and colour mixing inde- pendently.	
Begin to explore paint using fingers and other parts of their bodies as well as brushes and other tools.		To explore paint using fingers and other parts of their bodies as well as brushes		To join different materials and explore different textures.	
With support show understanding of how to correctly use and store glue sticks.		Begin to show understanding of how to correctly use and store glue sticks.		Develop their own ideas and then decide which materials to use to express them.	
With support begin to hold the scissors correctly and begin to make small snips.		Begin to hold scissors independently and to make small ,straight snips on paper.		To hold scissors in the correct way and cut straight and zig -zag lines.	
Begin to hold the paintbrush correctly and with support create straight stokes and circle.		Starting to hold the paintbrush correctly and with little support create straight stokes and circle.		Independently selecting resources and tools to create a desired outcome.	
Beginning to understand colours can be used for a purpose and sometimes give a meaning to the marks they begin to say what hey have created.		To understand that colours can be used for a purpose and sometimes give a mean- ing to the marks they begin to say what hey have created.		Draw with increasing complexity and de- tail, such as representing a face with a circle and including details.	
Begin to explore different materials with adult support—felts, string, feathers and paint.		Starting to explore different materials e.g. —felts, string, feathers and paint.		With more precision use a paintbrush to create a range of effects.	
Beginning to use role play / kitchen sup- port with repeated simple phrases and experiences from own life.		To use role play / kitchen support with repeated simple phrases and experiences from own life.		Sing the pitch of a tone sung by another person ('pitch match')	
With adult support beginning to create sculptures using material and tool with support — clay diva lamps—using clay, hands and tools.		Beginning to create sculptures using ma- terial and tool with support — clay diva		Create their own songs, or improve a song around one they know.	
With adult support beginning to create self portraits using - shapes and colour— mixing of white paint to make a lighter shade of colour.		Begin to increasingly use a paintbrush to create straight stokes, shapes and faces.			
Begin to create simple line.		Begin to draw with increasing complexity and detail, such as representing a face with a circle and includ- ing details .			
Begin to enjoy and at times start to take part in action songs, such as " Twinkle, Twinkle Little Star"		Begin to use drawing to represent ideas like movements or loud noises.			
		Begin to show different emotions in their drawing and painting, like happiness, sad- ness ,fear etc.			
		Remember and sing entire songs.			

Expressive Arts and Design: Being imaginative and expressive

Curriculum Objective

Being imaginative and expressive

- 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.

Links Across the Curriculum

Music—explore song, rhymes and actions, rhythm, copying rhythm, music has a pulse and steady beat, exploring high and low sounds and performing / English—T4W, small world, role play, puppets / History leaning new vocabulary—before ,after, now ,yesterday, today ,tomorrow

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Beginning to listen to and join in with signing and dancing activities.	<ul style="list-style-type: none">• Puppets/soft toys• Role play• Nursery rhymes• Wake up shake up• Stories• English lessons—text• Singing in classroom• Nativity performance• Circle time• Outdoor theatre area• Small world• Free access to musical instruments	Starting to listen to and join in with signing and dancing activities.	<ul style="list-style-type: none">• Puppets /soft toys• Role play• Wake up shake up• Nursery rhymes• Curriculum Enrichment music session• Stories• English lessons—text• Singing in classroom• Circle time• Small world• Free access to musical instruments	Remember to sing entire songs.	<ul style="list-style-type: none">• Puppets/soft toys• Role play• Learning nursery rhymes• Curriculum Enrichment music session• Stories• English lessons—text• Singing in classroom• Circle time• Small world• Free access to musical instruments
Beginning to sing a few familiar songs.		Sing few familiar songs confidently.		Begin to sing the pitch of a tone sung by another.	
Beginning to show attention to sounds and music.		Show attention to different sounds and music.		Play instruments with increasing control to express their feelings and ideas.	
Beginning to enjoy and take part in action songs, such as 'Twinkle , Twinkle Little Star'		Listen with increased attention to sounds and how they can be changed.		Begin to sing in a group or on their own.	
Begin to explore a range of sound makers and instruments and play them in different ways.		Responds to what they have heard, expressing their thoughts and feelings.		Begin to create their own songs, or improvise a song around one they know.	
Begin to explore their voices and enjoy making sounds.		Sing a collection of familiar songs and rhymes more confidently.			

Vocabulary		
Autumn	Spring	Summer
Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, art, colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin role paly—hats, dressing up, mask etc. small world—farmyard, animals, castles etc.	Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, plan, art, artist, colours, primary colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin Cotton buds, primary colours, lines, square, rectangles role paly—hats, dressing up, mask etc. small world—farmyard, animals, castles	Paint, colouring pencils, felt tip, paper, card, scissors, pipe cleaner, sting, pom-poms, glue stick, stick, cut, fold, peel, put together, create, design, plan and evaluate, art, artist, colours, primary colours, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin role paly—hats, dressing up, mask etc. small world—farmyard, animals, castles etc.

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
Geography	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
Art	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Playout whole stories using puppets and role play using talk to direct and guide others. Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning. Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own. Sings and performs different songs and dances Moves in time with the music Using appropriate resources for a task Using a range of tools confidently	Creating cards for occasion e.g. mothers day cards / artist paintings / Kimbles —dance sessions / roleplay / small world / self and family portraits <div>Character Traits</div> <div>Curiosity Resilient Ambitious Kind Articulate Respectful</div>	Use of resources and equipment—e.g. use marbles to roll on paint to create a Holi picture Card making Junk modelling	Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc. Culture dances with related music. Access to a variety of different musical instruments, e.g. African drums, etc.