



Expressive Arts and Design the World Nursery - Long Term Plan

The Reception expectations in EAD Where are children going?

- 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.
- 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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Creating with Materials</p> <p>Intent Vocabulary Implementation</p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.</p> <p>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up</p> <p>Children painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available.</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.</p> <p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.</p> <p>Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card.</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <p>Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.</p> <p>Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access.</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.</p> <p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.</p> <p>Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the provision for children to use themselves.</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.</p> <p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p> <p>Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools.</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.</p> <p>Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.</p> <p>Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range of materials – not just one 'kit'.</p>
<p>Being Imaginative and Expressive</p> <p>Intent Vocabulary Implementation</p>	<p>Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</p> <p>Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play</p> <p>Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials.</p>	<p>Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily</p>	<p>Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p> <p>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.</p> <p>Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it.</p>	<p>Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p> <p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.</p> <p>Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials.</p>	<p>Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</p> <p>Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.</p> <p>Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in.</p>	<p>Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,</p> <p>Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.</p> <p>Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on.</p>