



Early Years



Co-op Academy
Nightingale

Co-op Academy Nightingale
Reception

Expressive Arts and Design
Curriculum

Expressive Arts and Design	Reception				
	Baseline/Autumn		Spring/ Summer		ELG
 Creating with Materials 	<p>Explores what happens when they mix colours and chooses particular colours to use for a purpose. Understands that different media can be combined to create new effects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</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. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Reception Topics Key knowledge	<p style="text-align: center;">Autumn 1 My World and Me Faces - Portraits</p> <p>Children know that/know how; - to mix colours for a purpose - use pencils, paintbrushes and charcoal for a purpose - draw and paint with increasing complexity and control - adapts their work over time</p>	<p style="text-align: center;">Autumn 2 Woodland Walk & Celebrations 3D modelling</p> <p>Children know that/know how; - combine different media and materials to create a model - create their own designs and decide which materials to use to create them - adapt and evaluate their ideas - join different materials and explore textures</p>	<p style="text-align: center;">Spring 1 Frozen Planet Structures</p> <p>Children will know that/know how; - use a range of tools and techniques competently and for a purpose - use tools and techniques to join, shape and assemble - use what they have learnt about media and materials to plan how they will create and design for a purpose - return to previously taught skills and refine/build on them</p> <p style="text-align: center;">Spring 2 - Save the Seas Mixed Media</p> <p>Children know that/know how; - combine a range of media to create different textures and effects - Explore different artists and painting techniques - Selects tools and techniques needed to shape, assemble and join materials (collage)</p>	<p style="text-align: center;">Summer 1 Farming and Growing Painting and printing</p> <p>Children know that/know how; - explore how colour can be changed - beginning to explore texture - explore how different paintbrushes and printing materials can be used</p>	<p style="text-align: center;">Summer 2 Get Lost in a Book Mechanisms</p> <p>Children will know that/ know how; - Explore a variety of tools and techniques and experiment with colour, form and function - share the process of creating their pop up books</p>



Being Imaginative and Expressive



Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Develop storylines in their pretend play.

Respond to what they have heard, expressing their thoughts and feelings.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Play instruments with increasing control to express their feelings and ideas.

Plays cooperatively as part of a group to develop and act out a narrative.

Enjoys a range of poetry and may have a favourite.

They represent their own ideas, thoughts and feelings through music, dance, role play and stories.

Imitates movement in response to music

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody

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.

Reception Topics Key knowledge

Autumn Term Me! Music

- To know nursery rhymes off by heart.
- To know the stories of some of the nursery rhymes.
- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures.
- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections.

See Literacy Overview - Key Nursery Rhymes and songs

Autumn 1 My World and Me Faces - Portraits (Picasso)

- Children know that/know how;
- to capture their experiences or express themselves using paint

Spring Term Our World Music

- To know nursery rhymes off by heart.
- To know the stories of some of the nursery rhymes.
- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures.
- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections.

See Literacy Overview - Key Nursery Rhymes and songs

Summer Term Big Bear Funk Music

- To know nursery rhymes off by heart.
 - To know the stories of some of the nursery rhymes.
 - To know that we can move with the pulse of the music.
 - To know that the words of songs can tell stories and paint pictures.
 - To sing or rap nursery rhymes and simple songs from memory.
 - Songs have sections.
- See Literacy Overview - Key Nursery Rhymes and songs

Across the Year - Growing Poetry

- Children know that/know how;
- to explore a range of simple poems about growth
- Learn and simple poem and learn how to perform it

Summer 2

Get Lost in a Book (Cultural alternatives)

- Children will know that/ know how;
- act out, innovate or invent stories based on their experiences/ what is read to them in class
- e.g. exploring different versions of traditional/cultural tales

