

Reception Long Term Plan  
Expressive Arts and Design

	Autumn	Spring	Summer / Early Learning Goal
<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> <li>● Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them.</li> <li>● Join different materials and explore different textures.</li> <li>● Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Use drawing to represent ideas like movement or loud noises.</li> <li>● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>● Explore colour and colour mixing.</li> <li>● Able to name a variety of colours on sight</li> <li>● Begins to build a collection of songs and dances.</li> <li>● Introduces a storyline or narrative to their play.</li> <li>● Uses a range of colours the can name and for a specific purpose.</li> <li>● Creates self portraits using a range of materials and collage, describing what the resources represent and how they feel.</li> </ul>	<p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Uses their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking.</li> <li>● Labels their creations and is able to describe what they have made both in verbal and mark making</li> <li>● Can plan what they would like to create/ build using drawing and writing skills</li> <li>● Begins to build a collection of songs and dances.</li> <li>● Introduces a storyline or narrative to their play.</li> <li>● Makes music in a range of ways, e.g. plays along to a beat of a song we are singing..</li> <li>● Chooses particular movements, instruments, materials, colours for their own imaginative purpose.</li> <li>● Responds imaginatively to art and objects, e.g. this song sounds like dinosaurs, this sculpture is squishy.</li> </ul>	<ul style="list-style-type: none"> <li>● Invent, adapt and recount narratives with peers and their teacher.</li> <li>● Uses combinations of art forms eg moving and singing, making and dramatic play, drawing and talking, construction and mapping.</li> <li>● Adapt and improve their builds and creations after testing them out</li> <li>● Perform songs, rhymes and stories with others and move in time with the music.</li> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Invent, adapt and recount narratives with peers and their teacher.</li> <li>● Uses combinations of art forms eg moving and singing, making and dramatic play, drawing and talking, construction and mapping.</li> </ul> <p><b>ELG - Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>● <i>Creating with Materials</i></li> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> <li>● Make use of props and materials when role playing characters in narratives and stories.</li> <li>● <i>Being Imaginative and Expressive</i></li> <li>● Invent, adapt and recount narratives and stories with peers and their teacher. •</li> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>
<b>Launchpad for Literacy</b>	<p><b>3+ Skills</b></p> <ul style="list-style-type: none"> <li>● I can complete a sorting task using tweezers</li> <li>● I can thread small beads or complete a threading card I thread and screw nuts, bolts and washer.</li> <li>● I paint and draw freely</li> <li>● I build structures with blocks, boxes and planks.</li> <li>● I use scissors to cut</li> <li>● I draw circles and can copy V, H and T</li> <li>● I use two containers to pour and fill.</li> <li>● I hold a crayon and scribble freely.</li> <li>● I manipulate dough to make balls and snakes.</li> </ul>	<p><b>4+ Skills</b></p> <ul style="list-style-type: none"> <li>● I draw a person on request with heads, legs and body</li> <li>● I complete simple jigsaws that contain 6 to 10 pieces</li> <li>● I track objects, pictures and text with my finger from left to right.</li> <li>● I copy the letters X, V, T, H and O</li> <li>● I hold a pencil using a conventional grip</li> <li>● I button and unbutton</li> <li>● I write one or two letters independently, usually ones from my name</li> <li>● I cut on a line continuously.</li> <li>● I copy triangles, squares and other geometric shapes</li> </ul>	<p><b>5+ Skills</b></p> <ul style="list-style-type: none"> <li>● I complete jigsaws with twenty pieces or more.</li> <li>● I thread needles, sew big stitches and make pom-poms.</li> <li>● I coordinate shoulder, wrist and finger movements to write, moving across and down the page.</li> <li>● I trace with detail</li> </ul>