



Expressive Arts and Design Exploring and using Media and Materials		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p><u>40-60 months</u> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble</p>	<p>Children will be able.....</p> <ul style="list-style-type: none"> • To join in with dancing and ring games • To sing a few familiar songs • To begin to move rhythmically • To imitate movement in response to music • To move creatively in response to sounds, rhythm, music and story • To enjoy and express feelings through experimenting with a variety of movements • To tap our simple repeated rhythms • To explore and learn how sounds can be changed • To explore colour and how colours can be changed • To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • To describe the texture of things. • To use various construction materials • To construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • To join construction pieces together to build and balance. • To realise tools can be used for a purpose • To develop ideas, techniques and skills which focus on the process rather than the product • To sing a variety of songs • To learn a variety of dances • To explore the different sounds of instruments • To explore what happens when they mix colours • To combine different media to create new effects • To manipulate materials to achieve a planned effect • To use large scale materials to build with • To understand the properties of materials and how they can make them fit together • To build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary 	<p>Adults to encourage children to use their own ideas Provide a range of resources to enable children to implement their ideas Resources that encourage cutting and joining skills Collage materials Junk modelling Model making Painting and printing techniques Mark making equipment to make lists, labels, signs Problem solving Colour mixing Hall time for work on a large scale Dance lessons Music lessons Ring and circle games Nativity performance Nursery and number rhymes Traditional stories Feature artists to encourage children to think about paintings and sculpture Holding bay for children to return to creations Musical instruments available for children to</p>



The Foundation Years Long Term Plan - Reception

<p>and join materials they are using.</p> <p><u>Early Learning Goals</u> <i>Children sing songs, make music and dance, and experiment with ways of changing them.</i> <i>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>	<ul style="list-style-type: none">• To work collaboratively and talk through their ideas• To respond in a variety of ways to what they see, hear, smell, touch and feel• To make props and resources to support and extend their imaginative play• To try out own ideas• To select appropriate resources.• To adapt their work where necessary.• To understand that specific tools have a purpose and learn how to use them safely• To design and make their own models• To become more skilled at using tools• To select tools and techniques to shape materials.• To select tools and techniques to assemble and join materials. <ul style="list-style-type: none">• To sing songs and experiment with ways of changing them.• To make music and dance, and experiment with ways of changing them.• To safely use and explore a variety of materials, tools and techniques.• To experiment with colour, design, texture, form and function.	<p>experiment with.</p>
---	---	-------------------------



Expressive Arts and Design Being Imaginative

30-50 months
 Developing preferences for forms of expression.
 Uses movement to express feelings.
 Creates movement in response to music.
 Sings to self and makes up simple songs.
 Makes up rhythms.
 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 Engages in imaginative role-play based on own first-hand experiences.
 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
 Uses available resources to create props to support role-play.
 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 months
 Create simple representations of events, people and objects.
 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 Chooses particular colours to use for a purpose.
 Introduces a storyline or narrative into their play.
 Plays alongside other children who are engaged in the same theme.
 Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goals
*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
 They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

- Children will be able.....**
- To develop preferences for forms of expression
 - To use movement to express feelings
 - To create movement in response to music
 - To begin to move rhythmically and imaginatively to music
 - To sing favourite songs and rhymes
 - To take part in music and movement activities
 - To sing familiar songs and make up own songs
 - To be able to copy and tap out a simple rhythm
 - To make up their own rhythm
 - To mimic the actions of adults and repeat these at other times
 - To engage in imaginative play based on own first hand experiences
 - To build stories around toys
 - To capture experiences and responses with a range of media
 - To create simple representations of events, people and objects
 - To use resources to develop a storyline to extend imaginative play
 - To express thoughts and ideas through imaginative play
 - To relive familiar experiences through imaginative play
 - To use particular colours for a purpose
 - To introduce a storyline or narrative into their play
 - To play alongside others who are engaged in the same theme
 - To play cooperatively with others to act out a story
 - To use what they have learnt about media and materials in original ways.
 - To think about the uses and purposes when using media and materials in original ways.
 - To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Role play linked to children's interests
 Freely available musical instruments
 Hall time for large scale music and movement
 Music lessons to develop skills, rhythm, pulse, pitch, phrase, tempo, dynamics and timbre
 Props and resources to act out our familiar songs, rhymes and stories
 Puppets
 Small world play
 Dressing up clothes
 Construction, block play
 Fantasy role play
 Workshop/junk modelling.

The Foundation Years Long Term Plan - Reception

