

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Expressive Arts & Design**

Aspect: **Creating with Materials**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>3-4 years</u></p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. (Art and Junk-Provision) Develop their own ideas and then decide which materials to use to express them. (Art and Junk-Provision) Join different materials and explore different textures. (Art and Junk-Provision) Draw with increasing complexity and detail, such as representing a face with a circle and including details. (My family termly draw) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing – Autumn Leaves <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills 	<p>Knowledge and Skills</p> <p><u>3-4 years</u></p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (Termly draw) Use drawing to represent ideas like movement or loud noises. (Bonfire night drawing) <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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.

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Expressive Arts & Design**

Aspect: **Being Imaginative and Expressive**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. (Role play – provision) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (Small world – Provision) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Small world & construction) Create their own songs, or improvise a song around one they know. (Provision – Instruments) <p><u>Reception</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<p>Knowledge and Skills <u>3-4 years</u></p> <ul style="list-style-type: none"> Listen with increased attention to sounds. (Bonfire) Remember and sing entire songs Play instruments with increasing control to express their feelings and ideas 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. Respond to what they have heard, expressing their thoughts and feelings. (Mind-up, Indian music) <p><u>Reception</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. (Diwali) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<p>Knowledge and Skills <u>3-4 years</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese New Year) Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese New Year) Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 – move in time with music; 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese New Year) Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 – move in time with music; 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese New Year) Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 – move in time with music