



Expressive Arts & Design in Reception

| | Autumn | Spring | Summer |
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| Creating With Materials | <ul style="list-style-type: none"> • Use mirrors to look closely at our own features and create simple self-portraits for our class display. • Explore colour mixing to make autumn colours such as orange, brown, yellow and red. • Begin to talk about why they chose certain colours or materials. • Use autumn colours to create pictures, leaf rubbings and natural art, choosing materials that match their ideas. • Collaborate with friends to create artwork, taking turns, sharing materials and combining ideas. • Use lots of different materials to show our ideas and feelings, including paint, chalk, collage, clay and natural objects. • Shape and mould sand, clay and dough to create different textures and effects. • Create seasonal and cultural artwork, such as firework pictures, Diwali lanterns, Christmas decorations and winter collages. • Design and make homes for animals during Nature Makers sessions, choosing materials for strength, shape or texture. • Make a Christmas card and calendar to take home, showing growing independence in cutting, sticking and decorating. | <ul style="list-style-type: none"> • Explore different joining techniques (glue, tape, split pins) with increasing independence when building models linked to winter animals, habitats, Chinese New Year and spring festivals. • Experiment with colour mixing to create new shades for icy landscapes, Arctic skies, dragons, spring flowers and festival art. • Refine artistic effects such as smudging, printing, rubbing, layering and blending to show ideas and feelings. • Look closely at patterns in the classroom and outdoors (feathers, footprints, dragon scales, tartan, spring flowers) and copy or create their own. • Use tools safely and with control, including scissors, brushes, rollers and clay tools, choosing the right tool for the job. • Combine materials for a purpose, such as building animal homes, creating icy or spring collages, making festival props or designing small-world models. • Begin to plan what they want to make, talking about their ideas and explaining why they chose certain colours, materials or shapes. • Create artwork inspired by real artists, noticing colours, patterns, textures and techniques linked to winter, animals or bold festival designs. | <ul style="list-style-type: none"> • Experiment confidently with a wide range of materials inspired by summer themes — natural objects, collage, paint, clay, construction kits and mixed media. • Choose and use artistic techniques such as printing, rubbing, mark-making, textured painting, weaving and simple sculpture to achieve a desired effect. • Explore colour mixing deliberately, creating summer shades linked to plants, minibests and outdoor scenes (sunshine yellows, leaf greens, sky blues). • Use tools with growing accuracy and control, including scissors, rollers, brushes, glue sticks, tape, split pins and string. • Choose and use more complex joining methods confidently (<i>folding, tabs, flaps</i>) and selecting the most suitable method (glue, tape, split pins, string) for their purpose. • Begin to evaluate their finished work with reasons. • Notice, copy and create patterns inspired by nature, such as leaf shapes, flower petals, bee stripes, shell spirals and bark textures. • Design, build and adapt models using a variety of tools and techniques, showing increasing independence and control. |

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| | <ul style="list-style-type: none"> • Realise that tools can be used for a purpose and choose the right tool for what they want to make (scissors, glue spreaders, brushes, rollers). • Explore real artists, such as Van Gogh, and talk about colours, shapes and movement in their artwork (“It looks swirly”, “It’s dark and bright”). | <ul style="list-style-type: none"> • Begin to evaluate their work using simple language: I like..., next time I will... | <ul style="list-style-type: none"> • Create purposeful designs such as minibeast homes, garden models, flower collages, festival decorations, journey maps or summer story settings. • Talk confidently about their artwork, explaining the process, choices and techniques they used and what they like about their finished piece. • Collaborate with friends to create shared artwork, negotiating ideas and roles. |
| <p>Being Imaginative & Expressive</p> | <ul style="list-style-type: none"> • Play families and home games in our role-play area, using toys and props to act out familiar routines. • Use imagination to play indoor and outdoor imaginary games, taking on roles and inventing simple scenarios. • Speak in role, using simple dialogue to represent characters (“I’m the mummy”, “Let’s go shopping”). • Make up stories in pretend play using small-world toys, props and simple narration. • Act out winter and festival scenes, such as Santa’s workshop or a Diwali celebration. • Learn to feel the steady beat in music and show it by clapping, tapping or stamping in time. • Copy, remember and perform simple hand-action songs, building confidence in group performance. Sing lots of short, fun songs and perform them proudly with friends and teachers. <i>Assessable:</i> Child participates in group singing. • Tap, clap and play instruments to the beat, exploring loud/quiet and fast/slow. | <ul style="list-style-type: none"> • Develop storylines in pretend play, acting out Arctic adventures, animal rescues, Chinese New Year restaurants, spring celebrations, Easter stories, Ramadan, Holi and Mother’s Day themes. • Use puppets, props and small-world toys to retell familiar stories and create their own. • Use simple story language: first, then, next, finally. • Move to music with expression and control, showing how music can sound icy, warm, fast, slow or celebratory. • Explore rhythm, tempo and simple musical patterns, tapping out beats inspired by weather, animals or festival music. • Mark the beat and copy rhythms using tapping, shaking or striking instruments. • Begin to keep a steady beat independently. • Sing familiar songs and learn new ones, including winter songs, festival songs and springtime rhymes. • Perform short songs and rhymes with friends, showing growing confidence and enjoyment. • Learn new action songs and circle games, remembering the words and movements by heart. | <ul style="list-style-type: none"> • Create imaginative storylines linked to growing, summer adventures, insects, gardens and outdoor play. • Invent characters, settings and events using Drawing Club ideas, props, costumes, puppets and natural materials. <i>Assessable:</i> Child describes an invented character or setting. • Use props, puppets and small-world toys to act out stories about planting, life cycles and summer celebrations. appropriately to represent story elements. • Collaborate with friends to make stories, performances or dances linked to summer topics. Explore music through rhythm, tempo and simple percussion, representing minibeasts, weather or movement. • Copy and create rhythms and patterns using tapping, shaking and natural instruments (stones, sticks, seed pods). • Copy and create rhythmic patterns inspired by nature, such as bees buzzing, birds singing or waves crashing. |

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| | <ul style="list-style-type: none"> • Sing songs, act out roles and play instruments in our Christmas performance, showing confidence in front of others. | <ul style="list-style-type: none"> • Work collaboratively to create stories, taking turns to add ideas, build characters, settings and adventures. | <ul style="list-style-type: none"> • Move expressively to different sounds, showing fast, slow, gentle or energetic movements inspired by summer. • Move to music in ways that show how sound can represent feelings, actions or creatures • Sing a wider range of songs confidently, remembering words and actions, including summer songs, festival songs and action songs. • Perform songs, dances or short routines for friends, showing confidence and expression. • Use character voices or expression when performing. • Create simple group performances with beginning, middle and end. |
| Key Words & Phrases | Bright, dark, smooth, rough, mix, join | Blend, texture, pattern, shade, smudge | Design, adapt, technique, sculpture, evaluate |
| How Adults Support Pupils in EA&D | <ul style="list-style-type: none"> • Provide a wide range of materials (paint, collage, clay, natural objects) and model how to explore them safely and creatively. • Model colour mixing explicitly, naming colours and demonstrating how new shades are made. • Introduce artistic vocabulary (bright, dark, mix, swirl, smooth, rough) using repetition, visuals and Makaton for EAL/SEND learners. • Model how to use tools safely and purposefully (scissors, glue spreaders, brushes, rollers). • Support children to talk about their artwork using simple language (“I used red because...”, “This is my leaf picture”). | <ul style="list-style-type: none"> • Provide a wider range of joining techniques (glue, tape, split pins) and model how to choose the right method for the job. • Model how to refine artistic effects such as smudging, printing, rubbing, layering and blending. • Introduce vocabulary linked to pattern and texture (smooth, bumpy, scaly, icy, layered). • Support children to plan what they want to make, modelling simple design language (“I’m making a dragon... I need red paper because...”). • Encourage children to evaluate their work using simple reflective language (“I like...”, “Next time I will...”). • Provide small world toys, puppets and props to support story invention and retelling. | <ul style="list-style-type: none"> • Provide a wide range of materials (natural objects, clay, collage, construction kits, mixed media) and model how to experiment confidently. • Model how to choose and use artistic techniques (printing, rubbing, textured painting, weaving, simple sculpture) to achieve a desired effect. • Introduce vocabulary linked to design and evaluation (design, adapt, technique, sculpture, pattern). • Support children to design, build and adapt models, modelling resilience when things don’t go as planned. |

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| | <ul style="list-style-type: none"> • Provide opportunities for collaborative artwork, modelling turn-taking, sharing and combining ideas. • Introduce real artists (e.g., Van Gogh) and model how to talk about colours, shapes and movement in artwork. • Join children's role play, modelling simple dialogue and extending imaginative scenarios. • Sing daily with children, modelling rhythm, beat and actions to build confidence and musicality. • Provide instruments and model how to tap, shake or scrape to a steady beat. • Support children to perform simple songs or actions for others, building confidence and enjoyment. | <ul style="list-style-type: none"> • Model how to link events in a story using simple story language (first, then, next, finally). • Provide opportunities for children to act out winter, festival and spring stories using movement, music and props. • Model how to keep a steady beat and copy simple rhythms using instruments. • Support children to perform songs, rhymes and simple musical patterns with growing confidence. | <ul style="list-style-type: none"> • Encourage children to talk confidently about their artwork, explaining choices, techniques and processes. • Provide props, puppets and small world toys to support longer storylines and invented characters. • Model expressive movement to music, showing how sound can represent feelings, creatures or weather. • Support children to copy and create rhythmic patterns using instruments and natural objects (sticks, stones, seed pods). • Provide opportunities for children to perform songs, dances and short routines for others, modelling confidence and expression. • Encourage collaborative creative projects, modelling negotiation, turn-taking and shared decision-making. |
| Experiences | <ul style="list-style-type: none"> • Use mirrors to create self-portraits with pencils, paint and collage. • Explore autumn colour mixing (reds, oranges, browns, yellows). • Create leaf rubbings, natural art and autumn collages. • Make Diwali lanterns, firework art, Christmas decorations. • Take part in Nature Makers sessions (building animal homes, exploring textures). • Explore real artists (Van Gogh, Kandinsky) and respond with their own artwork. • Act out domestic role play (home corner, cooking, shopping). • Use instruments to keep a steady beat and copy simple rhythms. | <ul style="list-style-type: none"> • Use glue, tape, split pins and string to build models with independence. • Mix colours to create icy, wintery, dragon, festival and spring shades. • Explore patterns in nature (feathers, scales, flowers) and recreating them. • Create festival art (Chinese New Year dragons, Holi colours, Easter crafts). • Design and build animal homes, habitats and small world models. • Retell stories using puppets, props and small world toys. • Act out winter, festival and spring stories with movement and music. • Copy and create musical rhythms inspired by weather, animals and celebrations. | <ul style="list-style-type: none"> • Explore mixed media (clay, paint, collage, weaving, natural objects). • Create summer colour palettes (sunshine yellows, sky blues, leaf greens). • Design and adapting minibeast homes, garden models, journey maps. • Create patterns inspired by nature (shell spirals, bee stripes, leaf shapes). • Use tools with accuracy to create simple sculptures and textured artwork. • Invent characters and settings using Drawing Club, puppets, props and costumes. • Act out stories about growing, journeys, minibeasts and summer adventures. • Copy and creating rhythmic patterns using instruments and natural objects. |

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| | <ul style="list-style-type: none"> • Perform songs and actions in a Christmas performance. | <ul style="list-style-type: none"> • Perform songs, rhymes and simple musical patterns for others. | <ul style="list-style-type: none"> • Move expressively to music (fast, slow, gentle, energetic). • Perform songs, dances and short routines for friends and families. |
| <p>By Summer, children will be ready for Year 1 because they can:</p> | <ul style="list-style-type: none"> • Plan, create and adapt models • Use tools safely and with control • Talk about their creative choices • Retell and invent stories using props • Perform songs, dances and rhythms confidently • Collaborate with others on creative projects | | |