



Expressive Arts and Design	
Autumn 1 – Once upon a time...	
Creating with materials	Being Imaginative and expressive
<p>Pupils will explore colour. They will sit in a circle and take it in turns to select a coloured brick from the basket. They will be asked “Who has a blue brick?” then they will swap bricks and be ask for different colours.</p> <p>Pupils will explore how red becomes pink through colour mixing. They will make pink paint and use it to paint the three little pigs.</p> <p>Pupils will use sponges and paint and stamp bricks on to a large outline of a house.</p> <p>Pupils will explore huff and puff art. They will use a large activity tray lined with paper containing squirts of paint. They will use straws to blow the paint to make a picture.</p> <p>Pupils will construct different types of buildings using blocks and construction kits. They will dress up wearing high vis jackets and hard hats as they role play being a builder as they build houses and homes. The large construction area will be set up as a Three Little Pigs building site and will contain crates, hollow blocks, planks and large</p>	<p>Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape.</p> <ul style="list-style-type: none"> • Knock, Knock Went the Wolf • Poor Three Little Pigs • Pigs Where Are You? • The Wise Pig <p>Pupils will use percussion instruments to make the sounds from different parts of the story ‘The Three Little Pigs’, such as the wolf landing in the pot, the pigs running away from the wolf and the pigs building their houses. Pupils will experiment with play the instruments in different ways, such as quiet, loud, slow and fast.</p> <p>Pupils will explore ways of moving to demonstrate the different characters in the story. For example, they will sneak up like the wolf, run like the pigs, climb like the wolf and hide like the pigs.</p>



<p>cardboard boxes, rulers, plastic spades and tools, and building blocks. Three Little Pigs role play masks will be added to the area for pupils to act out the story.</p>	<p>Pupils will take part in simple pretend play, using an object to represent something else even though they are not similar. Open ended resources will be used in the home corner to foster imaginative play.</p>
---	---



Expressive Arts and Design

Autumn 2 – Magnificent Me!

Creating with materials

Pupils will use a variety of loose- part materials such as buttons, wool, shells, sticks, pebbles and dried pasta, in a large activity tray to decorate and create faces.

Pupils will make paper plate faces using a range of materials, such as paint, wool, google eyes and paper. They will use glue to join and attach the materials.

Pupils will use mirrors and photos of themselves and their peers to draw and paint portraits.

Pupils will work together to draw around a person. They will then work collaboratively to decorate it using different textures, such as sandpaper, tissue, corrugated card, foil, cotton wool, velvet, fur and plastic, etc. They will use glue to join and attach the materials.

Pupils will use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools to make faces using playdough. They will explore different emotions and make faces to represent different emotions such as happy and sad, surprised and angry.

Being Imaginative and expressive

Pupils will explore instruments and emotion pictures. They will be challenged to make music to match the emotion, e.g. happy, sad, angry, and excited.

Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape.

- If You're Happy and You Know It
- Head, Shoulders, Knees and Toes
Open, Shut Them
- One Little Finger
- Hokey-Kokey

Pupils will enjoy playing with small world hospitals, towns and houses. They will use small world figures to begin to develop complex stories. Small construction blocks will also be used alongside the small word resources and pupils will be encouraged to create their own imaginative and complex 'small worlds', such as a city with different buildings and a park.



Pupils will experiment manipulating dough in a range of ways including pinching, twisting, stretching, rolling, squeezing and patting and use these techniques to build snow people. They will then add small twigs, small carrot sticks, sultanas and glitter to decorate them.

Pupils will explore a range of junk-modelling materials to create sleighs for Santa. They will explore joining and attach materials using tape and glue.

Pupils will make reindeer hand print decorations for the Christmas tree. They will use a range of resources, including paint, felt-tips, card, scissors, glue, paintbrush, google eyes and pompoms.

Pupils will explore a basket of jingle bells of different shapes and sizes and use them to make music. They will experiment making the sound of Santa's sleigh, the reindeer and Santa coming down the chimney.

Pupils will explore a Christmas song prop box which will include percussion instruments, such as bells and tambourines, as well as Christmas props to use alongside familiar Christmas songs.



Expressive Arts and Design	
Spring 1- Old McDonald had a Farm	
Creating with materials	Being Imaginative and expressive
<p>Pupils will use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools. They will also experiment manipulating dough in a range of ways including pinching, twisting, stretching, rolling, squeezing and patting. They will use these tools and techniques to make Gingerbread people. They will then add beads, buttons and sultanas to decorate them.</p> <p>Pupils will decorate Gingerbread people templates using a range of collaging materials. They will explore joining and attaching materials using tape and glue.</p> <p>Pupils will explore a range of junk-modelling materials, such as boxes, yoghurt pots, lids, paper straws and match sticks, lolly sticks, and use them to create their own farm animals and tractors.</p> <p>Pupils will dip toy tractors into paint and use them create prints across sheets of paper. They will also explore dipping small world animals into paint and creating prints of different shapes and sizes.</p>	<p>Pupils will be supported to express their creativity and imagination through role-play. This term the role play area will be turned into a post office (linked to Valentine’s Day) for pupils to engage in simple pretend play. They will draw on their own experiences to inform their play.</p> <p>Pupils will role play cooking and baking, bringing their own experiences into their play. They will be encouraged to pretend to bake gingerbread people and other tasty treats. Baking props, such as rolling pins, bun tins, cake tins, saucepans, bowls, spoons and plates will be added to the home corner and sand tray.</p> <p>Pupils will explore a selection of instruments and experiment making the noises of the different animals in the story. They will also develop their awareness of pulse and tap out the rhythm of the refrain ‘Run run as fast as you can, you can’t catch me I’m the Ginger Bread Man’</p> <p>Pupils will use different percussion instruments to represent different farm animals. Pupils will think about which instrument would be best and why, along with how they should be played.</p>



Pupils will create their own paper chain dragons for the Luna New Year. They will attach their dragons to lollypop sticks and make them move to the sound of traditional Chinese music to perform a dragon dance.

Farm animal scene to be set up in a tough tray in relation to the topic. Pupils to roleplay using the props in the tough tray and to build stories around the toys.

Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape

- Gingerbread Man on the Run
- Old McDonald Had A Farm

As pupils sing the rhyme Old McDonald had a Farm, they will explore moving like the different animals mentioned in the song.

Pupils will take part in pretend play using farm animal, farmer small world figures and tractors. They will develop their ability to introduce complex stories to their play using small world resources.



Expressive Arts and Design

Spring 2- Teddy Bear's Picnic

Creating with materials

Pupils will explore a range of different materials to create collages of the different settings seen in the story and of the bear. For example, shiny paper could be used for the river, straw or strips of tissue paper for the grass and felt or wool for the bear.

Pupils will construct their own bear caves. The large construction area will contain crates, hollow blocks, planks and large cardboard boxes and building block.

Pupils will make their own role-play binoculars using cardboard tubes and look for soft toy bears around the outdoor environment.

Pupils will use colored chalk to draw the different story settings on the ground in the outdoor environment. They will think carefully about what each setting needs to include.

Pupils will explore a range of junk-modelling materials, such as boxes, yoghurt pots, lids, paper straws and match sticks, lolly sticks, and use them to create their own caves for some toy bears.

Being Imaginative and expressive

Pupils will use instruments to create a 'Sound Story' when retelling the story of 'Were Going on a Bear Hunt' to create sound effects for the different settings found in the story. They will be encouraged to choose an instrument or noisemaker to represent each place seen in the story. Some examples may include:

Grass: *brushing a paintbrush over a drum skin or sand paper block*

River: *rainmaker or a bottle half filled with water*

Mud: *mud, paint or jelly in a bottle*

Forest: *scrapping and tapping güiro*

Snowstorm: *blowing over the top of an empty bottle*

Cave: *gently tapping a triangle*

Pupils will think about what they have chosen a particular instruments or noisemakers for different parts of the story. They will also think about the type of sound needed for each setting – is it a long/short sound? Is it loud or quiet?

Pupils will create simple noise makers or shakers to replicate the sounds of each setting from the story. For example, the river could be a partially filled water bottle, the mud could be some jelly in a container and the snowstorm sound could be made by gently blowing over the top of an empty bottle.



Pupils will use brown dough to shape and mould their own bears. They will also explore using bear-shaped biscuit cutters and enhance their bears with buttons, googly eyes and ribbons.

Pupils will explore a role play bear cave. A tent or large cardboard box will be covered with a sheet to make the cave. Inside, there will be torches, binoculars, a teddy bear, maps of the story 'Were Going on a Bear Hunt', rucksacks or bags for the journey, welly boots and clipboards and pencils to make observational drawings of bears.

Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape;

- Who Lives in a Cave?
- Here we go on a Big Bear Hunt
- Through a Cave
- Are You Looking For a Bear?



Expressive Arts and Design

Summer 1 – Amazing Animals

Creating with materials

Pupils will make snake collages using green lentils and dried pasta. They will use glue to attach the materials onto their snake.

Pupils will explore a selection of collage materials, such as green tissue paper, green create paper, felt, cardboard tubes, lollypop sticks, match sticks, ribbons, cardboard boxes, yoghurt pots etc., to create their own jungle in a shoebox.

Pupils will work together to create props for a Jungle role play area, including trees made out of long cardboard tubes painted brown, crepe paper leaves, camouflage prints and paper chain vines to hang from the ceiling.

Pupils will be encourage to develop their own creative ideas. They will spend sustained time making animal masks to represent their favorite animal. They will be encouraged to think about what they want to make before they begin.

In the playdough, pupils will explore green play dough, along with stems of broccoli and small cut flowers to represent jungle and trees. They will also enhance their jungles with small world jungle animal figures.

Being Imaginative and expressive

Pupils will listen to the noises animals make. They will use a selection of classroom musical instruments to make the sound of different animals. Pupils will think about which instrument would be best and how it should be played (quiet/ loud, slow/ fast) for each animal.

Pupils will listen to the story 'Walking Through The Jungle' being read aloud. They will move in different ways to mime the journey through the jungle.

Pupils will take part in simple pretend play using jungle small world items. A small world jungle themed messy play area will be set up for pupils to explore. It will include green jelly and a selection of jungle animal figures.

Pupils will be encouraged to use puppets and props to invent their own stories.

Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape;

- The Animal Boogie



Expressive Arts and Design

Summer 2- Wiggle and Grow

Creating with materials

Pupils will make temporary caterpillar and butterfly models using natural materials e.g. leaves, flowers, petals and feathers. They will be encouraged to record their work by taking photos of their finished creations. They will also use natural materials, such as leaves and twigs to create a beanstalk.

Pupils will explore a range of circular objects (beads, bottle tops, wooden rings, bracelets, buttons etc.) which will be used as stamps for the pupils to create their own caterpillars with.

Pupils will create symmetrical butterfly paintings by folding a painted butterfly in half, dabbing some colour paint onto one wing and then pressing the sides together. They will talk about what has happened to the paint as they open the paper back up. Pupils will talk about the different colours they can see and what has happened to the colours if they have mixed together.

Pupils will explore colour mixing, using blue and yellow paint to make green. They will then use the green paint to paint beanstalks.

Being Imaginative and expressive

Pupils will listen to flowing classical music and use silk scarves to create long flowing movements and pretend to fly like butterflies

Pupils will observe caterpillars as they grow and turn into butterflies. Pupils will make observational drawings of the caterpillars and butterflies, and the different stages of their life cycle.

Pupils will use percussion instruments to make sounds to accompany different parts of the story Jack and the Beanstalk. Pupils will think about which instrument would be best for each stage and how they should be played e.g. quiet when Jack is hiding from the giant, quickly when Jack is running away, loudly when the beanstalk come crashing down.

Pupils will hear the stories Jack and the Beanstalk and The Very Hungry Caterpillar being read aloud. They will create movements to match the story events. For example, pretending to climb the beanstalk, creeping around the giant's castle, running away from the giant and chopping down the beanstalk/ curling up in a cocoon, eating the foods, hatching out of an egg etc.



Pupils will explore a range of junk-modelling materials, such as empty cardboard boxes and construction toys, and use them to create their own castles for the giant.

Pupils will learn the following songs, developing their ability to pitch match and sing a melodic shape;

- Beanstalk Growing Tall
- I'm a Little Bean
- Tiny Caterpillar on a Leaf