



# Reception Expressive Arts and Design Progression



| Term         | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--------------|---|--|--|--|--|---|
| Topic        | All about Me  | Celebrations   | Our World  | Weather and the Seasons  | Past and Present   | Growth and change   |
| Key Question | What is different between you and your new peers?   | What are the similarities and differences between a range of celebrations?   | What are some similarities and differences between the rainforest and frozen worlds?   | What changes occur in the seasons?   | What do people in your community do to help you?   | How do things around you change?  |
| Reception    | Expressive Arts and Design (Knowledge and Skills)   | Expressive Arts and Design (Knowledge and Skills)  | Expressive Arts and Design (Knowledge and Skills)  | Expressive Arts and Design (Knowledge and Skills)  | Expressive Arts and Design (Knowledge and Skills)  | Expressive Arts and Design (Knowledge and Skills)   |
|              | <p>To give meaning to the marks that are made.</p> <p>To draw a range of fruits.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Creating with Materials.</p> <p>To explore the different sounds of a range of instruments.</p> <p>To move along to the beat of a familiar song.</p> | <p>To remember the words to a range of songs.</p> <p>To design a Rangoli pattern.</p> <p>To plan, carry out and evaluate and to use what they have learnt about media and materials in an original way and be able to explain their choices</p> <p>Experiment with colour</p> <p>Explore singing at different speeds and pitch to create</p> | <p>To explore and recreate art from different areas around the world.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Discover how to use the voice to create loud/soft sounds.</p> <p>Play instruments to a steady beat and understand how to hold and play an instrument with care.</p> <p>Choose different instruments including the voice to create sound effects in play.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>To know how different colours and materials can be used to create things.</p> | <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To effectively use instruments to tap a simple beat.</p> <p>Listen to different sounds (animal/water etc) and respond with voice and movement.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p> | <p>To use role play to show how 'People who Help Us'.</p> <p>To use a range of resources to create own props to aid role play.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To move along to the beat of a familiar song.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> | <p>To draw a range of plants</p> <p>To effectively use instruments to tap a simple beat.</p> <p>Experiment performing songs and music together with body movements to a steady beat</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> |

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|  | <p>Choose an instrument to create a specific sound.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To use a range of props to support and enhance role play.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>To show awareness of how to use musical instruments appropriately.</p> | <p>moods and feelings.<br/>Sing echo songs and perform movements to a steady beat.</p> <p>Listen to music and respond by using hand and wholebody movements.</p> <p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> |  | <p>To know the different uses and purposes of a range of media and materials.</p> |  | <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To be able to play instruments along to a simple beat.</p> |
| Understanding (Assessment opportunities) | Questioning<br>Verbal and written feedback<br>Discussions<br>Retrieval practice activities   |   | Questioning<br>Verbal and written feedback<br>Discussions<br>Retrieval practice activities |   | Questioning<br>Verbal and written feedback<br>Discussions<br>Retrieval practice activities |   |
| Vocabulary                               | Family<br>Friends<br>Myself<br>Senses<br>Smell   | Celebrations<br>Diwali<br>Thanksgiving<br>Hanukkah<br>Christmas   | Frozen Worlds<br>Arctic<br>Antarctic<br>Explorers<br>Expedition                            | Seasons<br>Spring<br>Summer<br>Autum<br>Winter                                    | Police<br>Ambulance<br>Fire<br>RNLI<br>Air Ambulance                                       | Minibeasts<br>Life Cycles<br>Growth<br>Changes  |

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|  |  | Taste<br>Touch<br>Hearing<br>Sight<br>Healthy foods<br>Unhealthy foods | Birthday<br>Wedding<br>New Year<br>Rangoli<br>Mendi<br>Pilgrims<br>Native<br>Americans<br>Jewish | Orca Whales<br>Seals<br>Walrus'<br>Rainforests<br>Canopy<br>Monkeys<br>Tigers | Hot<br>Cold<br>Windy<br>Snowy<br>Extreme<br>Weathers<br>Hurricanes<br>Thunderstorms<br>Tornadoes<br>Rainbows | 999<br>Old<br>New<br>Changes<br>Then<br>Now |  |
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