



EXPRESSIVE ARTS AND DESIGN

RECEPTION CURRICULUM 2023-2024



Newbottle & Charlton
CEVA Primary School

	Autumn 1 All about me	Autumn 2 Celebrations	Spring 1 People who help us	Spring 2 Ready, steady, grow!	Summer 1 Transport	Summer 2 The world
Statutory Educational programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Role play	<ul style="list-style-type: none">Take part in pretend play using objects to represent something else that may not be similar.	<ul style="list-style-type: none">Use own experiences to develop simple storylines.	<ul style="list-style-type: none">Enhance Role Play by adding their own resources and constructions.	<ul style="list-style-type: none">Beginning to develop complex storylines using their own experiences and known stories.	<ul style="list-style-type: none">Develop storylines and characters into their pretend play.	<ul style="list-style-type: none">Take part in group role play to retell a known story.Collaborate with peers to retell the story in the correct sequence.
Small world	<ul style="list-style-type: none">Enhance small world play by adding their own resources and constructions.	<ul style="list-style-type: none">Beginning to develop complex stories.	<ul style="list-style-type: none">Make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts.	<ul style="list-style-type: none">Can combine different resources to make cities with different buildings, a park with different features or a building with different rooms.	<ul style="list-style-type: none">Can use small world resources to retell a familiar event or known story in the correct sequence.	<ul style="list-style-type: none">Can develop storylines and characters into their pretend play.
Mark making	<ul style="list-style-type: none">Beginning to hold a pencil/thick paintbrush with the correct grip with some reminders.Explore creating marks, creating lines and circles.Give meaning to marks made.	<ul style="list-style-type: none">Begin mixing paint to create new colours.Begin making observational drawings/paintings using closed shapes with continuous lines and begin to use these shapes to represent objects/potato people.	<ul style="list-style-type: none">Begin using finer paintbrushes to add detail, such as emotions.Begin using more complex shapes to represent people and objects.	<ul style="list-style-type: none">Experiment with primary colours to make secondary colours.Paint/draw bodies and shapes for objects that are an appropriate size and has more features.	<ul style="list-style-type: none">Use good control to correctly hold and paint/draw carefully and in the lines.Show accuracy and care in their drawing/paintings.	<ul style="list-style-type: none">Paint/draw with detail including finer details such as fingers, ears, hair styles or items onto features.Produce more detailed work and say what they’ve included.



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Mixed media (printing, joining, textiles)	<ul style="list-style-type: none">Thread large beadsBegin joining items using masking tape.Print with fingers and hands.	<ul style="list-style-type: none">Complete a simple threading picture going under and overCut tape to a more suitable length for a project.Print using sponges.	<ul style="list-style-type: none">Experiment with other methods of joining such as glue, string etc.Print with natural objects such as leaves and pine cones.Know the purpose of different materials e.g. winter clothing, occupational clothing	<ul style="list-style-type: none">Experiment with joining items in a variety of ways - sellotape, hole punches, string, glue, masking tape, ribbon etc.Create a collage by tearing large strips of paper.Weave a picture using pre-cut strips of paper.	<ul style="list-style-type: none">Join items which are cut, torn and glued.Review own work, discussing strengths and areas for improvement.	<ul style="list-style-type: none">Experiment with symmetrical printing - butterflies as inspiration.Weave a picture using natural and manmade materials.
Scissor skills	<ul style="list-style-type: none">Use onehanded tools and equipment, for example, making snips in paper with scissors.	<ul style="list-style-type: none">Use scissors to cut in a straight line.	<ul style="list-style-type: none">Use scissors to cut curved lines.	<ul style="list-style-type: none">Use scissors to cut shapes.	<ul style="list-style-type: none">Use scissors independently.	<ul style="list-style-type: none">Use scissors for a particular purpose when combining different media and materials.
Singing	<ul style="list-style-type: none">Experiment with changing their voice with different tempos and pitch.Sing part/ most of some familiar songs.	<ul style="list-style-type: none">Sing in a small group.	<ul style="list-style-type: none">Join in with singing songs with changes to pitch, tempo, or dynamics.Sing a whole familiar nursery rhyme and familiar song.	<ul style="list-style-type: none">Sing in a group and keep in time.	<ul style="list-style-type: none">Show some control in using their singing voice to create changes in dynamics, tempo, or pitch.Sing in a group and match the pitch and follow the melody.	<ul style="list-style-type: none">Sing in tune and keep to the beat.



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Exploring and playing instruments	<ul style="list-style-type: none"> Copy and join in with a simple beat on a percussion instrument. 	<ul style="list-style-type: none"> Describe the sounds that they make in simple terms such as loud, quiet, fast, or slow. 	<ul style="list-style-type: none"> Begin to play an instrument in time to a simple piece of music. Experiment with a wide range of percussion instruments. Create some sound effects to match a given theme/story. 	<ul style="list-style-type: none"> Experiment with playing percussion and body instruments and changing the pitch, or tempo 	<ul style="list-style-type: none"> Show some control in playing percussion instruments to create changes in tempo, or pitch. 	<ul style="list-style-type: none"> Compose a performance using untuned percussion. Explore using tuned percussion.
Listening and responding to music	<ul style="list-style-type: none"> Talk about how music makes them feel. 	<ul style="list-style-type: none"> Listen to songs/music with changes to pitch, tempo, and dynamics. 	<ul style="list-style-type: none"> Respond to changes in the dimensions of music. 	<ul style="list-style-type: none"> Talk about emotions in the music, e.g., This music sounds happy, sad, or scary. 	<ul style="list-style-type: none"> Listen to pieces of music and begin to recognise some familiar instruments that are playing. Express their opinion on a piece of music. 	<ul style="list-style-type: none"> Talk about what a piece of music reminds them of.
Poetry	<ul style="list-style-type: none"> Learn a and sing a wide variety of nursery rhymes. Listen to poems from ‘A great big cuddle - poems for the very young’ Learn ‘coming home’ p68 	<ul style="list-style-type: none"> Continue to sing a wide variety of nursery rhymes, starting to incorporate expression. Listen to poems from ‘Big green crocodile’ Learn ‘the queen comes to tea’ p18 	<ul style="list-style-type: none"> Listen to poems from ‘People who help’ Learn a selection of poems and perform them in class for fun. 	<ul style="list-style-type: none"> Minibeast poems Choose favourite poem and perform to the school. 	<ul style="list-style-type: none"> Learn and record a selection of these poems using expression, intonation and actions. 	<ul style="list-style-type: none"> Learn the ‘changes’ poem from scholastic website and perform to parents. Learn individual poems and perform to class. Group poetry should be performed with intonation, expression and actions.