


St Ignatius Catholic Primary School EYFS Expressive Arts and Design Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Half Term Topic Focus	All About Me	Celebrations	Ice Kingdoms	Traditional Tales	Old MacDonald	Sun, Sea & Sand
Week 1	I can listen with increased attention to environmental sounds. (Performance and Music)	I can join different materials to create a 3D rocket. (DT - Construction)	I can use different size brushes, selecting fine brushes to add detail and begin to show some control (Art - painting)	I can explore the art of threading and weaving. (DT - Textiles)	I can play instruments with increasing control to express my feelings and ideas. (Performance and Music)	I can perform poems with others and engage in music making. (Performance and Music)
Week 2	I can explore how primary colours can be mixed to make different colours. (Art - Painting)	I can refine a variety of artistic effects to create Rangoli sand patterns. (Art - Collage)	I can make imaginative 'small worlds' with blocks and construction kits. (Performance and Music)	I can follow simple healthy recipe (Little Red Riding Hood), adding detail to the final outcome. (DT - Cooking)	I can adapt and evaluate ideas to achieve a desired outcome (individual and collaborative) - Farm buildings and enclosures for animals. (DT - Construction)	I can create a landscape using pastels In the style of Van Gogh. (Art - Drawing)
Week 3	I can draw different people in my family with increasing complexity and include details (Art - Drawing)	I can explore the use of felt and create a design where I can add detail to the fabric. (DT - Textiles)	I can use and combine different media to create different textures within my artwork. (Art - Collage)	I can sing along with nursery rhymes and action songs (Performance and Music)	I can paint symmetrical butterflies (Art - Painting)	I can cut, chop and peel using a variety of cooking utensils to make a healthy recipe - fruit salad. (DT - Cooking)
Week 4	I can use a tab to join different materials (windows on a 2D house). (DT - Construction)	I can sing in a group or on my own, increasingly matching the pitch and following the melody. (Performance and Music)	I can watch and talk about Chinese dancing and express my feelings and responses through performing dance. (Performance and Music)	I can explore different materials and techniques to create vegetable print patterns. (Art - Painting)	I can respond to music with movement and dance. (Performance and Music)	I can use shading pencils to create shadows when drawing plants and trees from observation (Art - Drawing)
Week 5	I can take part in pretend play and develop stories using small world equipment. (Performance and Music)	I can manipulate dough and use simple techniques to achieve a planned effect. (Art - Sculpture)	I can use different construction tapes and glues to understand their properties to add strength and detail to my design. (DT - Construction)	I can make use of props and materials when role playing characters in narratives and stories. (Performance and Music)	I can safely explore a variety of recycled materials, tools and techniques to create a bee hotel, experimenting with design and function. (DT - Construction)	I can develop storylines/ story language in my pretend play. (Performance and Music)
Week 6	I can make a healthy snack using measured ingredients (smoothy) (DT - Cooking)	I can sing as part of a group in a performance in front of an audience - Nativity (Performance and Music)	I can use a slot joint to create a model that can stand. (DT - Construction)	I can use natural resources to create land art focusing on colour, shapes and texture. (Art - Sculpture)	I can follow step-by-step instructions to draw a desired outcome. (Art - Drawing)	I can use ink dye to create different patterns and effects on fabric. (DT - Textiles)

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	<p>Development Matters</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>Development Matters</p> <ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, 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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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 – try to move in time with music.
	<p><u>Year 1 Ready - Art</u></p> <ul style="list-style-type: none"> ● To use a range of materials creatively to design and make products ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Year 1 Ready - Design Technology</u></p> <p>Design</p> <ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.