



## Walbrook Nursery School

### Expressive Arts and Design Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>We are learning to...</b>	<ul style="list-style-type: none"> <li>-use a range of simple art resources (glue, scissors, pens etc).</li> <li>-make marks on paper using big movements.</li> <li>-hold pens and mark-making tools.</li> <li>-make different writing patterns.</li> <li>-follow a simple process for painting.</li> <li>-use construction to build vertically.</li> <li>-use construction to build horizontally.</li> <li>-interact with small world people and cars.</li> <li>-recognise repeated nursery rhymes and songs.</li> <li>-explore instruments and how they sound.</li> <li>-make loud and quiet noises with instruments.</li> <li>-act out simple scenarios in large role-play.</li> <li>-name colours.</li> </ul>		<ul style="list-style-type: none"> <li>-make marks on paper using small wrist movements.</li> <li>-join writing patterns together to formulate a simple picture.</li> <li>-name our drawings.</li> <li>-experiment with colours.</li> <li>-build enclosures.</li> <li>-engage in simple small world scenarios.</li> <li>--remember and sing a range of key words in nursery rhymes.</li> <li>-add a sequence to our large role-play.</li> <li>-tap out a simple beat with an instrument.</li> </ul>		<ul style="list-style-type: none"> <li>-choose and use our own resources.</li> <li>-draw closed shapes that have meaning.</li> <li>-draw emotions in our drawings.</li> <li>-mix colours and say what happens.</li> <li>-use a range of resources in our large role-play.</li> <li>-tell stories with small world toys.</li> <li>-sing a nursery rhyme using an instrument alongside our singing.</li> </ul>		<ul style="list-style-type: none"> <li>-create artwork with a variety of materials.</li> <li>-experiment with design, colour, form, function, and texture.</li> <li>-express a range of emotions in artwork.</li> <li>-show our creations and explain how we made it.</li> <li>-create and tell a narrative in large role-play.</li> <li>-sing a range of songs and begin to show confidence in performing.</li> </ul>
<b>Suggested Teachable Moments</b>	<ul style="list-style-type: none"> <li>Scissors in the dough/ chopping station</li> <li>Paper cutting areas</li> <li>Sticker making</li> <li>Cutting and sticking collages</li> <li>Writing patterns and scarves to music</li> <li>First, next, last paint demonstrations</li> <li>Tower images for construction</li> <li>Wall images for construction</li> <li>Bridge images for construction</li> <li>Building roads for cars</li> <li>Making houses for people</li> <li>Nursery rhymes display</li> <li>Nursery rhymes on smartboard</li> <li>Instruments and nursery rhymes CD outside</li> <li>Colour hunts</li> <li>Colour matching games</li> <li>Rainbow drawings</li> <li>Chalk drawing on playground</li> <li>Water and brush painting outdoors</li> </ul>		<ul style="list-style-type: none"> <li>Simple drawing ideas in writing area</li> <li>Junk modelling building-combining media and materials</li> <li>Puppet making</li> <li>Colour puddles</li> <li>Den making</li> <li>Trap making for animals</li> <li>Car building</li> <li>Large block house building</li> <li>Small world story telling (one problem and solution story)</li> <li>Nursery rhymes display</li> <li>Nursery rhymes on smartboard</li> <li>Instruments and nursery rhymes CD outside</li> <li>Sequence modelling (changing dolls nappy/ feeding doll/ washing the clothes)</li> <li>Chalk drawing on playground</li> <li>Water and brush painting outdoors</li> </ul>		<ul style="list-style-type: none"> <li>Junk modelling building-for a purpose</li> <li>Drawing examples provided</li> <li>Colour mixing palettes and colour mixing guides</li> <li>Sequence play using resources-menus, tools etc</li> <li>Characters from book of the week for simple story telling</li> <li>Stage set up outside</li> <li>Group time performers</li> <li>Emotions pictures displayed</li> <li>Role-play emotions in songs and games</li> </ul>		<ul style="list-style-type: none"> <li>Junk modelling building-for a purpose</li> <li>Drawing examples provided</li> <li>Colour mixing palettes and colour mixing guides</li> <li>Sequence play using resources-menus, tools etc</li> <li>Characters from book of the week for simple story telling</li> <li>Stage set up outside</li> <li>Group time performers</li> <li>Emotions pictures displayed</li> <li>Role-play emotions in songs and games</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Objectives</b></p>	<p>Knows how to use basic art resources and where they can be found (tape, glue, scissors, pens, block paint).</p> <p>Makes large full arm/ shoulder marks on paper including introducing writing patterns in my mark-making.</p> <p>Holds pens and mark-making tools with full hand grasp and large full arm shoulder movement marks.</p> <p>Shows understanding and attempt the different writing patterns taught by the adults.</p> <p>Beginning to understand painting is-first water, next paint, last brush.</p> <p>Uses construction resources to build towers-vertically.</p> <p>Beginning to build walls-horizontally.</p> <p>Shows interest in small world cars and people and may quietly explore them.</p> <p>Beginning to become familiar with repeated simple nursery rhymes and songs.</p> <p>Shows an interest in instruments and plays them enthusiastically.</p> <p>Beginning to take part in large pretend play by acting out simple scenarios from real life e.g., firefighter putting out fire/ making the dinner.</p>	<p>Uses mark-making tools to create smaller writing patterns with more wrist action than shoulder/ arm action.</p> <p>Beginning to connect different writing patterns together to represent an image (creating closed shapes with continuous lines).</p> <p>Gives meaning to the marks made.</p> <p>Beginning to explore mixing colours together.</p> <p>Uses construction resources to create enclosures.</p> <p>Beginning to add figures and follow simple plots led by an adult or another child.</p> <p>Beginning to add a voice to a simple character.</p> <p>Remembers key words from a small range of songs and starting to follow the rhythm of the tune.</p> <p>Acts out simple scenarios in large role-play by beginning to add a sequence to play. E.g., first make dinner then feed baby.</p> <p>Beginning to tap out a simple beat with an instrument.</p>	<p>Develops own ideas and using chosen materials.</p> <p>Creates closed shapes with continuous lines and give these shapes meaning.</p> <p>Adds increasing detail to pictures e.g., facial features inside a circle or wheels and doors on a car.</p> <p>Starting to show different emotions in drawings.</p> <p>Confident to explore colours and colour mixing and may be able to say how to mix a secondary colour.</p> <p>Takes part in large pretend play using resources creatively to enhance my play.</p> <p>Beginning to develop complex stories and settings/ props (using available resources e.g., Duplo, wooden blocks etc) for small world figurine play.</p> <p>Beginning to tap out a simple beat with an instrument and perform a simple nursery rhyme alongside.</p> <p>Sing and has built up a repertoire of songs showing a level of ability to follow pitch and melody.</p>	<p>Explores a variety of materials and is starting to explore colour, design, texture, form and function.</p> <p>Beginning to talk about how we made our creation.</p> <p>Creates and tells a narrative in their play.</p> <p>Begins to show confidence in performing.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>I can...</b></p>	<p>I know how to use a range of art resources.</p> <p>I can handle tools safely.</p> <p>I can make large marks on paper.</p> <p>I can use a range of mark-making tools.</p> <p>I know how to build a tower.</p> <p>I know how to build a wall.</p> <p>I can explore small world toys.</p> <p>I can recognise and join in with some parts of key nursery rhymes.</p> <p>I can explore instruments.</p> <p>I can make an instrument loud and quiet.</p> <p>I can engage in pretend play.</p>	<p>I can make smaller marks on paper.</p> <p>I can use a range of mark-making tools.</p> <p>I can name my artwork.</p> <p>I can mix colours together with interest.</p> <p>I can build vertically and horizontally to create enclosures.</p> <p>With small world figures, I can start to follow a simple plot.</p> <p>I can sing a few familiar songs, remembering key words.</p> <p>I am starting to play in a sequence.</p> <p>With support, I can tap out a simple beat.</p>	<p>I am confident to develop my own ideas and choose materials.</p> <p>I can draw using lines to create shapes that have meaning.</p> <p>I know what detail is needed to draw a person.</p> <p>I know what different emotions look like and am beginning to represent these in my drawing.</p> <p>I can engage in large pretend play with others.</p> <p>I can, with support, develop more complex stories.</p> <p>I can sing a range of nursery rhymes showing some understanding of melody and pitch.</p>	<p>I can explore how to create artwork thinking about different art elements.</p> <p>I can talk about how I made my creation.</p> <p>I can tell a narrative in my play.</p> <p>I can show an increased confidence in performing songs and rhymes.</p>

