



Medium Term Plan – EYFS
Expressive Art & Design

	Strand	ELGs	EYFS Expectation Nursery & Reception
Art & Design	Developing ideas	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Drawing		<ul style="list-style-type: none"> • To enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • To use and begin to control a range of media. • To draw on different surfaces and coloured paper. • To produce lines of different thickness and tone using a pencil. • To start to produce different patterns and textures from observations, imagination and illustrations.
	Painting		<ul style="list-style-type: none"> • To enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. • To recognise and name the primary colours being used. • To mix and match colours to different artefacts and objects. • To explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
	Sculpture		<ul style="list-style-type: none"> • To enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. • To cut shapes using scissors and other modelling tools. • To build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials
	Printing		<ul style="list-style-type: none"> • To enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. • To develop simple patterns by using objects. • To enjoy using stencils to create a picture.
	Texture pattern colour line and tone		<ul style="list-style-type: none"> • To enjoy playing with and using a variety of textiles and fabric. • To decorate a piece of fabric. Show experience in simple stitch work. • To show experience in simple weaving: paper, twigs. • To show experience in fabric collage: layering fabric. • To use appropriate language to describe colours, media, equipment and textures.
	Responding to art		<ul style="list-style-type: none"> • To look and talk about what they have produced, describing simple techniques and media used.



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Design Technology	Design	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	* Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)
	Make		*Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose
	Evaluate	Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	*Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys *Describe textures
	Technical knowledge		Technical knowledge
	– cooking and nutrition		*Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending *Discuss how to make an activity safe and hygienic *Discuss use of senses *Understand need for variety in food *Begin to understand that eating well contributes to good health



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Music	Skill column	<p>Sing arrangements of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with them.</p> <p>Try to move in time with music.</p>	<ul style="list-style-type: none"> • To join in with songs and rhymes, making some sounds. • To enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star • To remember and sing entire songs. • To sing the pitch of a tone sung by another person (‘pitch match’). • To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • To listen with increased attention to sounds. • To respond to what they have heard, expressing their thoughts and feelings • To make rhythmical and repetitive sounds. • To explore a range of sound-makers and instruments and play them in different ways. • To create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • To sing in a group or on their own, increasingly matching the pitch and following the melody. • To listen attentively, move to and talk about music, expressing their feelings and responses. • To watch and talk about dance and performance art, expressing their feelings and responses. • To explore and engage in music making and dance, performing solo or in groups.