

## EYFS Springlets

### Expressive Arts and Design Long Term Plan

In planning learning opportunities, practitioners will reflect on the different rates at which children are developing and make appropriate adjustments, considering the Characteristics of Effective Teaching and Learning

#### Areas of learning may include:

Junk modelling

Malleable

Painting

Drawing and mark making

Printing

Collage

See EAD section of Weekly Continuous Provision Plan for further information regarding daily learning opportunities

Creating with materials		
<b>Mark Making and Drawing</b> <ul style="list-style-type: none"><li>• Can hold and use tools for drawing (e.g. pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination)</li><li>• Selects colours for a purpose</li><li>• Begin to control a range of media for a purpose (e.g. Uses drawing tools to make marks, lines and curves)</li><li>• Draws accurate representations of people and objects</li><li>• Draw on different surfaces and coloured paper</li><li>• Begin to explore making lines of different thickness and tone using a pencil</li><li>• Explore different patterns and textures</li></ul>	<b>Painting</b> <ul style="list-style-type: none"><li>• Explore using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs</li><li>• Investigate colours and colour mixing</li><li>• Mix and match colours to different artefacts and objects</li><li>• Explore working with paint on different surfaces and in different ways e.g. coloured, sized, shaped and textured paper, clay, papier mâché, junk models</li></ul>	<b>Sculpture</b> <ul style="list-style-type: none"><li>• Explore using a variety of malleable media such as clay, papier mâché, salt dough, play foam, play dough</li><li>• Impress and apply simple decoration</li><li>• Cut shapes using scissors and other modelling tools</li><li>• Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</li><li>• Use tools such as scissors, staplers, hole punches, clay tools, split pins and shape cutters competently and appropriately</li></ul>
<b>Collage</b> <ul style="list-style-type: none"><li>• Explore using a variety of paper to create collage</li></ul>	<b>Print making</b> <ul style="list-style-type: none"><li>• Explore making rubbings: leaf, brick, coin</li><li>• Simple pictures by printing from objects</li><li>• Develop simple patterns using objects</li><li>• Enjoy using stencils to create a picture</li></ul>	<b>Responding to art and work of other artists</b> <ul style="list-style-type: none"><li>• Look at a range of work and talk about what they have produced, describing simple techniques and media used and thoughts, views and feelings</li></ul>

**DT Skills**

<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Begin to understand some food preparation tools, techniques and processes</li> <li>• Practise stirring, mixing, pouring</li> <li>• Know how to make an activity safe and hygienic</li> <li>• Discuss use of senses</li> <li>• Begin to understand need for variety in food (more healthy and less healthy foods)</li> <li>• Begin to understand that eating well contributes to good health</li> <li>• Talk about likes and dislikes</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Select appropriate resources</li> <li>• Provide opportunities to work together to develop and realise creative ideas</li> <li>• Use gestures, talking and arrangements of materials and components to show design (Encourage them to think about and discuss what they want to make)</li> <li>• Use language of designing and making (join, build, shape, longer, shorter, heavier etc)</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Construct with a purpose, using a variety of resources</li> <li>• Use simple tools and techniques</li> <li>• Build / construct with a wide range of objects</li> <li>• Select tools &amp; techniques to shape, assemble and join</li> <li>• Replicate structures with materials / components</li> <li>• Record experiences by drawing, writing, photographing, video/voice recording</li> <li>• Explore different media</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Dismantle, examine, talk about existing objects/structures</li> <li>• Think about some of the risks when making and practise some appropriate safety measures independently</li> <li>• Talk about how things work</li> <li>• Look at similarities and differences between existing objects / materials / tools</li> <li>• Explore textures</li> <li>• Discuss problems and how they might be solved as they arise</li> <li>• Reflect on processes and outcomes</li> </ul>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Teach children different techniques for joining materials, such as how to use different sorts of glue/tape</li> <li>• Provide a range of materials and tools and teach children to use them with care and precision</li> </ul>	

**Being Imaginative and Expressive**

<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>• Retell narratives and stories</li> <li>• Innovate and invent narratives and stories</li> <li>• Develop stories in pretend play</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing nursery rhymes and songs</li> <li>• Perform nursery rhymes, songs, stories and poems</li> <li>• Sing in a group or alone</li> </ul>	<p><b>Dancing</b></p> <ul style="list-style-type: none"> <li>• Move in time to music</li> <li>• Listen to, move to and talk about music</li> <li>• Express feelings and responses to dance and performance art</li> <li>• Engage in music and dance</li> </ul>
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