



# N

## EAD

### Block 1

### Block 2

### Block 3

## V

### Vocabulary

- touch, smell, hear, see, taste
- song, singing, lyrics
- draw, drawing, mark, paint, paper, pencil, pen, paint, chalk
- listen, song, hear, hearing, feeling

- touch, smell, hear, see, taste
- song, singing, lyrics, pitch, tone
- draw, drawing, mark, paint, paper, pencil, pen, paint, chalk
- imagination, idea, choice, expression, feeling, noise, feel, feeling

- touch, smell, hear, see, taste, emotions (and examples)
- song, singing, lyrics, pitch, tone, instrument, grasp, fingers, sounds
- draw, drawing, mark, paint, paper, pencil, pen, paint, chalk, joining, texture, describe
- colour, primary colours, secondary colours, mixing, colour mixing, choices
- imagination, idea, choice, expression, feeling, noise, feel, feeling, blocks, construction kit,

## O

### Objectives

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to make marks intentionally.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Listen with increased attention to sounds.
- Remember and sing entire songs.

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Develop their own ideas and then decide which materials to use to express them
- Use drawing to represent ideas like movement or loud noises.
- Respond to what they have heard, expressing their thoughts and feelings.
- Sing the pitch of a tone sung by another person ('pitch match').

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Join different materials and explore different textures.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

## C

### Concepts

- Independence
- Intent
- Artistic freedom
- Opinion

- Independence
- Intent
- Imagination
- Building on prior knowledge
- Artistic freedom
- Opinion

- Independence
- Intent
- Imagination
- Building on prior knowledge
- Artistic freedom
- Opinion
- Understanding and expressing emotion

## U

### Understanding and Knowledge

- Be aware that they have the ability to make choices about how to manipulate various materials.
- Be aware that they are able to make marks to represent a variety of ideas / objects.
- Begin to develop an interest in music and singing (listening and making)

- Develop an understanding that feelings and ideas can be expressed through making marks.
- Develop interest in pretend play, building on prior knowledge and using this to represent ideas in abstract ways.
- Develop an understanding that they can make choices about how to do things and move things forward.

- Understand that their ideas and emotions can be expressed through making marks and be able to talk about their representations.
- Understand that they can use their imagination to make changes and representations in physical form.
- Understand that voices and instruments can be manipulated in various ways for different outcomes.

## S

### Skills

- Explore and show an interest in a variety of materials and tools.
- Begin to represent my ideas and thoughts through the use of lines and marks.
- Name the primary and secondary colours.
- Move my body to songs and music.
- Begin to take part in pretend play.
- Listen with increased attention to sounds.
- Sing my favourite nursery rhymes.
- Show an interest in making noise with different resources.

- Begin to use materials and tools to create simple representations- e.g. junk modeling.
- Move my body to songs and music, building up a repertoire of songs.
- Begin to show an interest in colour mixing.
- Begin to use shapes to represent objects in my drawing (e.g circle as a face, square as a house.)
- Use objects in my pretend play to represent a similar object (e.g banana as a phone)
- Name some instruments and know how to use them- e.g shake a maraca, beat a drum
- Verbalise thoughts and ideas.

- Move my body to songs and music with control, building up a repertoire of songs.
- Begin to use a variety of resources to join materials together- e.g paper clips, glue, masking tape etc.
- Begin to add increasing detail to my drawings.
- Use my imagination to make a variety of informed choices.
- Play a simple instrument with some control.
- Begin to create me own songs.
- Listen with attention to sounds, music and songs.
- Verbalise thoughts and ideas, expressing an opinion on choices made.



**N**

**EAD**

**Autumn**

**Spring**

**Summer**

**UTW Topic**

Me and My World  
Let's Celebrate

People Who Help Us  
Down on the Farm

Watch Me Grow  
How Does it Work

**Ways to Embed Into Provision**

Provide a range of materials and textures for children to explore  
Provide opportunities for children to explore colour when taking part in familiar play.  
Display family photos and artwork  
Play familiar music chosen by the children

Provide role play opportunities linked to the community  
Make different farm animals from junk modelling  
Sing songs related to the farm and animal noises  
Make vehicles used by emergency services

Provide a range of materials of different properties for children to explore in junk modelling focusing on joining different resources together  
Provide resources for observation drawings  
Explore photography  
Play music linked to weather and seasons  
Explore the use of natural resources when making art (loose parts)

**Enrichment**

Christmas Concert/ Family Day

Visits from people who help us  
Farm visit

Visit to the park/garden plot  
Planting experiences  
Trip to Imagine That

**Linked Art**

Leonardo Di Vinci- Mona Lisa  
Pop Art

Art: Liverpool Lambananas (Taro Chiezo)

Artist: Georgia O'Keeffe and Monet  
Henry Matisse (snail)



# R

## EAD

### Autumn

### Spring

### Summer

# V

## Vocabulary

- touch, smell, hear, see, taste, emotions (and examples)
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- draw, drawing, mark, paint, paper, pencil, pen, paint, chalk, joining, texture, describe
- colour, primary colours, secondary colours, mixing, colour mixing, choices
- imagination, idea, choice, expression, feeling, noise, feel, feeling, blocks, construction kit,

- Collaborate, turn taking, opinion, agree, disagree, explanation
- Listen, movement, move, dance, likes, dislikes, emotions (incl examples), feelings
- Sing, singing, pitch, melody, lyrics, music, backing track
- Solo, group, partner

- Explore, effect, similarities, differences, emotions, feelings
- Opinion, likes, dislikes.
- Solo, group, partner, collaborate.

# O

## Objectives

- To use immagation to build complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- To Join different materials and explore different textures.
- To explore colour and colour mixing.
- To create their own songs, or improvise a song around one they know.
- To begin to play instruments with increasing control to express their feelings and ideas.

- To be able to create collaboratively, sharing ideas, resources and skills.
- To listen attentively, move to and talk about music, expressing their feelings and responses.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.
- To explore explore and engage in music making and dance, performing solo or in groups.

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

# C

## Concepts

- Colour mixing
- Collage
- Role Play
- Imagination
- \_Rythm

- Colour mixing
- Painting
- Joining
- Role Play
- \_Voice control

- Colour mixing
- Painting
- \_Joining
- \_Role Play

# U

## Understanding and Knowledge

- Understand that their ideas and emotions can be expressed through making marks and be able to talk about their representations.
- Understand that they can use their imagination to make changes and representations in physical form.
- Understand that voices and instruments can be manipulated in various ways for different outcomes.

- Works alone and with others to explore a variety of artistic mediums.
- Able to articulate ideas and provide reasons why they feel a particular way about something.
- Understands that music can be used as a powerful means of expression.

- Understands that they can use their ideas and feelings to explore, use and refine their work.
- Uses prior knowledge to refine and develop ideas.
- Builds cultural capital by engaging with dance and performance art.
- Understands that their feelings can be formed into an opinion and this an be used to influence choices made.

# S

## Skills

- I can mix two colours to make a new colour.
- I can manipulate a variety of materials and tools with control.
- I can move my body to the beat of music.
- I can use open ended resources to develop a storyline in my pretend play.
- I can listen with attention to sounds, music and songs.
- Verbalise thoughts and ideas, expressing an opinion on choices made.

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- I can mix the three primary colours to make secondary colours.
- I can independently join different resources together- e.g hole punch and string.
- I can talk about my likes and dislikes of different music.
- I can create my own movements and dances in response to music.
- I can sing in a group.
- I can play cooperatively during pretend play.
- I can take turns in giving opinions, taking on board what others have said.
- I can manipulate voice in a variety of ways.

- I can experiment with color mixing by increasing and decreasing the amount of colour.
- I can make an informed decision about what joining technique to use e.g PVA glue for plastic to paper rather than pritt slick.
- I can negotiate and take the lead in pretend play.
- I can create my own performances including music and dance with my peers.



R

EAD

Autumn

Spring

Summer

UTW Topic

Me and My World  
Let's Celebrate

It's Cold Outside  
A long Time Ago

The Garden  
Journeys

Ways to Embed Into Provision

Sensory experiences linked to sounds  
Learn and perform songs using instruments  
Showcasing creations and explaining methods and ideas  
Display artwork  
Colour Mixing with a range of media

Link to festivals such as Chinese New Year  
Display Artwork  
Provide materials to dance with (e.g. ribbons, scarves)  
Provide access to performance videos

Observations art linked to wildlife and natural habitat  
Provide resources for children to observe plants and minibests  
Explore the outdoors with a focus on close up exploration (e.g. use of magnifying glasses and photography)

Enrichment

Family and Self Portraits  
The Nativity/Christmas Performance

Compare and listen to music from different decades  
Explore colour mixing to make cold and warm colours.  
Make chinese dragons using joining techniques.

Visit to local park/ woodland  
Visit Southport seaside.  
Use trips for drawing, exploration and photography opportunities.

Linked Art

Artist:Kandinsky, Kay Lovesah, Andy Warhol  
Picasso, Augusta Savage

Artists: Vincent Van Gogh (Starry night)  
Caspar David Friedrich,  
Traditional Chinese Art

Look at artwork that represents liverpool landmarks in different ways,  
Artist: Antony Gormley, Claude Banksy, Andy Goldsworthy