

**St Bernadette's Catholic Primary Voluntary Academy**  
**Expressive Art and Design - Medium Term Planning - EY1 Advent Term**  
**Brilliant British Authors; Grrr, Beware of the Bears!**

<b>Expressive Art and Design</b>	<p>3 and 4 year olds will be learning to:</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>				
	<b>Learning Objective</b>	<b>Activity</b>	<b>Key Knowledge (By the end of the lesson)</b>		<b>Vocabulary (Tier 3)</b>
			<b>Substantive</b>	<b>Disciplinary</b>	
Lesson 1	Nursery rhymes and settling in				

Week 2	I can choose the right tools for a purpose.	<b>Paint a bear's face of different sized paper using a choice of different sized brushes.</b>	<ul style="list-style-type: none"> <li>● To recognise the shape to create a bears features.</li> <li>● To know the colours to represent a bear.</li> <li>● To know how to use a range of different size painting tools.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to create a bear painting.</li> <li>● To be able to vary the size of a bear painting.</li> </ul>	Big, small, medium
Week 3	I can create the texture of fur to paint a bear.	<b>Create a bear face using brown paint and forks.</b>	<ul style="list-style-type: none"> <li>● To recognise the texture of fur.</li> <li>● To know how to use a tool to represent fur texture.</li> <li>● To know the colours to represent a bear.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to create a bear face with a fur texture.</li> </ul>	Fur, spiky, fluffy, hairy, Brown, black, light, dark
Week 4	I can use scissors with care.	<b>Create simple character puppets using scissors for cutting.</b>	<ul style="list-style-type: none"> <li>● To know how to hold and use scissors safely.</li> <li>● To be able to cut with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to use the skills of cutting to shape paper into a puppet.</li> </ul>	Safety, scissors, attach, shape, decorate.
Week 5	I can choose appropriate materials to create a bear.	<b>Create a paper plate bear using paint, felt and googly eyes.</b>	<ul style="list-style-type: none"> <li>● To be able to describe the texture of a range of materials.</li> <li>● To be able to match a material to a bears features.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to combine materials</li> </ul>	Nose, eyes, ears, fur, snout, mouth, Texture, furry, sticky, wet, runny,

Week 6	I can combine materials to make a model.	<b>Create the three bears cottage using cardboard boxes (junk modelling)</b>	<ul style="list-style-type: none"> <li>● To recognise and name the features of a house and their shapes.</li> <li>● To know the best materials to represent a houses features and the tools to shape and attach them.</li> </ul>	<ul style="list-style-type: none"> <li>● I can choose boxes and other materials to create a house model.</li> </ul>	Roof, windows, doors, walls, chimney, bricks. Hard, soft, strong, fragile,
Week 7	To be able to choose the right shapes and sizes to create a paw picture.	<b>Explore printing bears paw prints using a variety of printing blocks in different sizes</b>	<ul style="list-style-type: none"> <li>● I know how to print.</li> <li>● To recognise the size of different tools.</li> </ul>	<ul style="list-style-type: none"> <li>● To use printing techniques to achieve a purpose.</li> </ul>	Large, big, small, tiny, Print
Week 8	To be able to follow instructions to draw a bear.	<b>Guided drawing two bears - can you show happy and sad emotions?</b>	<ul style="list-style-type: none"> <li>● To know how to hold a pencil effectively to make controlled marks.</li> <li>● To know how to represent different features using the marks we make.</li> <li>● To know the different between a happy and sad face.</li> </ul>	<ul style="list-style-type: none"> <li>● To draw an accurate picture of a bear,.</li> </ul>	Head, legs, body, arms, face, Emotion, feelings, happy, sad
Week 9	To be able to create a rocket collage.	<b>Create a 2D shape collage of a rocket.</b>	<ul style="list-style-type: none"> <li>● Know that collage is a technique where paper is overlapped and glued down to cover a surface.</li> <li>● To know the shapes to represent a rocket.</li> </ul>	<ul style="list-style-type: none"> <li>● To cut paper shapes to form a rocket.</li> <li>● To use glue to attach their shapes.</li> </ul>	Rocket, shape names, Body, nose cone, window, boosters Collage, attach.

Week 10	To be to represent my ideas through drawing.	<b>Make a picnic plate perfect for a picnic on the moon.</b>	<ul style="list-style-type: none"> <li>● Know how to hold a pencil to draw with accuracy to represent their ideas.</li> <li>● Know how to use lines to represent objects..</li> </ul>	<ul style="list-style-type: none"> <li>● To form lines to create shapes and represent their ideas.</li> </ul>	
Lesson 11	National Nursery Rhyme Week				
Week 12	To be able to manipulate materials to achieves a desired effect.	<b>Make a Christmas card</b>	<ul style="list-style-type: none"> <li>● To know how to create a Christmas card.</li> <li>● To know the right tools to shape and attach their cards features.</li> </ul>	<ul style="list-style-type: none"> <li>● To use scissors to cut paper into a particular shape. To use glue to attach to materials together</li> </ul>	Glue, cut, shape, decorate, attach, stick.
Week 13	To be able to manipulate materials to achieves a desired effect.	<b>Make a giant gingerbread house.</b>	<ul style="list-style-type: none"> <li>● To know the right tools to shape and attach the features of a gingerbread house.</li> </ul>	<ul style="list-style-type: none"> <li>● To create a range of sweets to decorate the gingerbread house.</li> </ul>	Roof, windows, doors, walls, chimney, bricks.
Week 14	To be able to draw with increased control.	<b>Guided drawing (Get Squiggling): snowman</b>	<ul style="list-style-type: none"> <li>● Know how to hold a pencil to draw with accuracy to represent their ideas.</li> <li>● Know how to use lines to represent objects..</li> </ul>	<ul style="list-style-type: none"> <li>● To use lines to create the features of their snowman picture.</li> </ul>	Head, body, circle, arms, sticks, straight, lines.