

Reception Long Term Plan- Core knowledge document

Autumn 1	
Strand: Creating with Materials	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach and model using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.) - Teach and model simple techniques (E.G- sketching) - Teach the primary colours. - Teach and model how to mix primary colours - Teach and model making a plan/design before beginning to paint, draw or construct. - To feel and look at different textures. - Teach and model thinking about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.) - Teach and model appropriately using props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) - Teach and model exploring a range of props intended for specific narratives and stories (E.G-using the tea set to act out teddy bear's picnic). 	<p>Area: Classroom:</p> <ul style="list-style-type: none"> - Adults encourage children to show their creations to peers and familiar adults. - Adults encourage children to comment on their creations by stating some materials they have use. - Adults model using props appropriately whilst playing/learning - Area in classroom to display creations <p>Creative Area:</p> <ul style="list-style-type: none"> - Variety of tools available - Activities based on simple art techniques to practise and develop - Have primary colours available with opportunities for colour mixing – images and visuals to support this - Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground. Sketching portraits then painting. - Different materials available for creative activities – aluminium foil, tissue paper, plastic, cardboard, sandpaper, leaves, textured paint (sand or flour) <p>Role Play</p> <ul style="list-style-type: none"> - Adults model using props appropriately in the role play area – telephone, shop fill.

Outside:

- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures
- Adults model using mud, leaves, stones, pebbles to create a recipe for mud pies/cooking in mud kitchen.
- Adults model making plans for construction/obstacle course/sandcastle town etc.

Spring

Strand: Creating with Materials

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- Teach and model choosing appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.)
- Teach and model using a range of colours to create different images.
- Teach and model mixing colours with a particular colour in mind.
- Teach and model using appropriate colours for a task.
- Teach and model planning/designing ideas before creating them.
- Teach and model using range of senses to comment on different textures.
- Teach and model experimenting with creating different textures using paint and drawing materials.

Core Provision

Area:

Classroom:

- Children encouraged to independently show their creations to peers and familiar adults.
- To comment on their creations by stating the materials they have used and encouraged/scaffolded to explain why.
- Encouraged and scaffolded to explain the steps they took to make their creation.
- Area in classroom to display creation

Creative area:

- Create opportunities to begin using different techniques and different tools when working without an adult.
- Activities to use a range of colours made from primary colours
- Activities to use a range of different textured materials including sandpaper, fur, aluminium foil.

Role Play:

- To appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.)
- To begin to use props and materials in an imaginative way (E.G- the blue cloth is a river.)

Outside:

- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures
- Opportunities to use natural materials to create moveable/transitory art – eg. using sticks as a frame and leaves, stones, pebbles, grass to create a picture of their mum
- Opportunities to make plans for construction/obstacle course/sand castle town etc.

Summer

Strand: Creating with Materials

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- Continue to teach and model choosing appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.)
- Continue to teach and model choosing an appropriate technique for the task, from a range of known techniques.
- Continue to teach and model using a range of colours to create different images.
- Continue to teach and model mixing colours with a particular colour in mind.
- Continue to teach and model planning/designing ideas before creating them.
- Teach and model using a range of senses to explain why they like a certain texture compared to another.

Core Provision

Area:

Classroom:

- Children encouraged to independently show their creations to peers and familiar adults.
- To comment on their creations by stating the materials they have used and encouraged/scaffolded to explain why.
- Encouraged and scaffolded to explain the steps they took to make their creation.
- Area in classroom to display creation

Creative area:

- Create opportunities to begin using different techniques when working without an adult.
- Create opportunities to choose appropriate tools for activity

Role Play:

- Teach and model creating different textures. (E.G- Using a stubby paint brush up and down to create a rough bumpy texture.)
- Teach and model thinking about art pieces to create, create them and be able to explain why they are creating them. (E.G- to cheer someone up, for their birthday etc.)

- To appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.)
- To use a wide range of props and materials to enhance their role play of narrative and stories.
- To use props and materials in an imaginative way. (E.G- pretending that objects are something else.)
- To change the use of a prop dependent on the narrative or story.

Outside:

- Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures
- Opportunities to use natural materials to create moveable/transitory art – eg. using sticks as a frame and leaves, stones, pebbles, grass to create a picture of their mum
- Opportunities to make plans for construction/obstacle course/sandcastle town etc.
- To use a wide range of props and materials to enhance their role play of narrative and stories.
- To use props and materials in an imaginative way. (E.G- pretending that objects are something else.)
- To change the use of a prop dependent on the narrative or story.