

Expressive Arts and Design

When	Core Knowledge							
Autumn Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		Myself	My family	My Friends	My school	Autumn	Diwali	
	Exploring and developing	My face in Nature-ephemeral art- create a representation of their face using natural materials Develop their own ideas through experimentation with a diverse range of materials				Exploring colour mixing Autumnal colours Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours		Portrait Appearance Art Draw Model Construct Create Join material, wood, foil, fabric, fixing
	Drawing	To draw a picture of 'me' Baseline assessment Observation of features		Draw a picture/card for their friend	Draw representations of places a map Fine line control to complete our inspired maps		Create a detailed drawing of their head and shoulders, adding detail of their appearance. Compare to first week image To develop line skills to create a beautiful mehndi design. Create different depth of line using different drawing materials.	Pulse Beat Listen Appraise Compare High low
	Painting Continue to develop their				Exploring colour mixing using powder paints	Mixing autumn colours with powder paints		

RECEPTION CURRICULUM Knowledge and Progression Map 2026-2027

	colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).				Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours	Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey.		
	Printing							
	Textiles/collage		Create a collage of their family using tissue paper			Using natural resources to make an Autumn collage		
	3D Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair.							

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	Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.						
	Design / Evaluate						
	Artists/Wider Concepts	Frida Kahlo 'Self-Portrait' Know what an art gallery is. ▪Name at least two different artists. ▪Express clear opinions about different paintings / designs / sculptures justifying their opinions. ▪Talk about colours, shapes, patterns and texture in different pieces of art.					
	Listen and respond to music	Listen attentively, and talk about music	Listen and Appraise- Identify high and low sounds	Listen and Appraise attentively	Identify high and Low sounds in music	Compare traditional familiar song to another version Express preferences	Listen and Appraise
	Feel the pulse Tap out simple repeated rhythms. Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. Choose particular instruments / body parts and sounds for their own	Find the pulse and move to music. Pat knees to the pulse	Nod head/pat knees in time with the pulse	Match the pulse Free movement to music	Match the pulse Stepping movement to music	Clap to the pulse- Use one finger on thumb to tap	Use fingers/hands and feet to tap to the pulse

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	imaginative purposes							
	Singing, composing and playing	Learn the verse for Pat-a-cake Sing in a group.	Sing a high sound and a low sound Sing in a group, increasingly matching the pitch	Learn and sing an action song	Learn and sing an action song	sing an action song with accuracy	Perform an action song	

Autumn Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		Bonfire Night	Diwali	The Past	Hanukkah	Christmas and Christmas Traditions		
	Exploring and developing	To develop folding, cutting and sticking skills Create a firework model	Modeling a diya lamp		To use scissor skills to create a Menorah			Art Draw Model Construct Create Observe Smudge
	Drawing	To use chalk to create different lines including smudging Create a firework chalk picture Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .				To draw and design a Christmas Card		Fold Cut Pattern Collage Mould Pinch Recreate material, wood, foil, fabric, fixing match, technique, watercolour, powder, grip

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	Painting Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).				To mix different shades Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey	To paint a Christmas decoration Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours	High Low Pitch Percussion Pulse Beat Tap Drum Triangle Tambour Claves Castanets Cymbals Wood block Cowbell
	Printing			Print buildings to start creating our own maps inspired by Paul Kee		To use a range of tools to print with care	
	Textiles/collage				Use paper to create a Christmas collage	To know how to collage to create a picture	
	3D Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate	To develop folding, cutting and sticking skills Create a firework model Accurately use a range of small tools - scissors, cutlery, stapler, hole punch,	Manipulate playdoh to make a diya lamp Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process e.g. twisted, rolled, stretched	To use malleable materials to create a sculpture.	To use modelling and joining skills to create a Menorah Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of		

RECEPTION CURRICULUM Knowledge and Progression Map 2026-2027

	materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.	trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.			fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.			
	Design / Evaluate		Give \our own opinions on Paul Kee's art work					
	Artists/Wider Concepts	Paul Klee 'Rich Port' Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music Accompany songs with simple instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what	Listen and Respond -explore high and low pitch	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	Identify pitch high or low	

RECEPTION CURRICULUM Knowledge and Progression Map 2026-2027

	they might be used for Listen to the music. What movement could we put to it and why? How should we move to this music? Tell me, how does this music make you think about xxx? Why?							
	Feel the pulse	Nod, pat and clap to the pulse	Clap and step to the pulse	Clap and step to the pulse	Clap and tap to the pulse Tap an object/percussion instrument (see list)	Tap fingers to the pulse Tap/pat a percussion instrument	Tap/pat a percussion instrument	

Spring Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		Winter	People Who Help Us	Explorers	Inventors	Transport Journeys	China and Chinese New Year	
	Exploring and developing			To use junk modelling resources to create a representation of a building		To use knowledge of drawing to create a map		Stick Attach Create Observation detail
	Drawing	To develop line and drawing skills to create drawings of winter outdoors-also thinking about the use of colour	To draw an observational drawing To use knowledge of drawing to create a map. To use line skills to draw a map			To design a mode of transport including transport features To use line skills to draw a map Create different depth of line using		Construction Material Model Design Art Draw Construct Create

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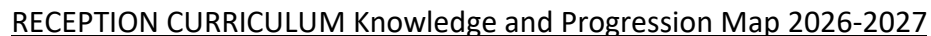
						different drawing materials.		detail, dark, light, thick, thin, observe texture, lighter, darker, shade,
	Painting Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).		To infill line to paint an image Accurately use a paint brush (appropriate grip).				Fine motor control for painting	Pitch Note Beat Glockenspiel
	Printing				Reminder to revisit			
	Textiles/collage						Masks and animals for Chinese New Year	
	3D Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more					To create a model of an aeroplane using junk materials- focus on joining techniques. Accurately use a range of small tools -	Explore a range of construction resources to build a bridge.	

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	appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.					scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.		
	Design / Evaluate							
	Artists/Wider Concept	Paul Cezanne 'fruit bowl' Know what an art gallery is. - Name at least two different artists. - Express clear opinions about different paintings / designs / sculptures justifying their opinions. - Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music Listen to the music. What movement could we put to it and why? How should we move to this music? Tell me, how does this music make you think about xxx? Why?	Listen and Respond - Pitch	Listen to music from different origins				Listen to classical music and express preferences	
	Feel the pulse Tap out simple repeated rhythms. Increasingly collaborate with	Clap hands, nod head, stamp feet	Copy Clap, step and Tap to the pulse	Copy Clap and Tap/pat a percussion instrument	Copy clap to the pulse and Tap/pat a percussion instrument	Keep a beat Tap/pat a percussion instrument	Tap/pat a percussion instrument	

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	others to experiment with body parts and instruments to create more layered sounds. Choose particular instruments / body parts and sounds for their own imaginative purposes							
	Singing, composing and playing Recall an increasing repertoire of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create songs of their own to match their imaginative play (often sung to a known tune) Accompany songs with simple instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what	Glockenspiels- listen to pulse Learn to sing/do actions – If you're happy and you know it clap your hands	glockenspiels Learn note G Learn to sing /do actions – if you're happy and you know it clap your hands	glockenspiels Learn note G Learn to sing/do actions – if you're happy and you know it clap your hands	glockenspiels Learn note G Learn to rap a rap	Rap a rap	Sing a familiar song- Rock a bye baby	



	they might be used for							
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Spring Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		My body	Animals	People who Help Us	Plants	Spring	Easter	
	Exploring and developing			I know what an art gallery is.				Art Print Observe Create Explore Transient Attach Join Construct Fold Map detail art gallery, opinion, because, texture, pattern, shape (and all common colours)
	Drawing	Draw and label a body.			Observational drawing of a flower			
	Painting				Observational painting of a flower Accurately use a paint brush (appropriate grip).	Textured painting	Creating different shades of primary colours	
	Printing							
	Textiles/collage							
	3D		Junk modelling – link to barefoot computing/collaborative task					
	Design / Evaluate		Develop line work to add more character Focus on improvements and changes	I can give my opinion about a piece of art	Revisit and improve on artwork.	Evaluate the effectiveness of the bridge		
Artists/Wider Concepts	Van Gogh Sunflowers Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						Classical music Instrument Folk music Rhythm	

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	Listen and respond to music Listen to the music. What movement could we put to it and why? How should we move to this music? Tell me, how does this music make you think about xxx? Why?	Talk about music, expressing their feelings.	Talk about music, expressing their feelings.	Listen to and respond to early 20th century music	Listen to folk music and compare	Talk about music, expressing their feelings.	Talk about music, expressing their feelings.	Rainstick Maraca Bell tree Tambourine Sleigh bells cabasa Guiro Kokiriko Wood block
	Feel the pulse Tap out simple repeated rhythms. Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. Choose particular instruments / body parts and sounds for their own imaginative purposes	find the pulse in different ways use a percussion instrument that you scrape	find the pulse in different ways use a percussion instrument that you scrape	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	find the pulse in different ways- use a percussion instrument that you shake- quick stop	
	Singing, composing and playing Recall an increasing repertoire of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create	Explore high and low (pitch and improvisation with voices) Sing Old MacDonald	Explore high and low (pitch and improvisation with voices) Sing Old MacDonald	Explore high and low (pitch and improvisation with voices) Sing, play and do actions for Wheels on the Bus	Explore high and low (pitch and improvisation with voices) Sing, play and do actions for Wheels on the Bus	Copy a rhythm Learn -The Hokey Cokey	Copy a rhythm Learn- The Hokey Cokey	

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	songs of their own to match their imaginative play (often sung to a known tune) Accompany songs with simple instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what they might be used for							
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Summer Term 1	Disciplinary Blocks	Substantive concepts						Vocabulary
		Habitats	Rainforest habitats	Polar Habitat	Climate Change	Dinosuars	Eid ul Adha	
	Exploring and developing		Create own micro-habitat in a shoebox.	Know how to create a mask				Cut Attach Materials Construct Imagine Print Recycled Roll ar) Art Draw Construct Create detail, dark, light, thick,
	Drawing							
	Painting Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).	Creating different shades of primary colours Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey			To paint a polar animal.			

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	Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).							thin, observe texture, lighter, darker, shade,
	Printing							
	Textiles/collage	Matisse – The Snail				Materials used for boats.		
	Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.				To create an igloo. Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.	To make a boat Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.		Rhythm Funk Percussion Perform Appraise Improvise band

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	Design / Evaluate		Select materials to create a minibeast Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair.					
	Artists/Wider concepts	Matisse – Snail I know that Matisse used collage as a art medium I will create my own representation of art Know what an art gallery is. ■Name at least two different artists. ■Express clear opinions about different paintings / designs / sculptures justifying their opinions. ■Talk about colours, shapes, patterns and texture in different pieces of art.						
	Listen and respond to music Listen to the music. What movement could we put to it and why? How should we move to this music? Tell me, how does this music make you think about xxx? Why?		Listen and Respond to- Funk music	Express how music impacts mood	Explain how the pitch changes when different notes are played		Appraise their own music	
	Feel the pulse Tap out simple repeated rhythms. Increasingly collaborate with others to		Find the pulse clapping, nodding, tapping	Pulse- find the pulse in different ways, using prior learning and imagination to come up with new	Find the pulse using a percussion instrument	Find the pulse using a percussion instrument		

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	experiment with body parts and instruments to create more layered sounds. Choose particular instruments / body parts and sounds for their own imaginative purposes			ways to show the pulse. Use body percussion to follow the rhythm progressing from the previous week.				
	Singing, composing and playing Recall an increasing repertoire of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create songs of their own to match their imaginative play (often sung to a known tune) Accompany songs with simple instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what		Learn to sing a song, learn the words as they sing. Play the D note to follow the same rhythm	Learn to sing a song, learn the words as they sing.	Play phrases on the glock- Using D. Progress to different notes C/E and	Perform song/music Play phrases on the glock- Using D. Progress to different notes C/E and	Perform song/music Play phrases on the glock- Using D. Progress to different notes C/E and	

RECEPTION CURRICULUM Knowledge and Progression Map 2026-2027

	they might be used for							
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Summer Term 2	Disciplinary Blocks	Substantive concepts						Vocabulary
		Summer	Robots	Float and Sink	Ocean habitats (Looking after our oceans)	Forces	Transitions	
	Exploring and developing		I know how to use cutting and joining techniques to create.	I know how to create a pattern using loose parts				Draw Portrait Collage Model Construct Materials Design Art Draw Create detail, dark, light, thick, thin, observe texture, lighter, darker, shade,
	Drawing			I know how to draw with increasing control	To know how to create a poster to raise awareness of ocean pollution	I know how to draw representations of animals.	To Create a picture to represent myself for my new classroom When drawing themselves, represent all of the different face / body parts.	
	Painting							
	Printing							
	Textiles/collage	To know how to create a collage Select specific textures to represent different things e.g. mixing sand into paint / glue to represent the beach.						

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	3D Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job.	I know how build with purpose representing 4 parts of a flower. Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.	I know how to use different resources to create a representation of an dinosaur Junk Modelling Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.		To select appropriate materials to Build a boat that floats Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.	To build a sculpture using salt dough Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process e.g. twisted, rolled, stretched		Plucked Pizzicato Pitch Rhythm Melody Strings Fanfare Composition
	Design / Evaluate		I know how to use cutting and joining techniques to create					
	Artists/Wider Concepts	Antony Gormley (Sculptor) ‘The Angel of the North’ Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. ▪Use correct vocabulary to describe process e.g.twisted, rolled, stretched.						
	Listen and respond to music Listen to the music. What movement could we put to it and why? How should we move to this music?	Respond to a fanfare Identify musical instruments by their sound in music	Listen to classical compositions Identify the rhythm in music Identify musical instruments by their sound in music	Listen and appraise a string composition Identify pitch in music Identify musical instruments by their sound in music	Listen to melodies and the different expressions they create Identify musical instruments by their sound in music	Listen to and appraise the difference between long sounds and pizzicato Identify musical instruments by their sound in music	Listen to how sounds can go up and down Identify pitch in music	

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	Tell me, how does this music make you think about xxx? Why?						Identify musical instruments by their sound in music	
	Feel the pulse Tap out simple repeated rhythms. Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. Choose particular instruments / body parts and sounds for their own imaginative purposes.	Tap and nod to the pulse			Tap and nod to the pulse			
	Singing, composing and playing Recall an increasing repertoire of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create songs of their own to match their imaginative play (often sung to a known tune) Accompany songs with simple	Compose a piece using c and D Sing and perform a known nursery rhyme/song	Compose a piece using c and D Sing and perform a known nursery rhyme/song	Compose Twinkle Twinkle on composition board And play on glocks using notes E and D Sing and perform a known nursery rhyme/song	Compose Incy Wincey on composition board And play on glocks using notes C and D Sing and perform a known nursery rhyme/song	Compose Rock-a-by-baby on composition board And play on glocks using notes D and E Sing and perform a known nursery rhyme/song	Compose Row Row Row on composition board And play on glocks using notes D and C Sing and perform a known nursery rhyme/song	



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	instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what they might be used for							
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