ST PHILOMENA'S PRIMARY SCHOOL
EXPRESSIVE ART AND DESIGN MEDIUM TERM
PLANNING EYFS

EYFS Expressive Arts and Design
Expressive Arts and Design is delivered through an ambitious, carefully sequenced and developmentally appropriate EYFS curriculum, organised into three interconnected strands: Art and Design, Design and Technology, and Music. These strands develop children's creativity, imagination, knowledge, techniques and expressive vocabulary without replicating the National Curriculum. Adult-guided teaching, child-initiated play, first-hand creative experiences and rich indoor and outdoor continuous provision enable children to experiment, practise, revisit and refine their ideas. The prime areas and characteristics of effective teaching and learning underpin all experiences, with teaching responsive to children's interests, starting points and developmental needs. The Early Learning Goals are end-of-Reception assessment expectations, not the curriculum itself.
Continuous Provision Indoors: Creative areas offer accessible opportunities to draw, paint, print, collage, model, sculpt and explore colour, pattern, texture, form and materials using a varied range of tools. Children investigate joining and construction techniques with blocks, recycled materials, fabric, clay and loose parts, designing, making, testing and improving their creations. Role-play, small-world settings, puppets, costumes, story props and open-ended resources inspire imaginative narratives and collaborative performances. Music provision includes singing, listening, percussion, sound-making, movement, rhythm and opportunities to invent and repeat patterns. Carefully chosen artwork, artists, music, books and cultural artefacts broaden children's experiences and provide inspiration; resources are enhanced to reflect learning sequences and children's developing interests.
Continuous Provision Outdoors: Large-scale creative experiences invite children to make marks with chalk, water and natural pigments; create transient art, rubbings, prints and patterns using leaves, stones, sticks and other found materials; and explore sculpture, weaving and construction on a larger scale. Children design and build dens, structures, pathways and imaginative settings, selecting materials, solving practical problems and adapting their ideas together. Outdoor role-play, storytelling, puppetry and performances provide space to invent characters and narratives. Songs, action rhymes, dance, movement, body percussion and sound exploration encourage children to respond to rhythm, tempo and mood, while seasonal changes and the natural environment inspire creative responses.
EYFS Educational Programme – Expressive Arts and Design: The statutory programme emphasises the development of children's artistic and cultural awareness through regular opportunities to engage with the arts. The quality and variety of what children see, hear and participate in are important for developing understanding, self-expression, vocabulary and the ability to communicate through the arts. Frequent opportunities to explore and play with a wide range of media and materials, together with encouragement and support to share thoughts, ideas and feelings through art, music, movement, dance, role-play and design and technology, develop children's imagination and creativity.
Curriculum organisation: The half-term plans in each strand identify purposeful, sequenced adult-guided opportunities, with knowledge, techniques and vocabulary revisited through child-initiated exploration and continuous provision. Experiences are linked to Art and Design, Design Technology and Music, and are adapted to children's development.

Expressive Arts and Design - Early Learning Goal

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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AUTUMN TERM 1 EAD: Art and Design	TOPIC: Who am I?	SKILL FOCUS: Drawing	SUGGESTED OUTCOME: Kaleidoscope artwork
Inspirational Figure: Eduardo Kobra			
Cross curricular link: RHE - Self portraits			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with colouring within lines to create Colour Monsters	Identify key features of Eduardo Kobra portraits.	Lines of varying thickness using a range of media including body parts	Draw kaleidoscope self portrait using photographs and crayons,colouring inside lines	Create own artwork using kaleidoscope effect, controlling line and colour	Self evaluate skills of colouring within lines.
SKILL PROGRESSION	Enjoy using fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.					
VOCABULARY	Line, thin, thick, soft, hard, light, straight, curved, form, shape, space, colour					
STICKY KNOWLEDGE QUESTIONS	1. How can we make thick and thin lines? 2. What tools can we use to draw different lines and shapes? 3. How can we control our pencil or crayon when colouring?					

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AUTUMN TERM 2 Art and Design focus	TOPIC: Festivals and Celebrations	SKILL FOCUS: 3D	SUGGESTED OUTCOME: Diya lamp
Inspirational Figure: Singh sisters			
Cross curricular link: RE - Diwali			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Manipulate malleable material including roll, cut, coil	Identify patterns created by Singh Sisters	Draw simple patterns	Create clay Diya and carve simple patterns	Create own sculpture using pattern	Describe methods used.
SKILL PROGRESSION	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.					
VOCABULARY	Clay, salt dough, play doh, pobble, roll, coil, carve, pattern, zig zag, wave, hatch					
STICKY KNOWLEDGE QUESTIONS	1. How can we change the shape of clay? 2. How can we make patterns in clay? 3. How can we join pieces of clay together?					

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SPRING TERM 1 Art and Design focus	TOPIC: Animal adventures	SKILL FOCUS: Textiles	SUGGESTED OUTCOME: Kimono
Inspirational Figure: Hiroko Takahashi			
Cross curricular link: Geography - Lunar New Year			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	I can use scissors with one hand and tie knots	I can comment on designs of Hiroko Takahashi	I can sketch Kimono designs, using Hiroko Takahashi as inspiration	Cut fabric and join with knots to create Kimono	Create own costume, cutting and joining fabric	I can describe my Kimono
SKILL PROGRESSION	Enjoy playing with and using a variety of textiles and fabric. Cut and join fabric using simple knots. Show experience in simple weaving Use appropriate language to describe colours, media, equipment and textures					
VOCABULARY	Fabric, cut, tie, fasten, knot, pattern, trim, measure					
STICKY KNOWLEDGE QUESTIONS	1. What tools can we use to cut fabric? 2. How can we join pieces of fabric together? 3. How can we tie a knot to fasten materials?					

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SPRING TERM 2 Art and Design focus	TOPIC: In the garden	SKILL FOCUS: Print	SUGGESTED OUTCOME: Print in the style of Matisse
Inspirational Figure: Henri Matisse			
Cross curricular link: Science - Nature			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	I can identify pattern in the environment and explore paint printing with range of media	I can give an opinion on the work of Henri Matisse	I can generate ideas on resources to print with	I can create a leaf print in the style of Henry Matisse	I can create my own print	I can describe technique used
SKILL PROGRESSION	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.					
VOCABULARY	Rub, roll, push, print, natural items, mud, paint, paint, ink, vegetables, sponges, corks, stencils					
STICKY KNOWLEDGE QUESTIONS	1. How can we make a print using an object? 2. What happens when we press a painted object onto paper? 3. How can we repeat a shape to create a pattern?					

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SUMMER TERM 1 **Art and Design focus**	**TOPIC:** **Marvellous machines**	**SKILL FOCUS:** **Collage**	**SUGGESTED OUTCOME:** **Machine collage**
Inspirational Figure: Josh Dykgraaf			
Cross curricular link: History - Machines from the past			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Explore separating and joining a range of materials	Marvellous Machine collage by Josh Dykgraaf	Collect machinery photographs, cut and sort by colour and size.	Create marvellous machine collage	Create own collage using taught skills	Reflect on own progress
SKILL PROGRESSION	Use a range of craft materials to add pattern, colour and texture to pictures. Working with simple symmetry to create a desired effect Selecting appropriate materials for their piece of work					
VOCABULARY	Cut, paste, glue, pinch, pat, smooth, rip, scrunch					
STICKY KNOWLEDGE QUESTIONS	1. How can we separate paper into different shapes? 2. How can we join materials to make a collage? 3. How can we choose materials to create different textures?					

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SUMMER TERM 2 Art and Design focus	TOPIC: Under the sea	SKILL FOCUS: Paint	SUGGESTED OUTCOME: Beachscape
Inspirational Figure: Miranda Lloyd			
Cross curricular link: Seaside			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with adding material to paint to create texture	Works of Miranda Lloyd	Collect sea photographs and reflect on what colour and materials to use to create art	Create beachscape textured art	Create texture in own design, choosing own surface to work on	I can describe the purpose of texture used
SKILL PROGRESSION	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.					
VOCABULARY	Roll, wash, splat, pour, mix, strokes, primary, secondary, hue, tint					
STICKY KNOWLEDGE QUESTIONS	1. What are the three primary colours? 2. What happens when we mix two colours together? 3. How can we create different textures using paint and tools?					

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DESIGN AND TECHNOLOGY – EYFS 2026–2027

AUTUMN TERM 1 Design and Technology	**TOPIC: Who am I?**		**SKILL FOCUS: Textiles**		**DESIGN BRIEF: Tooth Fairy Bag that securely contains a tooth**	
Design brief: Tooth Fairy Bag that securely contains a tooth						
Cross curricular link: RHE – Dental hygiene						
DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Review existing tooth fairy bags and boxes, expressing preference	Sketch ideas for tooth fairy bag, giving reasons for choices	Cutting material using scissors with one hand	Choose own material and explain choices	Separate and join material using taught techniques	Share their creations, explaining the process they have used.
SKILL PROGRESSION	Use scissors with one hand, taking care and precision Safely use and explore a variety of materials Use a stapler and glue to join materials Identify form and function Share their creations, explaining the process they have used.					
VOCABULARY	Cut, join, staple, material, cotton, felt, fabric, wool, silk, glue					
STICKY KNOWLEDGE QUESTIONS	1. How can we hold scissors safely when cutting? 2. What can we use to join fabric or other materials? 3. How can we make sure a tooth stays inside our bag?					

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AUTUMN TERM 2 Design and Technology	TOPIC: Festivals and Celebrations		SKILL FOCUS: Structures		DESIGN BRIEF: Create a manger that can hold baby Jesus	
Design brief: Create a manger that can hold baby Jesus						
Cross curricular link: RE - Christmas						
DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Discuss and compare existing nativity scenes	Sketch design and explain choices to a peer	Hammer a nail to join two pieces of wood, saw a straight line	Select own materials, giving reason for choices	Create a manger that can hold baby Jesus	Suggest improvements after testing for purpose
SKILL PROGRESSION	Plan by drawing and discussing Handle tools safely and effectively Use a hammer and nails to join two pieces of wood Use a vice to secure a piece of wood Use a saw to cut a straight line					
VOCABULARY	Wood, hammer, nails, saw, vice, sandpaper, file					
STICKY KNOWLEDGE QUESTIONS	1. How can we keep our hands safe when using tools? 2. How can we join two pieces of wood? 3. How can we test whether our manger holds baby Jesus?					

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SPRING TERM 1 Design and Technology	TOPIC: Animal adventures		SKILL FOCUS: Nutrition		DESIGN BRIEF: Create vegetable noodles as a healthy, authentic Chinese meal
Design brief: Create vegetable noodles as a healthy, authentic Chinese meal					
Cross curricular link: Geography - Asia					
DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Taste a range of vegetables, commenting on preference	Draw a recipe, planning the vegetables to include in Chinese recipe	Practise chopping, peeling and grating	Make decisions about how to prepare chosen vegetables	Use taught techniques to create stir fry noodles	Taste food created by self and others, comparing and stating preferences
SKILL PROGRESSION	Use a knife to safely chop Grate and peel using thick gloves for protection Understand how to stay safe using hot plate Describe a range of healthy foods					
VOCABULARY	Chop, peel, grate, slice, mix, stir					
STICKY KNOWLEDGE QUESTIONS	1. How can we hold a knife safely? 2. What can we do to prepare vegetables for cooking? 3. Why do we need to be careful near a hot plate?					

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SPRING TERM 2 Design and Technology	TOPIC: In the garden	SKILL FOCUS: Mechanisms	DESIGN BRIEF: Minibeasts with movable parts

Design brief: Minibeasts with movable parts						
Cross curricular link: Science - insects						
DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Explain how their products will work	Use Busy Things ICT to develop ideas and create a template	Learn how to use a split pin to join paper	Make decisions about tools and equipment to create Minibeast	Use split pins to create Minibeast with movable parts	State what they like and dislike about products
SKILL PROGRESSION	Use shapes to draw Use one-handed tools to cut out a template Colour inside lines Use split pins to join paper Understand the fragility of joining paper					
VOCABULARY	Cut, trace, separate, join, fold, glue, paste					
STICKY KNOWLEDGE QUESTIONS	1. What does a split pin help us do? 2. How can we join paper so a part can move? 3. How can we test whether our minibeast moves?					

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SUMMER TERM 1 Design and Technology	TOPIC: Marvellous machines	SKILL FOCUS: Digital world	DESIGN BRIEF: Design a vehicle with a seatbelt to transport an egg safely
Design brief: Design a vehicle with a seatbelt to transport an egg safely			
Cross curricular link: RHE - Safety			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Review existing vehicles, describing and analysing for purpose	Use ICT to generate ideas for own vehicle	Understand how to use tools and techniques to secure an object	Choose own materials and give reasons for choices	Cutting and joining materials with increasing independence	Review how well their seatbelt secured the egg
SKILL PROGRESSION	With support: Log into a simple programme Use the mouse to move the cursor Make decisions involving font, colour and shape Print design and understand it can be collected from the physical printer					
VOCABULARY	Log on, log off, cursor, mouse, tools					
STICKY KNOWLEDGE QUESTIONS	1. How can we use a mouse to make a design? 2. What can we use to join materials together? 3. How can we check whether the seatbelt keeps the egg secure?					

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SUMMER TERM 2 Design and Technology	TOPIC: Under the sea	SKILL FOCUS: Structures	DESIGN BRIEF: Create a container that transports 1 litre of water
Design brief: Create a container that transports 1 litre of water			
Cross curricular link: English - Billy's Bucket			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Use ICT to research vessels to transport water	Sketch ideas, describing choices	Joining materials using flange and slot techniques	Explain choices for materials based on properties	Cut and join junk modelling materials to reach desired effect	Evaluate usefulness of product and suggest improvements
SKILL PROGRESSION	Describe properties of a range of materials Make choices about how to join materials using taught techniques Use scissors with care and accuracy					
VOCABULARY	Waterproof, plastic, absorbent, material, litre, millilitre					
STICKY KNOWLEDGE QUESTIONS	1. What makes a material suitable for holding water? 2. How can we use a flange or slot to join materials? 3. How can we test whether our container holds water without leaking?					

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AUTUMN 1 – EYFS

EYFS unit: Who am I? | Voice, listening and percussion

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing with actions	I can sing and join in with actions.	Knowledge: Songs have words and melodies; actions can help us remember them. Skill: Join in familiar songs and match actions to words.	song / sing / voice / action	Notice whether children recall a familiar action or phrase when the song is repeated.
Week 2	Starting and stopping together	I can follow hand signals to start and stop.	Knowledge: A leader's signal tells musicians when to begin and finish. Skill: Watch and respond to start-and-stop cues.	start / stop / signal / leader	Revisit the cue later: can the child stop and start without a verbal reminder?
Week 3	Listening and responding	I can listen and respond to instructions in music.	Knowledge: Listening helps us notice when music starts, stops or changes. Skill: Listen and respond to a simple musical instruction.	listen / sound / quiet / respond	Ask children to show a start or stop they hear; observe their response.
Week 4	Exploring body percussion	I can explore body percussion.	Knowledge: We can make sounds by clapping, tapping and stamping. Skill: Copy and invent a short body-percussion sound.	clap / tap / stamp / body percussion	Can the child copy a clap–tap pattern, then choose a sound of their own?
Week 5	Exploring percussion instruments	I can name and explore some percussion instruments.	Knowledge: Percussion instruments sound when shaken, tapped or struck; each has a different sound. Skill: Name and safely explore familiar instruments.	percussion / drum / shaker / tap	Ask the child to name an instrument, play it safely and describe its sound.
Week 6	Remembering how to play	I can recall names of percussion and how to play.	Knowledge: We can remember an instrument by its name, sound and how it is played. Skill: Recall and demonstrate familiar percussion techniques.	instrument / shake / tap / strike	Retrieve Week 5 learning: can the child name and demonstrate taught instruments?

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AUTUMN 2 – EYFS					
EYFS unit: Festivals and Celebrations | Nativity songs, beat and performance					
Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Learning Nativity songs	I can learn and join in with Nativity songs.	Knowledge: A song has words and a tune that can be remembered through repetition. Skill: Join in familiar Nativity songs and recall phrases.	song / sing / tune / Nativity	Listen for recall of a familiar phrase or action after a gap.
Week 2	Playing to the beat	I can play percussion, keeping the beat of the music.	Knowledge: A beat is the regular pulse we can feel in music. Skill: Tap or play along to a steady beat with support.	beat / steady / tap / percussion	Can the child find and maintain the beat briefly when the song is repeated?
Week 3	Learning repeated dance movements	I can learn a simple dance with repeated movements.	Knowledge: Dance movements can be arranged in a sequence and repeated. Skill: Copy and recall a short series of actions.	dance / move / repeat / sequence	Can the child repeat two or three movements in the correct order?
Week 4	Singing and dancing together	I can sing and dance in time to the music.	Knowledge: A shared beat helps us sing and move together. Skill: Combine familiar song words with actions in time.	sing / dance / beat / together	Observe whether the child recalls actions and moves with the group beat.
Week 5	Rehearsing Nativity songs	I can sing and dance to a collection of Nativity songs.	Knowledge: Rehearsing means practising to remember what comes next. Skill: Recall songs, movements and start-and-stop cues.	rehearse / remember / cue / song	Ask children to show what comes next without an adult demonstrating.
Week 6	Performing the Nativity	I can perform a Nativity.	Knowledge: A performance shares practised songs and movements with an audience. Skill: Take part in a group Nativity performance.	perform / audience / sing / dance	Notice independent recall of a song or action, not just willingness to join in.

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SPRING 1 – EYFS					
EYFS unit: Animal adventures | Musical patterns and conducting					
Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Exploring instruments	I can explore ways to play an instrument.	Knowledge: An instrument can sound different when it is shaken, tapped or struck. Skill: Compare and safely explore ways of playing.	instrument / shake / tap / sound	Can the child demonstrate two different sounds using one instrument?
Week 2	Creating musical patterns	I can create musical patterns.	Knowledge: A musical pattern is an order of sounds that can be repeated. Skill: Copy, create and repeat a short sound pattern.	pattern / sound / repeat / rhythm	Can the child repeat a modelled pattern and then invent their own?
Week 3	Following a conductor	I know the role of a conductor and can follow instructions.	Knowledge: A conductor gives visual signals so musicians start and stop together. Skill: Follow simple conductor cues.	conductor / signal / start / stop	Retrieve Autumn 1 cues: can the child follow a conductor without words?
Week 4	Conducting my peers	I can conduct my peers.	Knowledge: Musicians watch a conductor to play together. Skill: Lead others using clear start-and-stop signals.	lead / conductor / together / signal	Can peers respond to the child's signals, and can the child explain them?
Week 5	Combining songs and actions	I can combine songs with simple actions.	Knowledge: Actions can match song words and help us remember the beat. Skill: Sing and select matching actions.	song / action / beat / move	Can the child recall and perform an action sequence from earlier learning?
Week 6	Combining song and dance	I can combine song with dance.	Knowledge: Singing and movement can be combined to express a song. Skill: Perform a familiar song with a remembered dance.	dance / sing / perform / movement	Observe recall of the song and movements, including start-and-stop cues.

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SPRING 2 – EYFS

EYFS unit: In the garden | Sound effects, movement and dance

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Describing musical changes	I can describe changes in music I hear.	Knowledge: Music may change in speed (tempo), loudness (dynamics) or sound. Skill: Listen and identify an audible change.	listen / fast / slow / loud / quiet	Play contrasting extracts; can the child describe what changed?
Week 2	Creating sound effects	I can use instruments to create sound effects.	Knowledge: Instruments can make sound effects that represent events in a story. Skill: Choose and explain a suitable sound.	sound effect / instrument / story / choose	Ask why a chosen instrument suits a particular story event.
Week 3	Recording sounds with marks	I can make marks to record sound effects.	Knowledge: A mark or picture can stand for a sound and help us remember it. Skill: Draw symbols for chosen sounds.	mark / symbol / sound / record	Can the child explain a mark and play the sound it represents?
Week 4	Moving in time	I can move in time to the music.	Knowledge: The pulse is the steady beat we can move to. Skill: Move to a regular beat with support.	move / beat / pulse / steady	Revisit Autumn 2: can the child find the beat and move with it?
Week 5	Singing and dancing in time	I can sing and dance, keeping in time to the music.	Knowledge: A shared pulse helps singers and dancers stay together. Skill: Sing and move in time with a group.	sing / dance / steady / together	Observe whether the child keeps a familiar action in time for a short phrase.
Week 6	Performing a four-step dance	I can perform a four-step choreography with dance to an audience.	Knowledge: A dance sequence has movements in a chosen order. Skill: Recall and perform four steps with appropriate support.	sequence / step / rehearse / audience	Can the child recall the sequence and explain what comes next?

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SUMMER 1 – EYFS					
EYFS unit: Marvellous machines | Musical storytelling and sound effects					
Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Choosing story sounds	I can make choices about sounds to accompany a story.	Knowledge: Sounds can suggest a story character, action or event. Skill: Select and explain sounds for a story.	story / sound / choose / character	Can the child justify a choice using a sound quality such as loud or quiet?
Week 2	Recording musical ideas	I can make marks to record musical creations.	Knowledge: A picture or mark can represent a musical sound. Skill: Make and explain symbols for chosen sounds.	mark / symbol / sound / remember	Ask the child to use a mark to recall and reproduce its sound.
Week 3	Adding sound effects to a story	I can make marks to add sound effects to a story.	Knowledge: Sound symbols can be placed in story order. Skill: Match sounds and marks to events in a sequence.	sound effect / story / symbol / order	Can the child place symbols alongside the correct story events?
Week 4	Following my sound marks	I can follow marks I have made to perform sound effects to a story.	Knowledge: Following symbols in order helps us play sounds at the right time. Skill: Use own marks as cues for a sound sequence.	follow / mark / cue / perform	Can the child follow their marks without an adult telling them when to play?
Week 5	Singing with sound effects	I can sing a nursery rhyme, playing sound effects in time.	Knowledge: Sound effects can be added at chosen moments while a rhyme continues. Skill: Sing and play sounds on cue.	rhyme / sing / sound effect / beat	Observe whether the child recalls the cue and plays at the right moment.
Week 6	Performing a musical story	I can perform a nursery rhyme, playing sound effects in time.	Knowledge: Rehearsal helps a group remember its parts and perform together. Skill: Perform a rhyme with planned sound effects.	perform / audience / rehearse / together	Can the child remember their sound, cue and turn in the performance?

ST PHILOMENA'S PRIMARY SCHOOL
EXPRESSIVE ART AND DESIGN MEDIUM TERM
PLANNING EYFS

SUMMER 2 – EYFS					
EYFS unit: Under the sea | Call and response, dance and performance					
Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing call and response	I can sing call and response.	Knowledge: In call and response, one musical phrase is followed by an answer. Skill: Listen and sing a short response.	call / response / listen / sing	Can the child respond after the call without singing over it?
Week 2	Singing melodic shapes	I can sing a melodic shape with limited pitch.	Knowledge: Pitch tells us whether a sound is high or low; a melody has a sequence of pitches. Skill: Copy simple high-and-low vocal patterns.	pitch / high / low / melody	Can the child identify and echo contrasting high and low sounds?
Week 3	Anticipating musical changes	I can anticipate changes to play my instrument in time.	Knowledge: A musical cue tells us when to join in or stop. Skill: Listen for a change and play at the correct moment.	listen / change / cue / instrument	Retrieve conducting: can the child start on a familiar visual or musical cue?
Week 4	Choreographing repeated dance	I can choreograph a dance with a repeat pattern.	Knowledge: A repeated dance pattern uses the same movements in the same order. Skill: Create and repeat a short dance sequence.	dance / pattern / repeat / create	Can the child repeat their own sequence and identify its repeating part?
Week 5	Teaching my dance	I can teach my dance to peers.	Knowledge: We can help others learn a movement pattern by showing its order. Skill: Demonstrate and teach a dance to a peer.	teach / copy / sequence / partner	Can a partner copy the child's sequence after watching?
Week 6	Performing for parents	I can perform to our parents.	Knowledge: A performance shares rehearsed music and movement with an audience. Skill: Recall and present familiar songs and dances.	perform / audience / sing / dance	Observe independent recall of songs, movements and cues in the performance.