

EYFS Links to Art

We ensure that the curriculum in EYFS covers the Early Learning Goals set out in the EYFS Framework, paying particular attention to Physical Development and Expressive Art & Design. However, we are also steered by the children's fascinations ensuring that our curriculum is designed to meet the needs and interests of the children. Through observations and continuous discussions with the children about their learning, planning is adapted accordingly. The curriculum is designed to be taught using both adult-led learning, child-led learning as well as a carefully planned and enhanced continuous provision that encourages the children to revisit and remember previously taught skills and knowledge, preparing the children for their transition into Key Stage 1.

Development Matters What the children learn in Reception	Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility. Expressive art & Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.					
Early Learning Goals	Physical development - Fine Motor Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing. Expressive Art & Design 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.					
	Autumn 1 - It's good to be me	Autumn 2 - Celebrations	Spring 1 - Whatever the weather	Spring 2 - Past, Present and Future	Summer 1 - A bug's life	Summer 2 - The Next Chapter
Design & Technology Skills	Fine motor development Print - fingers, stampers Drawing Before teaching children the correct pencil grip and posture	Transient Art - natural art Andy Goldsworthy Rangoli patterns Printing Use different forms of media to create bonfire and firework pictures.	Painting Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with	Painting/Collage Create shape pictures inspired by the artist Paul Klee Compare with Kandinsky - encourage the children to	Drawing/Painting Georgia O'Keefe - flower paintings Observational drawings and painting with water colours.	Consolidate and refine previously taught skills and techniques independently Drawing Self-portraits- identify progress

	for writing, or how to use a knife and fork and cut with scissors, check: that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers that they can move and rotate their lower arms and wrists independently Self portraits Printing Repeating patterns Kandinsky	Use templates and stencils with paints and sponges Wax crayon rubbings Print - outlines Paint - different brushes, different surfaces Collage Christmas Cards - cut and stick	step-by-step guidance when appropriate. Colour mixing - Mix it up by Herve Tullet Explore mixing colours using powder paints outdoors.	identify similarities and differences.	Printing Use flowers and leaves to explore printing. Children learn and develop skills for sketching and blending. .	from beginning of the year. Children explore using paints on different surfaces and in different ways eg different coloured, textured, size and shaped paper.
Exploring and developing ideas This is ongoing throughout the year. We are continuously, revisiting skills and knowledge to support the children's understanding.	Take opportunities in class to highlight a child's interests, showing you know them and about them. Undertake specific activities that encourage talk about feelings and their opinions. Provide opportunities to work together to develop and realise creative ideas. Have high expectations for children following instructions, with high levels of support when necessary. Make sure children are encouraged to listen to each other as well as the staff. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it?" Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.					

Vocabulary	Paint Draw Colour Mark-make Lines Print Artist	Paint Draw Colour Mark-make Lines Print Artist Collage Brushes Shapes Stick	Paint Draw Colour Mark-make Lines Print Artist Mix Primary Secondary Match	Paint Draw Colour Mark-make Lines Print Artist Shapes Compare Print	Paint Draw Colour Mark-make Lines Print Artist Observational Water colour Brushes Sketch Lines blend	Paint Draw Colour Mark-make Lines Print Artist Join Sculpt Form
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