



## Learning in EYFS: What Art & DT Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design
- Communication and Languages

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

Art and Design		
Three and Four Year Olds (Nursery)	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li></ul>



			<ul style="list-style-type: none"> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG On Track- end of year expectations	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

#### How we achieve this throughout the year

We provide the children with daily opportunities to independently access the continuous provision area which is set up to support collage making, drawing & painting, stamping, printing, marbling, constructing using junk modelling, clay, playdough, paper & card and designing. Some of these activities will be set out on specific days, so as not to overwhelm the children and our spread out between the outside continuous provision and the inside continuous provision.

**Printing-** This has moved up from Year 1 skills progression and will be one of our focused art techniques throughout the year. We will explore different ways of printing using a variety of textures and patterns. Developing simple patterns by using objects such as tops, vegetables, leaves etc. Coin rubbings linking to Queen Elizabeth’s birthday.

#### Focused DT Project

-Design and create a historical toy linking to History topic

#### Focused Food Projects

-Teddy bears picnic- make picnic foods

-Vegetable cutting & Soup making linked to local shop visit and Fairtrade

#### Focused Areas of Continuous Provision

##### Indoors

Construction Area – different tools will be provided throughout the year to ensure coverage of the different skills

Creative – how to use different tools to create different effects, how to create patterns using different resources. Exploring mixing colours

Role Play – Art Gallery

Malleable/Playdough – exploring making patterns in different malleable materials. Create a clay animal and paint thinking of colour and textures.

Snack – colours of the snacks, mixing colours to match, observational drawings

Small World – creating back drops through either drawing or painting

Mark Making/Writing – writing materials to mark-make and draw: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, tools for painting and printing

Reading – non-fiction texts about artists, photograph books, fiction books for stimulus (see supportive texts)

Sand – study texture and how this changes with different amounts of water



Water– explore different types and textures of paints (e.g. thick, runny, powder) and creating different textures (e.g. with sand, sawdust, sugar, salt, washing up liquid, PVA)

### Outdoors

Large Construction – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.

Role Play – gardening shop linked to printing, space rocket using different types of textures & materials

Water – drainpipes, tubes, plastic bottles, pipettes, funnels, coloured water

Outdoor/Woodland – art linked to the seasons

<b>Vocabulary</b>	<b>Examples of Supportive Texts</b>	<b>Assessment</b>
Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques, paint, paintbrush, brush stroke, roll, press, swirl, spread, dab, thick, thin, gentle, firm,	Stick Man – Julia Donaldson Leaf Man – Lois Ehlert Mixed Up Chameleon – Eric Carle Mouse Paint – Ellen Stoll Walsh The Dot – Peter H Reynolds Colour Monster	<ul style="list-style-type: none"><li>• Can children talk about their own work?</li><li>• Can children use tools accurately?</li><li>• Can children mix colours to get desired shade?</li><li>• How do children use colour, design and texture to create their pieces?</li></ul> <ul style="list-style-type: none"><li>• <b>ELG (EAD)</b></li></ul>

