Learning in EYFS

Art

In planning and guiding what children learn, practitioners will 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 between 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			
Three and Four-Year-Olds	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear,etc. • Explore colour and colour mixing.
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 Arts and 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.
ELG On Track – end of year expectations	Physical Development	Fine Motor Skills	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 Arts and Design	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.

Expressive Arts and Design Autumn	Expressive Arts and Design Spring	Expressive Arts and Design Summer
• Children know that colours can be mixed to make new colours. • Children know what the primary colours are. • Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc. • Children enjoy playing with, and using, a variety of materials and fabric. • Children will look closely at the world through real experiences, objects and artefacts. • Children will learn to use a variety of tools and ways of joining different materials	• Children are developing their accuracy when drawing. • Children can blend colours for purpose. • Children can use a paint brush accurately. • Children can collaborate with peers to create a piece of artwork. • Children know some techniques and steps involved in food preparation. • Children can weave with paper and twigs. • Children can decorate a piece of fabric using a variety of techniques, e.g. pens, paint, buttons etc. • Children explore malleable materials e.g. clay, salt dough, playdoh and sand. • Children will be introduced to the use of woodwork area	• Children can create their own designs by using a range of different materials. • Children can create artwork which use different textures. • Children can use a variety of joining techniques in their designs. • Children can evaluate their own work. • Children can improve their own work. • Children can evaluate work by other children. • Children can discuss their work with an adult. • Children make their own props to use in their role play. • Children can use different materials and fabrics to collage. • Children can use a variety of materials to construct sculptures and props for play. • Children confidently use new vocabulary in their play. • Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • Children can work directly from observation and imagination. • Children can choose their own resources and tools.

Continuous Provision – available throughout the day for both focussed and self-chosen learning

- Different paints, paintbrushes, and mark making tools
- Interesting objects that the children can observe, find out how they work, make observational drawings
- Choose resources based on their properties
- Printing materials with guidance on different techniques: pressing, dabbing, overlapping
- Children to paint in a variety of areas on both a small and large scale inside and outside
- Range of different paper for self-selection
- Photographs, pictures, books and stories to stimulate ideas for painting, including colour, textures, patterns and images.
- Paper and pencils/pens/crayons
- Discussions with the children about how they made their painting/drawing, what they used and how they would improve it next time
- Collaborative artwork
- Collage materials available
- Sensory activities e.g. hands in foam, slime, playdoh, salt dough,

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

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

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)

Water/Mud Kitchen – 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)

Woodwork- children are taught to use tools and can freely join pieces together

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 – decorating shop, art gallery (natural)

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