



Art in the Early Years – Expressive Arts and Design

Through Expressive Art & Design children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out.

Children are encouraged to create on both small and large scales. Staff encourage the children to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. Every unit of work covers all of the Early Learning Goals (ELG's) within the Early Years Framework. With children having opportunities to return to skills in order to develop mastery within art. Staff will use a variety of artists and pieces to inspire creativity in the early years.

Three and Four-Year-Olds	Expressive Art & Design	<ul style="list-style-type: none">• 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.• Explore colour and colour mixing.• Show different emotions in their drawings – happiness, sadness, fear etc.
--------------------------	-------------------------	--

	Physical Development		<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of 'screen time'.
	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Transitioning from the EYFS Development Matters to the KS1 Curriculum

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p data-bbox="360 343 929 422">Expressive Arts and Design: Creating with Materials</p> <ul data-bbox="360 438 940 718" style="list-style-type: none"><li data-bbox="360 438 940 614">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<li data-bbox="360 630 940 718">• Share their creations, explaining the process they have used. <p data-bbox="360 734 896 813">Physical Development: Fine Motor Skills</p> <ul data-bbox="360 829 896 917" style="list-style-type: none"><li data-bbox="360 829 896 917">• Begin to show accuracy and care when drawing	<p data-bbox="1030 343 1254 375">Art and Design</p> <p data-bbox="1030 399 1388 438">Pupils should be taught</p> <ul data-bbox="1030 454 1836 1037" style="list-style-type: none"><li data-bbox="1030 454 1836 550">• To use a range of materials creatively to design and make products.<li data-bbox="1030 566 1836 662">• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.<li data-bbox="1030 678 1836 821">• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<li data-bbox="1030 837 1836 1037">• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

Transition from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p style="text-align: center;">Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Human and Physical Knowledge • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ○ Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

What we learn in the EYFS at Green Oaks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details using a range of media.</p> <p>Collage self-portraits.</p>	<p>Provide a range of materials for children to use to create their own picture of a bear.</p> <p>Painting different modes of transport (cars, buses, trains, planes etc).</p> <p>Printing imaginary journeys with train tracks and vehicles with wheels.</p> <p>Snow collages.</p> <p>Making animal face masks.</p>				
Reception	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Observational drawing of leaves, plants.</p> <p>Make Clay diva lamps (Diwali) and rangoli patterns.</p>	<p>Printing – with wheeled vehicles (cars, trains)</p> <p>Drawing – design a car</p> <p>Paint – Mr Gumpy's car</p> <p>Painting with a broom (spaghetti pieces held together)</p> <p>Observational painting</p>				