

Curriculum

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 the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to Art and Design Technology.

Three and Four-Year-Olds (Nursery)	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	<ul style="list-style-type: none"> 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
	Understanding the World	<ul style="list-style-type: none"> Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 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	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. 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

			<ul style="list-style-type: none"> floor. Develop overall body-strength, balance, coordination and agility.
	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. 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 Goal	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> 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	<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. Share their creations, explaining the process they have used.

Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to Art and Design and Technology.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Superheroes	Celebrations	My world	Once upon a Nursery Rhyme	Animal Boogie	A wonderful world
EAD	Exploring and developing ideas, and Evaluating and developing work feed through all areas of art as well as links to relevant artists					
	Drawing / Painting / Printing Portraits Observational drawing linked to Harvest / fruit Using parts of the body to print (finger print etc) Artist: Giuseppe Arcimboldo	Painting / Collage / Texture Colour mixing including light and dark colours Textured art linked to 'owl babies' Artist: Jackson Pollock	Sculpture, drawing, work of artists 3D artwork linked to landmarks / junk modelling Exploring work of artists E.g. Portraits (linked to Leonardo da Vinci) Artist: Leonardo da Vinci, Joseph Thiongo	Sculpture, printing Using clay 3D structures using junk modelling linked to fairy tales Making repeated patterns (such as the wall for Humpty dumpty) Artist: Rachel Whiteread	Texture, printing, drawing, Collage Textured art Animal print Observational drawings Artist: Mary Jo Bowers, Andy Warhol	Sculpture, painting, printing, drawing Using clay Artwork linked to minibeast – spirals using different media, finger printing, butterfly prints etc. Observational drawing Artist: Foster Beigler, Alberto Giacometti
Opportunities for cooking and nutrition	Snack – cutting / preparing fruit, toast etc. Harvest cooking (e.g. apple cake, bread) Fruit salad	Snack – cutting / preparing fruit, toast etc. Christmas themed baking (e.g. mince pies)	Snack – cutting / preparing fruit, toast etc. Food from around the world (e.g. Chinese stir fry, pizza)	Snack – cutting / preparing fruit, toast etc. Linked to stories – porridge, gingerbread etc.	Snack – cutting / preparing fruit, toast etc.	Snack – cutting / preparing fruit, toast etc. Fruit salad linked to 'The very hungry caterpillar'

Progression within Art and Design and Technology

Exploring and developing ideas	Children will have the opportunity to <ul style="list-style-type: none"> Talk about their ideas and what they are doing/made Reflect on what they have done/created (process as well as end product) Begin to think about how they can adapt their ideas
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Evaluating and developing work	Children will have the opportunity to <ul style="list-style-type: none"> Reflect on what they are doing/creating Begin to think about how they can adapt their ideas When things do not go as they expect, they are starting to build resilience and keep trying
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	<ul style="list-style-type: none"> • Explore different methods of joining • Explore a range of different materials and media • Explore a range of different methods and techniques • Explore different pieces of artwork and talking about what they see, feel, like and dislike <p>Key Vocab: work, idea, adapt, joining</p>
Drawing	<p>Children have the opportunity to:</p> <ul style="list-style-type: none"> • Use a variety of media to draw visual elements. line, shape, tone and space. • Use colour for a purpose and with intention • Observational work: Objects, people, self • Draw from memory and imagination. • Use vocabulary of marks. Length, thickness, straight, curved, etc. • Explore textures and different techniques for recording patterns, objects and pictures. <p>Key Vocab: portrait, self-portrait, length, thickness, straight, curved</p> <p>Artists: Giuseppe Arcimboldo, Leonardo Da Vinci</p>
Sculpture	<p>Children have the opportunity to:</p> <ul style="list-style-type: none"> • Experimenting with plasticine, clay, dough, construction kits, 3D junk materials, straws • Select from and use a range of tools and equipment, and use these safely • Use malleable resources to develop skills of rolling, cutting, coiling, pinching etc. • Using clay to make pots, pinch or coil pots. • Making impressions on materials. • Using additive methods- mod roc, plaster of Paris, fillers and subtractive methods • Plan, design, make and evaluation creations through communicating their ideas through talking and drawings • Build structures and explore how they can be adapted to make improvements e.g. stronger, more stable <p>Key Vocab: Join, build, construct, technique/skills such as roll, cut, pinch etc</p> <p>Artists: Alberto Giacometti, Rachel Whiteread</p>

	<ul style="list-style-type: none"> • When things do not go as they expect, they can explore different ways of doing things e.g. joining materials together. • Say what they like or do not like about their own and others work
Painting	<p>Children have the opportunity to:</p> <ul style="list-style-type: none"> • Name colours • Use a wide range of colours. • Explore what happens when they mix colours and what happens when white is added. • Understand how colours come in different shades and tints. • Apply paint in different ways using brushes, sticks, fingers, combs, rollers, knives, sponges etc. • Add sand, glue, sawdust for texture. • Think about colour collections. • Using appropriate vocabulary. • Begin recognizing the emotional aspect of using colour. <p>Key Vocab: colour names, light, dark, equipment (brush, roller, sponge etc.)</p> <p>Artists: Jackson Pollock, Joseph Thiongo</p>
Collage	<p>Children have the opportunity to:</p> <ul style="list-style-type: none"> • Use a variety of materials to make free collage. • Use natural / man made textiles. • Tear and cut paper. • Create pieces of work for a purpose/with a purpose. • Use junk modelling, fabric, paper, foil, etc to make free patterns or pictures. • Use glues, tape, wool etc • Use collage techniques with other media. <p>Key Vocab: collage, glue, stick</p> <p>Artists: Mary Jo Bowers</p>

Textiles	Children have the opportunity to: <ul style="list-style-type: none"> • Explore different textiles • Explore a variety of techniques such as weaving, gluing <p>Key Vocab: Fabric, weaving, over, under, decoration</p>		Printing	Children have the opportunity to: <ul style="list-style-type: none"> • Use a variety of objects to print with to create shapes, pattern and sequences e.g. sponges, blocks, stampers, string. • Use body parts to print (e.g. finger printing, hand prints) • Use fruit and vegetables • Use colours, shapes to create repeated patterns • Develop a range of techniques e.g. printing, pressing, rolling, stamping <p>Key Vocab: colour, shape, printing, pattern</p> <p>Artists: Andy Warhol, Foster Beigler</p>
Work of other artists – This could be incorporated within the other skills	Children have the opportunity to: <ul style="list-style-type: none"> • Learn about different artists and explore their work • Express opinions about the work of artists • Use the work of artists to inspire own work <p>Artists: Giuseppe Arcimboldo, Leonardo Da Vinci, Jackson Pollock, Joseph Thiongo, Alberto Giacometti, Rachel Whiteread, Mary Jo Bowers, Andy Warhol, Foster Beigler</p>		Cooking and Nutrition	Children have the opportunity to: <ul style="list-style-type: none"> • Learn that some foods are healthy and some are unhealthy • Understand the importance of a balanced and varied diet • Understand the importance of good hygiene in the preparation of food • Prepare food by cutting, peeling, chopping • Explore how food can be changed through cooking

Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that Art and Design and Technology is taught within continuous provision.

Creative areas	<ul style="list-style-type: none"> • Exploring different media – paint, pencils, pens, crayons, oil pastels, chalk, pastels etc. • Explore and create 2D art (different media, collage) • Explore and create 3D art (clay, salt dough, playdough, junk modelling) • Making own choice about media / purpose • Create with a purpose as well as returning to artwork to build on and make improvements • Exploring colour and texture with different media • Exploring and using different tools and equipment (scissors, clay/playdough tools, paint brushes etc.) • Use different tools and equipment safely and with control
Junk modelling	<ul style="list-style-type: none"> • Explore and create 2D art (different media, collage) • Explore and create 3D art (clay, salt dough, playdough, junk modelling) • Making own choice about media / purpose • Create with a purpose as well as returning to artwork to build on and make improvements • Exploring colour and texture with different media • Exploring and using different tools and equipment (scissors, clay/playdough tools, paint brushes etc.) • Use different tools and equipment safely and with control
Writing area	<ul style="list-style-type: none"> • Exploring different media – paint, pencils, pens, crayons, oil pastels, chalk, pastels etc. • Making own choice about media / purpose • Create with a purpose as well as returning to artwork to build on and make improvements • Exploring and using different tools and equipment (scissors, pencils, pens.)

Construction area	<ul style="list-style-type: none"> • Use different tools and equipment safely and with control • Explore and create 3D models using a variety of construction resources (Lego, Duplo, wooden blocks etc.) • Making own choice about purpose and equipment • Create with a purpose as well as returning to models to build on and make improvements • Use different tools and equipment safely and with control • Using shapes and objects to create patterns
Maths area	<ul style="list-style-type: none"> • Notice patterns in pictures and resources • Using shapes and objects to create patterns • Using resources and pattern cards to follow, copy and create patterns
Outdoor play	<ul style="list-style-type: none"> • Exploring different media – paint, pencils, pens, crayons, oil pastels, chalk, pastels etc. • Explore and create 2D art (different media, collage) • Explore and create 3D models on a larger scale (large wooden blocks) • Making own choice about media / purpose / resources • Create with a purpose as well as returning to artwork to build on and make improvements • Exploring colour and texture with different media • Exploring and using different tools and equipment (scissors, clay/playdough tools, paint brushes etc.) • Use different tools and equipment safely and with control • Create artwork based on what you see and use natural resources to create own artwork

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

Playing and exploring	Motivation	Critically thinking
Finding out and exploring <ul style="list-style-type: none"> • I show curiosity about objects, events and people. • I am showing particular interests. • I engage in open-ended activities. • I use my senses to explore the world around me. 	Achieving what I set out to do <ul style="list-style-type: none"> • I enjoy meeting challenges and not just as a way of getting praise. • I am proud of how I've accomplished something, not just the end result. • I am really pleased when I meet my own goals. 	Having own ideas <ul style="list-style-type: none"> • I am able to think of ideas. • I can find ways to solve problems. • I am able to find new ways to do things.
Playing with what I know: <ul style="list-style-type: none"> • I like acting out my experiences when I play. • I like pretending objects are things that I know. • I like taking on a role when I play. • I like acting out my experiences with other people. 	Keep on trying <ul style="list-style-type: none"> • I believe that if I keep trying or change what I'm doing, it will pay off • I am able to bounce back after difficulties. • I stick with an activity even when challenges arise. 	Making links <ul style="list-style-type: none"> • I can develop ideas of grouping, sequencing, cause and effect. • I am able to test my ideas. • I make links and notice patterns in my experience. • I am able to make predictions.
Willing to have a go <ul style="list-style-type: none"> • I can initiate activities. • I like to seek out things that will challenge me. • I like to show a 'can do' attitude. • I enjoy taking a risk, trying new things and learning by trial and error. 	Being involved and concentrating <ul style="list-style-type: none"> • I can keep focussed on my activity for a period of time. • I am able to show high levels of energy and fascination. • I am not easily distracted. • I am able to pay attention to details. 	Choosing ways to do things <ul style="list-style-type: none"> • I am able to check how well an activity is going. • I can plan, choose how to approach a task, solve a problem and reach a goal. • I can change my approach or strategy when needed. • I am able to review how well my approach worked.

Evidence of teaching and learning

Art and Design Technology in the Early Years

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcom data