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| **Playing & Exploring - Engagement** | | | **Active Learning - Motivation** | | | | | **Creating & Thinking Critically - Thinking** | | | | |
| * Finding out & exploring * Playing with what they know * Being willing to ‘have a go’ | | | * Being involved & concentrating * Keep on trying * Enjoying achieving what they set out to do | | | | | * Having their own ideas (creative thinking) * Making links (building theories) * Working with ideas (critical thinking) | | | | |
| **ELG (EAD 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  **ELG (PD 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. | | | | | | | | | | | | |
| Focus | Drawing and Painting | | | Printing | | Collage | | Sculpture | | Textiles | | Vocabulary - To be used daily. |
| Nursery  Skills | * 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 * Use a comfortable grip with good control when holding pens and pencils. * Develop their own ideas and then decide which materials to use to express them. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc * Explore colour and colour-mixing * Use large- muscle movements to wave flags and streamers, paint and make marks. | | | * Choose the right resources to carry out their own plan. * Explore colour and colour-mixing | | * Use one-handed tools and equipment, for example, making snips in paper with scissors. | | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Join different materials and explore different textures. | | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. | | * Colour names, painting, drawing, printing, pencil, crayon, pastel, paint, paintbrush, chalk, clay, collage, felt tip, material, cardboard, paper, glue, scissors, pattern, repeated pattern, random pattern, shape, long, short, wavy, straight, round, feel, rough, smooth |
| Nursery Knowledge | **Autumn 1**  Settling In/ Ourselves | **Autumn 2**  Autumn/Celebrations | | | **Spring 1**  Signs of Winter/ Animals in Winter | | **Spring 2**  Growing/ Signs of Spring | | **Summer 1**  Minibeasts / Life Cycles | | **Summer 2**  Africa | |
| * Chooses to make marks. * Beginning to make marks to represent self-portraits or people familiar to them. * Can choose from a variety of basic mark making tools and use them effectively. | * Knows how to use paint brushes effectively to apply paint. * Talks about & mixes colours *ref. autumn colours* * Knows we need to wear an apron before using paint or glue. | | | * Knows how to use scissors *ref. cutting to create snowflakes* * Can create collages using feathers, furry materials … * Can create sculptures by selecting materials *ref. twigs for winter trees, Stickman,* * Explores using playdough *ref. modelling & using cutters to create snowmen, snow balls, snowflakes …* | | * Name and identify basic colours red, blue, yellow, orange, green, purple, black & white * Can print using fruit & vegetables, making decisions about pattern, colours, sizes | | * Knows that when colours are mixed, new colours are made. * Can represent, using paint the movement of minibeasts *ref. a wiggly worm, a buzzing busy bee, a scurrying spider …* | | * Can talk about patterns they observe. * Can select & use mixed-media to represent Africa *ref. hot sunshine, sandy dry grasslands, rainforests* * Can create paintings which express emotions & movement in response to African music | |
| Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Playdough/ Malleable/ Art/ building/ small world and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set. | | | | | | | | | | | | |

Bewsey Lodge Primary School

Foundation Stage Long Term Planning – Art and Design through EYFS

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| **Playing & Exploring - Engagement** | | | **Active Learning - Motivation** | | | | | **Creating & Thinking Critically - Thinking** | | | | |
| * Finding out & exploring * Playing with what they know * Being willing to ‘have a go’ | | | * Being involved & concentrating * Keep on trying * Enjoying achieving what they set out to do | | | | | * Having their own ideas (creative thinking) * Making links (building theories) * Working with ideas (critical thinking) | | | | |
| **ELG (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**  **ELG (PD)**  **- 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.** | | | | | | | | | | | | |
| Focus | Drawing and Painting | | | Printing | | Collage | | Sculpture | | Textiles | | Vocabulary - To be used daily. |
| Reception  Skills | * 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. * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Create collaboratively, sharing ideas, resources and skills. | | | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Create collaboratively, sharing ideas, resources and skills. | | * 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. | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Develop overall body-strength, balance, coordination and agility. * 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. | | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Create collaboratively, sharing ideas, resources and skills. | | Sculpture, charcoal, collage, fabric, primary colour, pattern, repeated pattern, random pattern, texture, form, tone, shiny, fuzzy, lumpy, bumpy, rubbery, wrinkly, soft, transparent, translucent, opaque |
| Reception Knowledge | **Autumn 1**  Settling In/ Ourselves | **Autumn 2**  Traditional Tales | | | **Spring 1**  Wonderful Winter | | **Spring 2**  Let it Grow! | | **Summer 1**  It’s a Small World | | **Summer 2**  Under the Sea | |
| * Can use developing pincer grip to create self-portraits / friend portraits. * Know what a portrait is. * Can use ‘Found objects’ to create faces. * Can to listen for the ‘click’ when replacing a pen lid. * Can replace the glue lid when not in use. | * Create, continue and repeat simple patterns. * Can write own name with some correct letter formation. * Knows what colour scissors they should be using (dominant hand) | | | * Can create 3d model using clay or salt dough. * Can choose from a variety of tools to create desired effects. * Knows how to hold scissors correctly | | * Use a variety of resources to create accurate representation of a flower. * Can use a good pincer grip when holding tools. * Can talk about colour mixing results. * Knows how much paint / PVA glue to apply. | | * Can form most letters correctly. * Knows how use a pair of scissors safely and correctly with developing accuracy. | | * Can design, create and evaluate. * Can talk about what they have created, the tools used and what they did. | |
| Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Playdough/ Malleable/ Art/ building/ small world and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set. | | | | | | | | | | | | |