

## EYFS Curriculum Progression

### Expressive Arts and Design - DT

At Hemington Primary School we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Teaching in the Early Years Foundation Stage is underpinned by the Characteristics of Effective Learning. Design and Technology is an inspiring, rigorous and practical subject, requiring creativity, resourcefulness, and imagination. Children learn to take risks, be reflective, innovative, enterprising and resilient.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils explore and use a variety of media, materials and tools readily within the environment. We call this our 'continuous provision'. Staff plan the learning environment carefully to enable children to apply and extend their understanding in a wide variety of meaningful contexts. We call this our 'enhanced provision'.

A combination of child initiated and adult directed activities give pupils the opportunities to learn to:

- Use different media and materials to express their own ideas
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose
- Make plans and construct with a purpose in mind using a variety of resources
- Develop skills to use simple tools and techniques appropriately, effectively and safely
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines

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### Implementation:

	<b>Learning Experiences</b>	<b>Key Vocabulary and what children need to know</b>	<b>Outcomes</b>
<b>Nursery 2 Year Old Provision</b>	<p>Make and explore dough squeezing, patting, stretching and rolling it.</p> <p>Use a range of chunky construction kits to make simple models.</p> <p>Express ideas using construction toys.</p> <p>Explore, manipulate and play imaginatively with different materials using all of the senses.</p> <p>Self-serve snack and follow hygiene measures with hand washing.</p> <p>Cooking - Join in with cooking activities, following instructions for hygiene and using safety tools.</p>	<p>pat, stir mix, roll squeeze, make build, stack stick, cut</p>	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>



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<b>Preschool</b>	<p>Make, explore and experiment with dough to create forms. Talk about aims and discuss what has been created.</p> <p>Create small world settings for stories using loose parts, natural materials, construction kits and model making materials.</p> <p>Cooking - Join in with cooking activities, following instructions for hygiene and using safety tools.</p> <p>Create simple collages using found objects e.g. leaves, sticks.</p> <p>Explore materials and develop ideas about how you might use them.</p> <p>Join different materials together and explore a variety of textures - den building.</p> <p>Introduce tools in Forest School.</p>	<p>mix, roll cut, chop, make add stick, join together, wash feel, touch, smell, taste, hear</p> <p>rough smooth hard soft snip tap hammer</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>
<b>Reception</b>	<p>Drawing on different surfaces and on different types of paper.</p> <p>Follow design instructions for construction materials.</p>	<p>recipe instructions, mix make join attach materials natural material construct texture</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas</p>



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	<p>Create own dough and explore different textures in dough/clay.</p> <p>Refine ability to create forms using dough or clay – representing objects with increasing skill.</p> <p>Enjoy exploring with a wide range of ‘junk modelling’ and natural materials, making simple forms.</p> <p>Apply simple decorations to a sculpture.</p> <p>Create small world settings that can be returned to, refined and developed over time.</p> <p>Forest School - use tools safely and effectively to design, make and talk about sculptures and models.</p>	<p>skill decorate design improve evaluate change</p>	<p>and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><b>P.D.</b> Use a range of small tools including scissors, paintbrushes and cutlery.</p>
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