

0-3years	3-4years	Reception	ELG	End of Year1
<p><b>Start to make marks intentionally.</b></p> <ul style="list-style-type: none"> <li>- Chalking on the floor</li> <li>- Whiteboards and pens</li> <li>- Pencils and paper</li> </ul> <p><b>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</b></p> <ul style="list-style-type: none"> <li>- Fingers</li> <li>- Cotton wool buds</li> <li>- Dabbers</li> <li>- Paintbrushes</li> </ul> <p><b>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</b></p> <ul style="list-style-type: none"> <li>- Cornflour</li> <li>- Shaving foam</li> <li>- Gloop</li> <li>- Paintbrushes and water</li> <li>- Beep Beep</li> </ul>			<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <ul style="list-style-type: none"> <li>- Child voice</li> </ul>	<p>To use thick and thin brushes.</p> <p>To collage they use a combination of materials that are cut, torn and glued.</p> <p>To sort and arrange materials and mix materials to create texture.</p> <p>To colour (own work) neatly following the lines</p> <p>To use repeating or overlapping shapes</p> <p>To use objects to create prints (e.g. fruit, vegetables or sponges)</p>

	<p>Explore colour and colour-mixing.</p> <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: "How does blue become green?"</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 and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <ul style="list-style-type: none"> <li>- Colour mixing</li> </ul> <p>Clay models, artist</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p>	<p>-</p>	<p>To respond to ideas and starting points.</p> <p>To explore ideas and collect visual information</p> <p>To mix primary colours to make secondary.</p>
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- Envelope puppet

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

- Join strips of paper together
- Character from a story with moving parts

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

- Clay models
- Junk models

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.

		<p>Make</p> <ul style="list-style-type: none"> <li>- Diwali lamps</li> <li>- Diwali cards</li> <li>- Christmas cards</li> <li>- Chinese New Year Lanterns</li> <li>- Mother's Day Card</li> <li>- Easter card</li> <li>- Father's Day Card</li> </ul>		
	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <ul style="list-style-type: none"> <li>- Artist - Paul Horton Houses</li> <li>- Artist- Henri Matisse -The Snail</li> <li>- Artist - Julia Crossland - seaside</li> </ul>		-	<p>To use a combination of shapes and include lines and texture.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>To describe the work of notable artists and designers.</p>

	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <ul style="list-style-type: none"><li>- Talk about being happy and sad. Children show these emotions looking in a mirror. Then draw a happy and sad face.</li></ul> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.</p>			
				Use the basic principles of a healthy and varied diet to prepare dishes

				Understand where food comes from.
<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p> <ul style="list-style-type: none"> <li>- Junk modelling</li> <li>- Clay</li> <li>- Fabrics and materials with different textures</li> <li>- Paper</li> <li>- Card</li> </ul> <p>Appropriate tools and joining methods for the materials offered.</p> <ul style="list-style-type: none"> <li>- Glue</li> <li>- Masking tape</li> <li>- Treasury tag</li> <li>- Split pin</li> <li>- Paperclips</li> <li>-</li> </ul>	<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>Opportunities to explore scale.</p> <ul style="list-style-type: none"> <li>- long strips of wallpaper</li> <li>- child size boxes</li> <li>- different surfaces to work on e.g., paving, floor, tabletop or easel</li> </ul> <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <ul style="list-style-type: none"> <li>- Knitting group</li> <li>- Parkside Community Groups- choir, dance</li> </ul>			<p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>To use rolled up paper, straws, paper, card and clay as materials</p> <ul style="list-style-type: none"> <li>• for sculpture</li> </ul>

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				<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Explore and evaluate a range of existing products</p>
<p>Artist</p> <p>Autumn Term - Paul Horton - Houses</p> <p>Spring Term - Henri Matisse - The Snail</p> <p>Summer Term - Julia Crossland - Coastal Artist - oil pastel seaside</p>				