

EYFS links to NC Art

Art and Design and Technology			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3 /4 year olds: <u>Physical Development (PD) links:</u> - 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. <u>Expressive Arts and Design (EAD):</u> • Explore different materials freely, in order to develop their ideas about how to use them and what to make.	(End of Reception Assessment point) <u>Physical Development:</u> • 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. <u>EAD: Creating with materials:</u> • 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.	Over their time in Pre - School	In Reception...
		Children explore a range of different techniques over the year. Children will know that their movements will make marks and they explore different media and materials for this. Children will learn how to control their movements (hand with brush etc) to create their artwork. They will be able to talk about what they have created and label it eg 'This is mummy'. Children will learn different techniques to make marks. Children will learn and know the names of colours.	Autumn Term: All about me – • Children will know how to draw lines to create shapes and draw representations of themselves and their family. • Children paint self portraits. They observe their features in a mirror and choose to use correct colours to represent their features. • Making their portrait using loose parts in their play. Exploration / Continuous Provision: • Children explore using colour and paint to make marks in different ways with different tools. (cars in paint, marbles, sponges, printing) Let's Celebrate – • Children to know how to manipulate clay using their hands and tools to make a Diwali Diya lamp. They know how to mould the shape using pinch and push methods and they decorate using tools. • Learn about Rangoli patterns and how they are made, exploring colours and textures. Children to recreate their own patterns using different media such as chalks, rice, coloured sand and also in nature using leaves, sticks and bark. <u>ARTIST link:</u>

• 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. <u>Reception</u> <u>PD:</u> • Develop their small motor skills so that		Children will represent their feelings through their artwork. Children will begin to mix colours and explore what happens to the colours as they mix them.	• Yayoi Kasuma: ‘dotty art’ linked to pumpkins. Children learn about the artist and her work. • Children create their own dot, spotty inspired artwork linked to the style of the artist. • Kandinsky – Concentric circles: Children explore colour mixing using water and paints first to see the colours they can make. Children will know the three primary colours and will explore what colours they can make when mixed together. Children learn about the artist and talk about his work and then create their own concentric circle artwork with colours they have mixed themselves. Autumnal Art: Leaf Man • Exploring welly boot area and use wax crayons to do leaf rubbings and explore different textures in nature. • Exploring natural autumnal resources and use these to create a leaf man picture. Spring Term: Our Wonderful World – • Winter and wintery weather – painting with frozen paints and painting on ice. Children to explore and compare experiences. • Observational drawings of Arctic animals and Penguins. Children to use their pencil to make lines and drawings of different animals looking closely at pictures and Once upon a Story – • Sewing – children know how to thread a needle and make a simple stitch onto hessian material. (hearts for Mother’s Day cards)
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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. <u>Reception EAD:</u> • 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.			• Plants and the environment: Children to use a variety of media to create a representation of different flowers. • Observational drawing of different flowers / plants (daffodils, tulips, hyacinths). • Children know how to use their paintbrush to paint with different strokes to create the shape of the flower. Children mix colours for different shades. • Children explore using pastels and watercolours to create their artwork and compare with other paintings they have created. Summer Term: Minibeasts – <u>ARTIST link:</u> • Henri Matisse: The Snail Children know about his artwork and how he ‘painted with scissors’ to create his collage. Children explore this technique to create their own ‘The Snail’ collage. • Andy Goldsworthy: Outdoor Art Children to learn about the artwork of the artist and explore natural resources for art and make different representations outside. Amazing Adventure – • Children will explore different joining techniques such as a flange join, l-brace join, slot join and tab join. They will explore how to use resources such as split pins and treasury tags to connect their work.
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Curriculum Progression for Design and Technology

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Design	Use senses to explore a wide range of familiar products. Take simple products apart and discuss their parts and how they work. Talk about and/or use construction materials, pictures and words to plan and design. Talk about what has been designed in simple terms.	Use knowledge of existing products to support plans for a similar product. Describe, explore and investigate products that have been disassembled. Use construction kits, pictures, templates, mock-ups and captions to plan and design. Talk about and describe the tools and materials needed in order to complete the key tasks within their plan.	Use knowledge of a range of products to inform plans and designs. Talk about and disassemble products and describe their functions. Use simple prototypes, labelled sketched and instructions in their plans and designs. Talk in depth about their ideas and plans and reasons for these choices.	Use research to develop a design criteria that is fit for purpose. Disassemble products and describe their functions in detail. Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes. Support discussions about ideas, plans and designs with relevant information.	Generate plans and designs based on research and ideas that take into account the users' view and the intended purpose. Produce detailed designs and plans using prototypes, commentary and designs which include accurate measurements. Link discussions about ideas, plans and designs to their investigation, disassembly and evaluation of a range of products, describing in detail their parts and functions.	Generate and justify plans, designs and ideas by drawing upon a range of relevant sources of information (including users' views). Produce detailed designs and plans drawn to scale from a range of viewpoints (including annotated sketches, 3D modelling and digital presentations). Discuss ways in which ideas, plans and designs are formed and modify to ensure the design criteria is being met effectively.
Make	Use their senses to explore and talk about materials. Use simple tools and materials with support (using scissors for cutting, tape and glue for sticking). Apply simple finishes e.g. paint, PVA glue glaze. Follow procedures for safety and hygiene.	Explore and talk about the characteristics of an increasing range of materials. Select and use simple tools to cut and join a range of materials. Use a straight edge to mark lines for cutting. Join edge to edge using glue. C Use a hole punch and stapler. Select from a range of materials a finish to improve the appearance of a product. Follow procedures for safety and hygiene.	Select materials and components according to known characteristics and functions. Select and use an increasing range of tools to cut, shape and join materials and components. Use a ruler to measure and mark lines for cutting. Make and use gluing tabs. Make simple paper models, mock-ups and templates. Select an appropriate way to improve the appearance of a product. Follow procedures for safety and hygiene.	Select from and use a wide range of materials and components according to both functional and aesthetic qualities. Select and use tools and equipment to measure, mark out and shape materials and components. Use a hack saw and bench hook safely. Insert paper fasteners for card linkages. Make increasingly complex paper models, mock-ups and templates. Select the most effective finish to enhance the appearance of a product. Follow procedures for safety and hygiene.	Select a range of appropriate tools to cut, shape and join materials and components effectively. Select and use tools and equipment to measure, mark out and shape materials and components accurately. Use a G clamp effectively. Join and combine materials and components in permanent and temporary ways. Make a range of complex paper models, mock-ups and templates. Produce a well-finished product that fulfils the functional and aesthetic design criteria. Follow procedures for safety and hygiene.	Select from and use a wider, more complex range of materials, components and ingredients, taking account of their properties. Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately. Use a drill to make an off-centre hole. Join and combine a range of materials and components using the most effective permanent and temporary way. Make and adapt where necessary complex mock-ups and templates. Identify and apply an appropriate finishing technique to ensure a high-quality end product which meeting the design criteria.

						Follow procedures for safety and hygiene.
Evaluate	Use their senses to explore a wide range of familiar products. Talk about familiar products and what they do- evaluating their purpose. Talk about what has been made and the steps taken to achieve the outcome. Explore and talk about products made by famous inventors, designers, engineers, chefs and manufacturers.	Talk about and describe key features of a range of products. Explore and evaluate a range of existing products. Begin to evaluate the success of the product in terms of function and aesthetic criteria. Explore and talk about products made by famous inventors, designers, engineers, chefs and manufacturers	Investigate and compare a range of similar existing products. Compare and contrast the similarities and differences of products with the same function. Evaluate ideas and products against design criteria; and suggest ways in which products can be improved. Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers have impacted on the development of product design and function, e.g. Dyson.	Investigate and begin to analyse a range of existing products. Use knowledge of similarities and differences between products with the same function to support identification of most effective product. Evaluate ideas and products against own design criteria, taking into account the views of others. Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers have impacted on the development of product design and function, e.g. Dyson.	Investigate and use analysis of existing products to inform own work. Identify from a range the key features and functions needed to create an effective and efficient working product. Give reasons, supported by factual evidence for the success of aspects of a product. Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers have impacted on the development of product design and function, e.g. Dyson.	Use analysis of existing products supported by accurate factual information to inform own work. Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users. Give reasons, supported by factual evidence for the success of aspects of a product and provide considered solutions to resolve those parts that could be improved. Analyse the work of past and present professionals and others to develop and broaden understanding.

Axis, wheels and pulleys	Use junk modelling materials to build boxes. Use simple construction materials to make a vehicle. Explore and use construction kits containing gears.	Deconstruct and reconstruct boxes accurately. Attach wheels to a chassis using an axle, e.g. cotton reels and dowel. Use pencils or tubes as rollers to move an object across the floor.	Construct cubes of different sizes from a net. With support attach a fixed axle to a chassis and add wheels ensuring that they can move freely. Construct a simple pulley using rope over a horizontal bar to raise an object off the ground. Use construction kits with gears to construct a line of gears that turn.	Construct cuboids of different sizes from a net. Attach a fixed axle to a chassis and add wheels ensuring that they can move freely. Construct a pulley that allows a load to travel horizontally along a rope. Use construction kits with gears to mesh gears at right angles.	Describe in detail the way in which an axle and chassis help a vehicle to move. Use a range of different ways to attach an axle to a chassis, e.g. card triangles, drilled holes, cable clips and clothes pegs. Identify, describe and evaluate products that contain pulleys and drive belts. Create pulleys and drive systems that can be driven by motor and computer.	Design and build a working model where the direction of movement can be controlled, e.g. with a chassis with a pivoting axle. Explain how a belt and pulley system can be used to reverse the direction of rotation, and alter the plane of rotation by 90 degrees. Explain how the number of teeth of a gear affects the speed of rotation.
Electrical and mechanical components	Use senses to explore battery powered toys e.g. trains, cars, telephones, microwaves.	Use remote controlled devices e.g. a Beebot, remote controlled vehicle. Talk about electrical equipment in the home e.g. kettle, telephone and microwave.	Talk about how common electrical equipment works e.g. a kettle, telephone, microwave. Talk about electrical safety.	Create simple circuits incorporating batteries, bulbs, buzzers, switches and wires. Explore how a motor works within a circuit, Identify key features of electrical safety.	Explore and program a simple control device. Apply appropriate safety measures when constructing circuits.	Discuss hazards and safety issues associated with electricity Explore and describe how switches can be used in a range of circuits to control components e.g., lights in a lighthouse, a movement sensor in a burglar alarm.
Food technology	Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups e.g. fruit, vegetables, meat. Talk about the changes that take place when food is shaped and mixed. Use basic tools to cut, shape and mix e.g. cutters, whisks, spoons.	Sort and classify food into food groups e.g. dairy, vegetables, cereals, fruits. Talk about what happens when food is heated and cooled. Begin to measure and weigh accurately using spoons and cups. Work safely and hygienically, knowing why we wash our hands.	Sort and classify food to specific food groups e.g. carbohydrates, protein. Begin to measure and weigh using standard units. Discuss the way in which food processing can affect the taste, appearance, texture and colour of food.	Gain an understanding of the ways in which specific food groups apply to the principles of a healthy and varied diet. Begin to convert units of measure e.g. grams – kilograms, kilograms-grams. Select the appropriate methods and equipment for measuring	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed, Talk about the impact of changing proportions in a recipe and begin to use knowledge of food and cooking to help them generate own recipes. Understand and apply the principles nutrition and health including the implications of excess and deficiency.	Convert measure and weigh using standard and imperial units, Understand the source, seasonality and characteristics of a broad range of ingredients. Become competent in a range of cooking techniques e.g. selecting and preparing ingredients, application of heat, seasoning dishes and combining ingredients.

Mechanisms	Explore and talk about books containing flaps and moving pictures, Construct a simple slider with support. Construct a simple lever with support.	Deconstruct a simple slider and describe how it works. Construct a simple slider independently. Make a lever by joining card using paper fasteners.	Deconstruct a range of sliders and describe how they work. Construct more complex sliders. Join levers to make linkages to create moving parts. Construct a simple pneumatic system with one moving part.'	Deconstruct and reconstruct a range of sliders and levers. Vary the position of the pivot point to lift a load using a lever.	Combine sliders and levers to produce horizontal and vertical movements. Combines sliders and levers to produce a range of movements.	Use a range of technical vocabulary to describe the properties and functions of mechanisms. Choose a range of sliders and levers accurately to create a range of effects. Analyse and evaluate the efficacy of pneumatic systems.
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<i>Structures</i>	Explore and investigate a range of simple large-scale construction materials e.g. cardboard boxes. Explore building bridges and towers using large and small-scale construction materials. Make simple 2D structures,	Construct a range of simple structures using simple construction kits. Make a simple card hinge.	Make a structure more stable by widening the base. Make a square frame from strip wood and triangular card joints. Strengthen 2D frames by adding diagonal bracing struts. Use materials to make simple joints e.g. glue, tape and paper clips.	Deconstruct and assemble the nets of a range of basic 3D shapes. Join 2D frames to create 3D structures. Make rectangular frames, reinforcing with cross braces.	Reinforce and strengthen 3D framework using the concept of triangulation. Explain in detail why some structures are not stable. Use a range of materials to make joints e.g. card, elastic bands.	Create nets accurately including the addition of gluing tabs. Build a range of structures using a wide range of effective materials. Use a range of methods to strengthen 3D structures and frames. Investigate, measure and record the load tolerance of different structures and find ways to improve their load bearing capacities.
Textiles	Explore, sort and group textiles by texture and colour. Cut and stick fabrics together. Apply simple finishing techniques e.g. Fabric crayons, gluing on feathers.	Talk about and begin to select textiles based on characteristics. Join fabrics using glue, staples and thread. Apply an increasing range of finishing techniques e.g. painting and printing.	Talk about the similarities and differences between textiles based on their characteristics. Begin to use a simple pattern. Cut and join fabrics using a running stitch.	Use a simple pattern with increasing accuracy. Cut and join fabrics using buttons and bond web. Decorate fabric by applying beads and sequins.	Make and use a simple paper pattern. Join fabric using buttons, tie clasps or press studs. Use a wide range of simple finishing techniques. Cut and join fabric using the backward stitch.	Make and use a paper pattern that includes a seam allowance. Cut and join fabric using a range of stitches including the over stitch. Identify the most effective finishing techniques in order to maximise the aesthetic value of the product.