

# Art and Design & Technology Readiness for Year One

## EYFS Statutory Educational Programme – 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.

## EYFS Statutory Educational Programme – Physical Development

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Within the Reception year children will be learning to:	Statutory Framework Early Learning Goals	Key Stage One National Curriculum Objectives
<p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning. Refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. e.g. pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons</li> </ul> <p><b>Artists</b></p> <p>Autumn Term: Monet – The Poppy Fields</p> <p>Spring Term: Kandinsky – Concentric Circles</p> <p>Summer Term: Van Gogh – The Sunflowers</p>	<p><b>Physical Development:</b></p> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul> <p><b>Understanding of the World:</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p><b>Design and Technology</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against</li> </ul>
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design criteria.

**Technical Knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

**Cooking and Nutrition**

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from.