



## Art EYFS to KS1 bridge

Art				
EYFS Curriculum		How this is achieved through our drivers		Art Key Stage 1
Three and Four-Year-Olds	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a pencil for name writing.</li> <li>• Support children to explore the wide variety of materials in the creative space.</li> <li>• Weekly Physical Development mornings with a focus on fine motor and gross motor skills.</li> <li>• Continuous provision allows access to scissors at all times.</li> <li>• Using tools to create textures in playdough.</li> <li>• Explore finger painting to create a starry night picture.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make product.</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>• Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Self portraits</li> <li>• Make marks whilst listening to music to express feelings</li> <li>• Show emotions of characters from stories when painting</li> <li>• Use different materials to make a house for the Three Little Pigs</li> <li>• Explore colour mixing through making shades for fire, shades of</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• blue for the sea, frogs, the Three Little Pigs and the wolf.</li> <li>• Create firework pictures through colour mixing.</li> <li>• Draw scenes from favourite stories on a small and large scale.</li> <li>• Use wax rubbings to create different textures for the Three Pigs Houses.</li> <li>• Create a collage of houses using a variety of materials.</li> <li>• Explore printing to create bricks for houses.</li> <li>• Experiment with the textures of salt dough to create fossils.</li> </ul>	
<b>Reception</b>	<b>Physical Development</b>	<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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Physical Development mornings with a focus on fine motor and gross motor skills.</li> <li>• Continuous provision allows access to scissors at all times.</li> <li>• Direct teaching of good posture during adult focused sessions.</li> <li>•</li> </ul>	



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	<b>Expressive Arts and Design</b>		<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>	<ul style="list-style-type: none"> <li>• Observational paintings of Sunflowers using Vincent Van Gough as inspiration.</li> <li>• Observational drawings of tadpoles through stages of development.</li> <li>• Paint pictures of characters and settings from our favourite stories.</li> </ul>	
<b>Early Learning Goal</b>	<b>Physical Development</b>	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching of letter formation.</li> <li>• Continuous provision allows for a variety of tools to be used in their own designs.</li> <li>• Observational paintings of Sunflowers using Vincent Van Gough as inspiration.</li> <li>• Observational drawings of tadpoles through stages of development.</li> <li>•</li> </ul>	



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	<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<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>	<ul style="list-style-type: none"><li>• Create a winter scene through painting and sketching.</li><li>• Circle time opportunities for children to discuss their creations and their decision making.</li><li>• Marbling techniques to create planets.</li><li>• Transient art using natural materials.</li><li>• Use wax resist painting techniques.</li><li>• Use chalk to create galaxies.</li><li>• Add detail to pictures by careful observation.</li><li>• Exploring a range of media throughout the EYFS.<ul style="list-style-type: none"><li>– pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material</li></ul></li><li>• Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.</li></ul>	
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