

Randlay Primary School and Nursery



'Working Together as One'

Art and Design Policy

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1 Rationale

Art plays a vital role in stimulating creativity, imagination, and originality in children. The purpose of art education is to equip students with the skills, concepts, and knowledge needed to express their ideas and experiences visually and tactilely. As Pablo Picasso once said, "Every child is an artist," and at Randlay we use this quote as the backbone for our Art curriculum. We strive to nurture this belief, empowering children to communicate their observations, feelings, and thoughts through color, texture, form, pattern, and a variety of materials and techniques throughout their time at Randlay.

We wholly believe that Art and Design is a skill that should be developed and encouraged. Children should have the opportunity to explore ideas and meanings through the works of artists and designers. While Art and Design can be integrated with other areas of the curriculum, it is essential that it retains its creative foundation and its own unique skills and techniques. Whenever possible, we aim to link art projects to other subjects, allowing children to develop specific art skills while reinforcing those they have already learned.

2 National Curriculum Aims

Purpose of study:

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.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

3 Intent

At Randlay Primary School and Nursery, we recognise Art and Design as a vital component of our students' entitlement to a broad and balanced curriculum. One of our school's core values is 'creativity' and that is prevalent in our curriculum offer. Our Art curriculum reflects our commitment to creativity, aiming to

challenge, engage and inspire our learners. We strive to equip our pupils with the knowledge and skills to experiment, innovate and create their own works of art, craft, and design.

We believe that art and creativity are essential parts of children's education, offering them opportunities to develop a range of skills while expressing their unique creativity. Through our Art curriculum, pupils make connections to various art movements and styles from different periods in history, broadening their understanding of artistic development. Within each skill we explore, we ensure that pupils engage with the work of an influential artist. These artists are carefully selected from a breadth of cultures and are categorised into three groups: Contemporary Artists (1970s and beyond), Modern Artists (1860 to 1960), and Traditional Artists (Pre-1860). This approach allows our pupils to gain a deeper understanding of the diverse evolution of art across time and culture.

Following the guidance of the National Curriculum, we focus on developing proficiency in areas such as sketching, painting, collage, and sculpture. Each year, we structure our Art curriculum into three blocks across the three terms, allowing pupils to explore different aspects of art throughout the year. Within each unit, we break down and focus on the 7 key elements of art: Line, Shape, Form, Space, Colour, Texture, and Value. Our goal is to foster a deep understanding and appreciation of art and design, while enhancing pupils' skills across these areas and ensuring they have a well-rounded grasp of the fundamental building blocks of art.

At Randlay Primary School, we use Art Portfolios to document and showcase the artistic journey of our pupils from Year 1 to Year 6. These portfolios follow each student throughout their time at school, providing a comprehensive record of their progress and development in art. As pupils move through the years, their portfolios demonstrate a breadth of skills, techniques and creativity, capturing the growth and refinement of their artistic abilities. The Art Portfolios offer both students and teachers a valuable tool for reflection, enabling them to track achievements, identify areas for improvement, and celebrate individual artistic accomplishments.

In addition, we aim to explore cultural heritage by studying diverse artists and designers from different cultures and historical contexts. This approach encourages pupils to appreciate the global influence and evolution of art.

Ultimately, our Art curriculum empowers students to create meaningful artwork and share their creations with others. They will showcase their skills and progress through personal Art Portfolios, enabling them to reflect on and celebrate their artistic journey.

4 Implementation

The teaching and implementation of the Art and Design curriculum at Randlay Primary School and Nursery is grounded in the objectives of the National Curriculum. We have carefully mapped the substantive and disciplinary knowledge that children will develop across each art theme to ensure clear progression throughout the phases. Although all students across the school engage in the same art skill each half term, each unit is adapted to connect with our rich curriculum topics. This ensures that our chosen art themes are closely aligned with the children's units of work, promoting consistency in our two-year rolling program while enriching their overall learning experience.

We alternate between art and design and design technology (DT) each half term, allowing students to complete one unit of art per term. During the half terms when art is not the focus, we offer standalone creative lessons that enhance their learning experience, such as special projects like the Black History art project. This approach ensures that students continue to engage with creative practices throughout the year, fostering a well-rounded artistic education.

Each term, we focus our units on developing both substantive and disciplinary knowledge in key areas of art, including drawing, painting, collage, sculpture, and printing. This allows pupils to build essential skills in their personal portfolios throughout the year. We emphasise artistic experiences by providing a variety of creative opportunities, helping students understand the context of their artwork and the influential artists behind it, while also supporting vital cross-curricular connections.

In their Art education, pupils will explore the work of individual artists and various art movements, focusing on key processes such as drawing, painting, printing and sculpture. Each unit is anchored by several artists ranging from contemporary artists from the 1970s onward, modern artists from 1860 to 1960, and traditional artists from pre-1860. This structure enhances their skill development and allows them to express their creative imagination while deepening their understanding of diverse artistic styles.

Our Art curriculum is supported by access to high-quality resources, appropriate tools and a clear understanding of techniques, all of which help students build confidence in using various media. We have coordinated whole-school projects, like our Queen Elizabeth II jubilee piece, King Charles coronation piece and 3 Bs display, applying the high-quality skills they have learned to create a collection of work for the community to showcase.

Recognising that children learn best through well-planned activities, we ensure that our mapped-out cycles and coverage are followed closely. This prevents repetition of techniques and promotes the building of prior knowledge. As the National Curriculum states, "as pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design." Therefore, adherence to our progression grids is essential for fostering students' growth and understanding in the subject and we ensure that each key stage develops upon the knowledge learnt in the previous stage.

5 Cross Curricular Links

Art is a discipline, not just a subject; it's a lens through which we can explore the world, ask questions, and develop ideas. This investigative nature of art allows for a rich integration with many other curriculum areas, enhancing overall learning. Positioned uniquely within the school curriculum, art provides opportunities to engage with and explore a wide range of issues that connect with other subjects. If we view art as a versatile discipline or tool, it can serve as a bridge to almost any topic. It is the responsibility of class teachers to create these connections, broadening and enriching pupils' experiences. Importantly, all links must align with the objectives of the National Curriculum to ensure a cohesive educational approach.

6 Extra-Curricular Art

In addition to our vibrant Art & Design curriculum, we offer engaging after-school clubs such as our Art club, Craft club and Sewing club which caters to students of various ages. These club have garnered enthusiastic participation, providing a fantastic opportunity for children to further explore their creativity, experiment with different techniques, and collaborate with peers in a supportive environment. It fosters a love for art beyond the classroom, allowing students to delve deeper into their artistic interests and talents.

7 Differentiation

The teaching of Art and Design must consider the diverse abilities, attitudes, and individual needs of our students. As such, art lessons are designed so they can be easily adapted and differentiated by outcome, allowing each child to engage at their own level. If a particular skill or activity is deemed unsuitable for a child or group, we will carefully plan alternative approaches that better align with their needs and strengths. This ensures that all students can participate meaningfully in the creative process and develop their artistic abilities in a supportive environment.

8 Key Stages

8.1 EYFS

At Randlay Primary School, our Early Years Foundation Stage (EYFS) curriculum focuses on the exploration of Expressive Arts and Design, providing children with opportunities to express themselves creatively through a variety of media and techniques (see appendix 16.2 and 16.3). We have developed a cycle curriculum that follows the guidance from Birth to 5 Matters and Development Matters, ensuring that children engage in a range of artistic experiences that nurture their imagination, creativity, and fine motor skills. The curriculum is designed to build progressively, with each block of learning laying the foundations for future artistic development and preparing children for the more formal

learning that takes place in Year 1. By offering a rich variety of creative activities, from drawing and painting to music and dance, we aim to foster a love of the arts and encourage children to communicate and express their thoughts and ideas in diverse and imaginative ways.

Our two key focuses under the Being Imaginative umbrella are:

1. Being Imaginative (Art) – Children explore drawing, painting, printmaking, and the use of texture, colour, and pattern to express their creativity and ideas.
2. Creating with Materials (Design) – Children engage with various materials to design and create, developing their skills in construction, experimentation, and problem-solving through hands-on activities.

In Reception, children have the opportunity to engage in a wide range of expressive arts activities, developing their creativity and fine motor skills throughout the year. They will explore drawing using various mark-making tools such as pencils, chalk, and pastels, and begin to use different lines (e.g., thick, thin, wavy, straight) to express their thoughts and feelings. In painting, children will experiment with a variety of materials, such as ready-mix paints, finger paints, and powder paints, and use everyday objects like cotton reels, sticks, and brushes to create shapes and marks. They will also begin to understand colour mixing and combine materials to add texture to their work. In sculpture and form, children will explore different modelling materials like salt dough, clay, and junk materials, using everyday objects to make marks and shapes. Finally, through printing, they will experiment with tools and objects to create prints and patterns. These activities are designed to support children's artistic expression, encourage problem-solving, and foster their imaginative thinking.

In EYFS at Randlay Primary School, assessment is primarily carried out through careful observations of children's engagement with learning and their development over time. Teachers observe how children interact with materials and express their creativity during activities. These observations are then measured against the outlined Early Learning Goals (ELGs) to assess progress.

For the Creating with Materials ELG (see Appendix 16.4), children at the expected level of development will safely explore and experiment with a variety of materials, tools, and techniques. They will show creativity by experimenting with colour, design, texture, form, and function, and will be able to share and explain their creations. They will also use props and materials in role play, engaging with characters from stories and narratives.

For the Being Imaginative and Expressive ELG (see Appendix 16.4), children will demonstrate their ability to invent, adapt, and recount stories, either independently or with peers and teachers. They will participate in singing well-known nursery rhymes, poems, and stories, and, when appropriate, will move in time with music, showing an understanding of rhythm and expression. These observations, aligned with the ELGs, help ensure that children's creative and imaginative development is tracked and supported in a meaningful way.

Overall, in EYFS we aim to help children to be creative, along with encouraging attitudes of curiosity and questioning. Building on children's interests can lead to them creating amazing inventions or making marks on paper that represent for them an experience or something they have seen. Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.

8.2 Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

8.3 Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

9 Assessment

9.1 The Use of Portfolios

Portfolios are utilised from Year 1 through Year 6 as vital tools for recording, collecting, and exploring ideas related to projects. These portfolios serve as essential personal records for students, allowing them to document their creative journey and develop their artistic thinking. They are also used for assessment, providing teachers with insights into each student's progress and understanding of key concepts and disciplinary/substantive knowledge. Teachers guide students on when and how to use their portfolios effectively, helping them understand their purpose in the creative process while encouraging meaningful engagement with their work.

9.2 Final Pieces and Evaluations

All of our art units are designed to culminate in a final piece, which serves as the primary form of assessment for each pupil. We typically begin each lesson by observing and analysing the work of influential artists, drawing inspiration from their styles without copying them. Following this, we focus on developing the disciplinary knowledge and key elements of art required for the unit, such as colour, tone, line, shape, form and value (the elements of art). This structured approach ensures that students are well-prepared to create their final piece, which reflects their understanding and application of what they have learned. At the end of the unit, students engage in self and peer evaluation of their final pieces, providing an opportunity for reflection and critical self-assessment of their work. This consistent structure across all units reinforces our commitment to thorough skill development and meaningful assessment.

10 Cycle A and B

See Appendix 16.1 for Cycle A and B coverage.

11 Equal Opportunities

At Randlay Primary School and Nursery, we deeply value every pupil and celebrate the diverse backgrounds that enrich our community. We are committed to inclusivity and do not discriminate against anyone; we believe that all children matter and deserve equal opportunities to achieve their best. Our planning and organisation of teaching strategies for each subject are continually reviewed to ensure that no pupil is disadvantaged. This commitment aligns with our Equality and Diversity Inclusion Policy, reinforcing our dedication to fostering an equitable learning environment where all students can thrive. We also ensure that the artists we study are from diverse backgrounds and cultures to ensure our offer is varied and showcases our commitment to inclusivity and celebration of all cultures.

12 Showcase opportunities

Moving forward, we will be using our new website as the primary platform to showcase our art at Randlay. This site provides us with a dedicated art page where we can display the children's work in one centralized location, making it easier for families and visitors to explore and appreciate their creativity. Our art portfolio folders will continue to play a large role in showcasing the children's individual work, offering a more personal way to celebrate their artistic journey. Additionally, we have a display area outside Base 7 and 8 where we hang up artwork for everyone to enjoy. We are also actively exploring new ways to further enhance how we showcase our students' art, ensuring that their efforts are celebrated in even more dynamic and interactive ways. This update reflects our ongoing commitment to highlighting and nurturing the artistic talents of the children in our care.

13 Resources

Our central stock cupboard holds the majority of our Art stock. However, the Art lead

holds a small amount of stock which can be utilised for different projects. We also have Art stations (sinks, paint and trays) located outside of Base 3, 5, and 7. Our aprons are located via size in corresponding bases (Base 10, 9 and 5).

14 Impact

Through our intent and implementation, we hope to foster creativity and ensure that this important value underpins our Art curriculum. Our learners take ownership and are proud of their skills development demonstrated in their sketchbooks. They display their work across all art forms and are able to articulate their preferences confidently.

15 Monitoring and review

The subject leader will monitor the teaching of Art and Design, supporting all teaching staff with updates and resources throughout the year. This policy will be reviewed every two years.

16 Appendices

16.1 Appendix Cycle A and B

Cycle A				
Term	KS1	LKS2	UKS2	Other Opportunities for Art
Autumn	Drawing - Sketching	Drawing - Sketching	Drawing - Sketching	Black History, Gunpowder Plot, Remembrance Day, Christmas, Diwali, Children in Need
Spring	Collage	Collage	Collage	World Art Day (15th April), Easter, Red Nose Day, World Book Day
Summer	Sculpture	Sculpture	Sculpture	St Georges Day,
Cycle B				
Term	KS1	LKS2	UKS2	Other Opportunities for Art
Autumn	Printing	Printing	Printing	Black History, Gunpowder Plot, Remembrance Day, Christmas, Diwali, Children in Need
Spring	Drawing - Oil Pastels	Drawing - Oil Pastels	Drawing - Oil Pastels	World Art Day (15th April), Easter, Red Nose Day, World Book Day
Summer	Painting - Water Colours/Acrylic	Painting - Water Colours/Acrylic	Painting - Water Colours/Acrylic	St Georges Day,

16.2 Appendix Reception Curriculum:

Expressive Arts and Design							
Throughout the year children will have the opportunity to	Draw	Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe.					
	Painting	Use a range of painting materials e.g. <u>thick thin</u> , ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture.					
	Sculpture and form	Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, clay. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.					
	Printing	Use tools and everyday objects to make marks and everyday prints.					
Being imaginative (Art) Drawing, painting, print making, texture, colour and pattern.	Cycle A	I can explore, use and refine a variety of artistic effects to express my ideas and feelings- drawing and painting self-portraits using drawing pens, pencils and paint. I know how to use a range of mark making tools. I can name primary and secondary colours. I can explore using a variety of tools to make lines- twigs, feathers, string etc. I know about different artists techniques and practise them- Artist Focus-Mondrian.	I know how to make a paint lighter and darker by mixing with black or white. I can explore black and white points on black and white paper. I can investigate shape and silhouettes.	I know how to mix colours in a variety of ways. I know how to manipulate materials to create an effect- clay. I can explore the texture of clay- folding, bending, flattening, rolling. I know how to use tools to create different textures- clay. Pressing shapes into clay tiles to make impressions. I know how to sculpt clay to make press pot. CC-Working with a local artist- clay.	I know how to use pastels to blend colours.	I know how to draw with increasing complexity making observational drawings of plants using pencils and drawing pens.	I can explore printing techniques -printing with a range of everyday objects. - Printing onto fabric. -Exploring patterns. I know how to use a variety of natural materials to create a piece of natural art. I know about art from other cultures-Aboriginal Art.
	Cycle B	I can explore, use and refine a variety of artistic effects to express my ideas and feelings- drawing and painting self-portraits using drawing pens, pencils and paint. I know how to use a range of mark making tools. I know the names of primary and secondary colours. I know about different artists techniques and practise them- Artist Focus-Pollock	I know how to make a paint lighter and darker by mixing with black or white. I can investigate shape and silhouettes.	I know how to mix colours in a variety of ways. I know how to manipulate materials to create an effect- clay. I know how to use tools to create different textures- clay. I know how to sculpt clay to make press pot. CC-Working with a local artist- clay.	I know how to draw with increasing complexity making observational drawings of animals (minibeasts) using pencils and drawing pens. I know about different artists techniques and practise them- Artist Focus-Matisse Snails.	I know how to use pastels to blend colours.	I can explore printing techniques -printing with a range of everyday objects. -Printing onto fabric. -Exploring patterns. I know how to use a variety of materials to create a piece of natural art. I know about art from other cultures-African art-Kente prints.

Creating with materials (Design)	Cycle A	Sliding birthday card (A)	In the Woods-Hibernation boxes (Kapow) (A) Structures (Boats) (B)		Cooking and Nutrition- making soup/smoothie (A/B)	Threading and Ribbons (A/B)	Structures (Boats) A Rainbow salad (B)
		I know how to make a moving picture birthday/Celebration card- using paper sliders. I know how to use tools for a purpose.	I know how to construct using 3D construction materials-Lego, Duplo, wooden blocks to make a new home for the woodland animals- Percy the Park. I know how to use materials thinking about their purpose.	I know how to join junk modelling materials with tape, scissors, glue to design and make a musical shaker. I know how to select and use the appropriate tools for a purpose.	I know how to use a variety of kitchen utensils safely to design and make a healthy drink-smoothie/milkshake. I know how to use some techniques such as mixing, cutting, grating.	I know how to join junk modelling materials, tape, scissors, glue, hole punch, string, paper fasteners- to make fairy tale castle. I know how to join materials using different techniques- flanges, fringing and hinges to join.	I know how to how to use a variety of kitchen utensils safely to design and make fruit salad using garden produce- I know how to use some techniques such as mixing, cutting, grating.
	Cycle B	I know how to make a moving picture birthday/celebration card- using paper sliders. I know how to use tool s for a purpose.	I know how to construct using 3D construction materials- design and make a new a vehicle using construction toys- Duplo, Mobilo, Lego. I know how to use materials thinking about its purpose.	I know how to join junk modelling materials with tape, scissors, glue to make an emergency vehicle using junk modelling materials and tape, scissors, glue. I know how to select and use the appropriate tools for a purpose.	I know how to use a variety of kitchen utensils safely to design and make a soup- Minibeast Soup. I know how to use some techniques such as mixing, cutting, grating.	I know how to join junk modelling materials, tape, scissors, glue, hole punch, string, paper fasteners- to make a new house for the 3 Little Pigs. I know how to join materials using different techniques- flanges, fringing and hinges to join.	I know how to how to use a variety of kitchen utensils safely to design and make salad using garden produce. I know how to use some techniques such as mixing, cutting, grating.

16.3 Appendix Nursery 1 and 2 Curriculum:

Nursery 1:

Expressive Arts and Design

Throughout the year children will have the opportunity to	Draw	Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe.					
	Painting	Use a range of painting materials e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture.					
	Sculpture and form	Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, playdough. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.					
	Printing	Use tools and everyday objects to make marks and everyday prints.					
Being imaginative And Creating with materials		I can explore paint, using fingers and other parts of my body. I explore my voice and enjoy making sounds.	- I can explore different materials using all my senses to investigate them. - I am beginning to join in with songs and rhymes, making some sounds.	- I am beginning to make marks intentionally. - I know how to explore paint, using brushes and other tools. - I can manipulate and play with different materials. - I explore a range of sound-makers and instruments and know how to play them in different ways- rubbing, shaking, tapping, striking. I show an interest in the way sound makers and instruments sound and experiment with ways of playing them-fast/slow, loud/quiet.	- I can use my imagination when playing with different materials. - I know and take part in action songs, such as Twinkle, Twinkle. - I enjoy and respond to playing with colour in a variety of ways, for example, combining colours.	I know how to make simple models which express my ideas using a range of construction equipment.	- I am starting to develop pretend play, pretending that one object represents another. - I can express ideas and feelings through making marks and know I can give meaning to the marks I make. - I notice patterns with strong contrasts.
	Outcome by the end of Nursery-						
	Express their ideas in a variety of ways-through music and dance, drawing, painting and making models.						
	Engage in imaginative play based on their knowledge and experiences.						

Nursery 2:

Expressive Arts and Design

Expressive Arts and Design							
Throughout the year children will have the opportunity to	Draw	Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe.					
	Painting	Use a range of painting materials e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture.					
	Sculpture and form	Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, playdough. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.					
	Printing	Use tools and everyday objects to make marks and everyday prints.					
	Cycle A	I can explore different media and materials- Fingerpainting, Easel painting-outdoors and indoors. Painting on large scale using different sized brushes. I can explore textures and know words to describe them- sensory exploration of new textures and sounds, e.g. playdough, Jellibaff, mud, sand, gloop etc.	I can explore colour in a variety of contexts. I know primary colour names. I know secondary colour names. Artist study-Kandinsky-Circles I can explore malleable materials (play dough and salt dough) I know how to change the shape of malleable materials using my hands.	I can explore colour mixing and talk about the differences between colours. I know secondary colour names. Artist study-Matisse The snail.	I know how to use drawing pens exploring what sorts of lines can be drawn- draw pictures of still life/plants/flowers. I know how to use paper cutting and collage techniques- Artist study-Matisse The snail.	I know how to use drawings to represent ideas-match to stories shared e.g. How the Princess felt when she got up (bumpy lines) I know how to use drawings to represent ideas-match to stories shared e.g. Red Riding Hood	I know how to show different emotions within my drawings and paintings. I know I can represent my ideas using natural materials to make my own land art using - shells, driftwood, pebbles, seaweed. Artist study- Tom Foreman. I experiment and create movement in response to music-listening to Aboriginal music and creating my own Aboriginal dance. I know how to use printing techniques to make sea creatures.
Cycle B	I can explore different media and materials- Fingerpainting, Easel painting-outdoors and indoors. Painting on large scale using different sized brushes. I can explore textures and know words to describe them- sensory exploration of new textures and sounds, e.g. playdough, Jellibaff, mud, sand, gloop etc.	I know primary colour names. I can explore colour in a variety of contexts.	I can explore colour mixing and talk about the differences between colours. I know secondary colour names. I know how to change the shape of malleable materials using my hands.	I know how to use drawing pens exploring what sorts of lines can be drawn- draw pictures of still life/minibeasts. I know how to use paper cutting and collage techniques- Artist study-Matisse The snail.	I know how to use drawings to represent ideas-match to stories shared e.g. Red Riding Hood	I know how to show different emotions within my drawings and paintings. I know I can represent my ideas using natural materials to make my own land art using - shells, driftwood, pebbles, seaweed. Artist study- Goldsworthy I know how to use printing techniques to make animal coats-e.g. zebra stripes, leopard spots.	
Creating with materials (Design)	Cycle A	Sliding Birthday Card (A) Kapow	In the Woods-Hibernation (A) Kapow		Cooking and Nutrition-making soup/smoothie (A/B)	Threading and Ribbons (A/B)	Structures (Boats) (A) Rainbow salad (B)
		I can explore a range of block play.	I know how to collage by using scissors to make snips in paper to make Christmas collage using glue (Pritt) and scissors.	I know how to join different materials - making simple sound shaker using glue and tape.	I know how to use kitchen utensils to prepare fruit to make healthy milkshake/smoothie (knives).	I know how to join junk modelling materials, tape, scissors, glue- to make fairy tale castle.	I know how to how to use simple kitchen utensils safely to make fruit salad using garden produce.
	Cycle B	I can explore a range of block play.	I know how to collage by using scissors to make snips in paper to make Christmas collage using glue (Pritt) and scissors.	I know how to shape salt dough to make a plaque by pressing objects in to make impressions.	I know how to use kitchen utensils to prepare fruit to make minibeast soup (knives/graters).	I know how to join junk modelling materials, tape, scissors, glue- to make new house for the Three Little Pigs.	I know how to how to use simple kitchen utensils safely to make a salad using garden produce.

16.4 Appendix Reception ELG

Creating with materials ELG Children at the expected level of development will: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.	Being imaginative and expressive ELG Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes, poems and stories with others and when appropriate move in time with music.
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