

Autumn leaf printing and rubbings. (Links to printing)

Fork painting, stick painting – using different tools.

Primary colours paints in provision, including black and white to lighten and darken.

Sand sculptures, modelling wet and dry sand, using shells, sticks and other materials.

Food and nutrition and healthy eating. Making fruit Kebabs and salads.

Looking at foods from other countries.

Collage and mixed media using different materials.

Baking and cooking, using a recipe and ingredients

Colour mixing using water colours.

.Hole punches/ staplers/ split pins scissors to assemble their own creations.

Creating a product to sell at the Christmas Fayre.

Experimenting with glue sticks and PVA glue and deciding which is best for specific art activities.

Learning how to link materials together using paper, string, tape.

Creating simple labels for their designs and work.

Junk modelling using recycled materials.

## How do we provide a foundation of Art and DT skills and knowledge in Early Years?

Choosing specific materials to create different effects.

Looking at different artists for inspiration.

Using natural resources to create pictures from loose parts.

Play dough and clay modelling and sculpture.

Painting by pumpkin rolling, using different body parts, rollers and cutters to create different patterns and shapes.

Using cotton wool and cotton buds to create different marks.

Observational drawings of insects and plants using a variety of media.

Designing as a team and deciding what materials are needed before creating a product.

# Bearpark Nursery Curriculum links to Art and DT

Talk about the lives of people around them and their roles in society.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Recognise some similarities and differences between life in this country and life in other countries. (UW)

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UW)

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UW)

Compare and contrast characters from stories, including figures from the past. (UW)

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)

Understand some important processes and changes in the natural world around them, including the seasons. (UW)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and

Reception

ELG's

Age 2 to 3

Age 3 to 4

Use their imagination to consider what they can do with different materials.

Express ideas and feeling through marks and sometimes give meaning to marks they make.

Explore paint using fingers and other parts of their bodies, as well as brushes and other tools.

Make imaginative and complex small worlds with blocks and construction kits.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Make simple models which express their ideas.

Explore different materials using their senses to investigate them.

Manipulate and play with different materials.

Join different materials and explore different textures.

Create closed shapes and continuous lines, and begin to use these to represent objects.

Draw with increasing complexity and detail.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour mixing.

Show different emotions in their drawings and paintings.