

EYFS Curriculum and Art and Design

The tables below outline the skills within the EYFS (Early Years Foundation Stage) curriculum that link to Art and Design within the National Curriculum.

The statements for EYFS, are taken from statutory Early Learning Goals (ELG) and the non-statutory Development Matters.

The Early Learning Goals are an important way of assessing and tracking children's progress at the end of EYFS. These goals are what the child is expected to reach by the end of their Reception year, before moving on to Key Stage 1.

The most relevant statements for Art and Design are taken from the following areas of learning in EYFS:

1. Physical Development
2. Expressive Arts and Design

Early Learning Goals

Physical Development	
Fine motor skills	<ul style="list-style-type: none"> • 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.
Expressive Arts and Design	
Creating with materials	<ul style="list-style-type: none"> • 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.

Development Matters

2 Year Olds	Expressive Arts and Design	<ul style="list-style-type: none"> • Start to make marks intentionally • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials • Use their imagination to consider what they can do with different materials
Nursery	Physical Development	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that 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
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.