

Early Years at  
Bude Infants-  
laying the  
foundations for  
artistic  
development

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- Our Early Years Foundation lays the foundations for children's artistic development through a range of age-appropriate activities that support both their fine motor skills and creative expression.
- Children are directly taught techniques and skills, such as painting, drawing, and using a variety of tools, which help them gain confidence in their artistic abilities. They are also introduced to different types of art and artists to broaden their understanding and inspire their creativity. At the same time, our learning environment is carefully designed to allow children to explore and develop these skills independently, encouraging them to follow their own interests and express themselves in unique and meaningful ways. This balanced approach nurtures both their technical skills and their creative development, providing a strong foundation for future artistic exploration.



# EYFS experiences and termly check points – Physical development – fine motor skills

## Expressive Art and Design – creating with materials

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Topic title</b>					
<b>Who am I?</b> 	<b>What is a map ?</b> 	<b>What was it like in the past?</b> 	<b>What's growing in the garden?</b> 	<b>What's in the egg?</b> 	<b>What is on the other side of the ocean?</b> 
<b>Hooks-</b> Each topic start with an exciting event as a stimulus for the rest of the half term's learning					
<b>Starting points-</b> Each topic starts with a particular theme which is used as a stimulus for children to plan their own learning.					
<b>Physical Development - termly checkpoints</b>					
<b>Fine motor skills</b>  <b>Pencil and brush control</b> <ul style="list-style-type: none"> <li>• Uses a dominant hand</li> <li>• May mark make in palmer grip</li> <li>• Mark makes in different directions</li> <li>• Makes repeated marks on paper</li> <li>• Mark makes left to right</li> <li>• Imitates simple marks such as lines</li> <li>• Imitates shapes that use multiple movements such as x</li> <li>• Start to move towards tripod grip</li> </ul> <b>Drawing Skills</b> (see also pencil and brush control) <ul style="list-style-type: none"> <li>• Draws potato people (no neck or body)</li> <li>• Demonstrates more control</li> <li>• Draws with detail (bodies with sausage limbs and additional features)</li> <li>• Draws bodies of an appropriate size for what they're drawing</li> </ul> <b>Scissor Skills</b> <ul style="list-style-type: none"> <li>• Snips paper moving forward</li> <li>• Uses helping hand to hold and help to guide the paper (non-dominant hand)</li> <li>• Cuts curved line</li> <li>•</li> </ul>	<b>Fine motor skills</b>  <b>Pencil and brush control</b> <ul style="list-style-type: none"> <li>• Use core muscle strength to achieve good posture</li> <li>• Holds and uses a pencil confidently</li> </ul> <b>Drawing Skills</b> (see also pencil and brush control) <ul style="list-style-type: none"> <li>• Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) –</li> <li>• Spends a sustained amount of time on one product.</li> <li>• Looks closely at lines, shapes, size, and patterns when producing an observational drawing</li> <li>• Children are beginning to draw self-portraits, landscapes, and buildings</li> </ul> <b>Scissor Skills</b> <ul style="list-style-type: none"> <li>• Cuts circle shape</li> <li>• Cuts square shape</li> </ul>	<b>Fine motor skills</b>  <b>Pencil and brush control</b> <ul style="list-style-type: none"> <li>• Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip</li> <li>• Form letters accurately using the correct movements (shoulder pivot etc)</li> </ul> <b>Drawing Skills</b> (see also pencil and brush control) <ul style="list-style-type: none"> <li>• Looks closely at lines, shapes, size and patterns when producing an observational drawing</li> <li>• Drawings show finer details</li> </ul> <b>Scissor Skills</b> <ul style="list-style-type: none"> <li>• Cuts complex shapes, such as figures</li> </ul> <b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>• Holds a pencil effectively in preparation for writing (nearly always tripod grip)</li> <li>• Use a range of small tools e.g. scissors paint brushes, cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>			
<b>Expressive Art and Design – termly checkpoints</b>					
<b>Creating with materials</b> <ul style="list-style-type: none"> <li>• Knows primary colours</li> <li>• Chooses colour for a purpose</li> <li>• Makes marks using shape and pattern on a range of surfaces</li> <li>• Develops simple patterns by printing with objects using range of materials</li> <li>• Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</li> <li>•</li> <li>• Explores and uses a range of artistic effects to express themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Draws with precision around the outline of shapes</li> <li>• Develops language of colour (secondary colours) and mix colours to make new colours</li> <li>• Create a simple collage</li> <li>•</li> <li>• Plans what they will create and what they will need to do so</li> <li>• Creates their own products and begins to self-correct any mistakes</li> <li>• Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) Makes up own situations</li> </ul>	<ul style="list-style-type: none"> <li>• Can use fabrics to weave</li> <li>• Uses variety of art tools with greater accuracy</li> <li>• -Reviews own work and makes improvements, explaining why changes are better</li> <li>• Can save a photo of their work in a folder on an iPad</li> <li>•</li> </ul> <b>Early Learning Goal</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour. design. texture. form and function.			