



Area of Provision: Creative area
Early Learning Goals
<p>Physical Development ELG: Fine Motor Skills</p> <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, paint brushes and cutlery; • Begin to show accuracy and care when drawing <p>Expressive Art and Design ELG: Creating with materials</p> <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.
Characteristics of effective learning
<p>Playing and exploring - children investigate and experience things, and 'have a go'</p> <p>Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p> <p>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
EYFS Development Matters
<p>Communication and Language</p> <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. <p>PSED</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Mathematics</p> <ul style="list-style-type: none"> • Continue, copy and create repeating patterns. <p>EAD</p> <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.



Resources	Organisation
<ul style="list-style-type: none"> • Selection of paper, card, materials, fabrics, greetings cards, tissue paper • Collage making materials – corks, feathers, bottle tops, coloured lolly sticks • Junk modelling materials • Paints, stamps, chalk, sponges, brushes, objects to print with. • Scissors, sticky tape, glue, paper clips, hole punch, string. • Playdough, shape cutters, rolling pins, forks, spoons. 	<ul style="list-style-type: none"> • Resources clearly labelled and organised so children can access them independently. • Labels to include both text and picture where appropriate. • Children understand that they can add resources from other areas if they wish.

Vocabulary
<ul style="list-style-type: none"> • Painting – experiment, mix, primary, secondary, splatter, spray, dribble, squirt, scratch, splash, dot, print, mark • Tools – finger, spatula, paintbrush, foam, sponge, glue, pencil, crayon, card, paper, • Describing – texture, colour, mood, effect, light, pattern, overlapping, collage, more, less, big, little, rough, smooth, shape, texture, bendy • Techniques – rubbing, printing, imagination, observation, inspiration, joining, stick. • Manipulating- squeeze, model, mould, experiment, pinch, squash, roll, wrap, print, pull, prod, twist, tear, scrape.

Examples of enhancements
<p>Autumn theme in playdough area- children making acorns and pumpkins.</p> <p>Books linked to key artists</p> <p>Paint mixing/ junk modelling/ paper craft guides.</p>
Look, listen and note
<p>Using tools/materials with care and precision.</p> <p>Mark making</p> <p>Being able to talk about what they have created and explain the process/reasons for use of materials.</p> <p>Experimenting with colour/form/function.</p> <p>Representing and being inspired by famous artists.</p> <p>Using descriptive vocabulary/skills taught in Art lessons.</p>