

EYFS Curriculum Mapping 2023-2024

Specific Area	Area of learning: Expressive Arts and Design (Cycle B)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To explore materials To be aware of colour To listen to different songs To explore instruments	To explore different types of paint, brushes, sponges and rollers To join in with parts of songs	To explore 3d materials To explore moving to music	To explore making patterns with objects To join in with songs	To create closed shapes and give it meaning To perform songs	To recognise what an artist is To create a design
Reception (F2) Objectives	Creating with materials To explore mark making To explore paint and tools To name colours To experiment with different mark making tools such as art pencils, pastels, chalk To draw and colour with pencils and crayons To role play using given props and costumes To know how to work safely and hygienically To explore different techniques for joining materials (Glue Stick)	Creating with materials To experiment with mixing colours To explore repeated pattern with printing To know which prime colours you mix together to make secondary colours To use colours for a particular purpose To share their creations To know how to work safely and hygienically To explore types of paint techniques (poster, water colour etc) To use different paint brushes – sizes and types including rollers and sponges To explore different techniques for joining materials (Glue Stick, PVA)	Creating with materials To plan what they are going to make (cooking, wood work, construction, junk modelling) To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To use different construction materials To adapt work where necessary	Creating with materials To use natural objects to make a piece of art To plan what they are going to make (cooking, wood work, construction, junk modelling) To share creations and talk about the process and discuss choices To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To adapt work where necessary	Creating with materials To create simple representations of people and objects To draw more detailed pictures of people and objects To combine materials to create a puppet To create an item for a purpose	Creating with materials To plan what I will make for a purpose and select and use appropriate tools safely To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To use material to weave To use basic sewing techniques
	Being imaginative and expressive To sing and perform nursery rhymes To listen to singing during collective worship To listen to and talk about whether the like or dislike a piece of music To use costumes and resources to act out narratives	Being imaginative and expressive To perform a song in the Christmas Play To begin to join in with singing during collective worship To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	Being imaginative and expressive To move in time to music To learn dance routines To join in with singing during collective worship To begin to create costumes and resources for role play To begin to discuss their choices	Being imaginative and expressive To perform songs at the Easter Concert To join in with singing during collective worship To associate genres of music with characters and stories To create costumes and resources for role play	Being imaginative and expressive To join in with singing during collective worship To act out well know stories To create narratives based around stories	Being imaginative and expressive To listen to poems and create their own To join in with singing during collective worship To invent their won narratives, making costumes and resources To discuss their choices
Expressive Arts and Design Knowledge	<ul style="list-style-type: none"> Recognise what an artist is Talk about an artists and their style of work Talk about their own artwork and they styles they have used Begin to create a piece of artwork in the style of an artist. To recognise what a composer is To name some composers 					
EAD across the Curriculum	Explore with pencils, crayons, chalk, paint, glue Create bear ears for Teddy Bears picnic using collage Junk modelling a monster Play dough a monster Home corner Airport role play Garage role play	Explore with pencils, crayons, chalk, paint, glue Colour mixing Building houses from different materials Printing – Christmas wrapping paper making (Use in Elves workshop) Christmas Play Home corner Discovery Centre Builders Elf Workshop	Junk modelling- insects and mini-beasts Zoo keepers/ Zoo	Natural patterns Andy Goldsworthy Environment Walk Design and make healthy meals/collage on plates Food technology- fruit kebabs People who help us stations Collage of fruit Pictures made out of fruit	Design and make puppets- sea animals (Stick, finger, glove, string) Recycling Centre Beach picture using recycled materials	All paint and tools available – design and create their own project Design and create their own dinosaur Weaving and sewing techniques Fossil prints Listen to Shakespearian music

Key Vocabulary & Terminology	Collage, Print, Materials Stick, Join, Materials , Crayons, Pencils, Chalk Pastels Music, instrument, singing, tap, voice, drums, xylophone. Cymbals, wood block, boom whackers, triangle	Paint, Water colour Colour mix, Primary colour Secondary colour Volume, voice, loud, high, low, quiet	Photograph, Digital Junk model, 3D model Pulse, beat, rhythm, shake, tempo, fast, slow, tambourine, maracas, bells,	3D Art, Natural, Object Pattern Beat, pulse, rhythm, tempo, perform, guitar, piano,	Sketch, Draw Represent , Observe Beat, composer, performer, solo, group,	Textile, Weave Material, Sew Beat, composer, performer, solo, group, pop, rock
Significant People, Places & Events inc. local area	<ul style="list-style-type: none"> • Explorers • Transport experience (role play) 	<ul style="list-style-type: none"> • Builders • Architect • Poets • Farmers 	<ul style="list-style-type: none"> • Zoo keeper 	<ul style="list-style-type: none"> • People who help us • Families/ friends • David Attenborough 	<ul style="list-style-type: none"> • Litter pickers • Bin workers 	<ul style="list-style-type: none"> • William Shakespeare • Archaeologists
Culture, Inclusivity & Developing a love of Expressive Arts and Design	Local environment, local area and new area for inspiration for art work Art exhibitions					
Assessment						
Assessment Criteria Early Learning Goal	<p style="text-align: center;"><u>Creating with Materials</u></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 -Make use of props and materials when role playing characters in narratives and stories 			<p style="text-align: center;"><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher -Sing a range of well-known nursery rhymes and songs -perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music 		