

STOC Early Years Foundation Stage

Learning Progression Overview

Art



Prime Areas of Learning - Knowledge and skills	
Communication and Language	
Listening and Attention	Speaking
<p>ELG</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions <p>Chn supported to achieve this during directly taught art sessions, including planned learning tasks/experiences, as well as whilst learning alongside peers and adults in child-led provision areas, such as the painting easel, creative area, junk modelling corner, outdoor area. (see 'Understanding' section below for example questions/comments)</p>	<p>0-3</p> <ul style="list-style-type: none"> Uses some descriptive language In all creative tasks and play, adults model and promote use of descriptive language and extend what the children say, e.g. 'You've made great use of the thin, wooden lollipop sticks for your bridge model.' 'Now I'm going to use matchsticks.' 'Great choice – the matchsticks are shorter and thinner than the lollipop sticks, aren't they?' Uses plurals, pronouns and prepositions (not always correctly) When discussing art, artists and when describing their own creative intentions or those of their peers.
Understanding	
<p>0-3</p> <ul style="list-style-type: none"> Identify familiar objects and their properties when they are described, e.g. 'blue car', 'shiny apple' <p>Chn are encouraged to observe and talk/describe/discuss ahead of observational drawing (with lots of adult modelling) e.g. 'look at the golden petals', 'notice the long stem', 'see the curved shape of the vase'.</p> <ul style="list-style-type: none"> Understand simple questions about 'who', 'what', 'where' <p>e.g. drawing a family portrait picture – Children are always invited to think aloud and talk ahead of drawing. 'Who is in your family?', 'What might they be wearing?', 'Where could they be in the picture? In the park? At home?'</p>	<p>3-4</p> <ul style="list-style-type: none"> Uses a wider range of vocabulary Use words such as e.g. watercolour, palette, portrait etc Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions For example, when discussing or reviewing an artist or piece of art or when working on a shared piece of art with a peer or group of peers, the adult creates opportunities for children to express their own thoughts and opinions. Can use sentences joined up with words like 'because' or 'and' Modelled and promoted through use of why questioning (blank level 4) e.g. 'Why is the paper getting soggy?' 'The paper is getting soggy because there is too much water on the paintbrush'. Also through the expectation for children to talk through their plans 'I will draw my face with pencil and I will colour it with the watercolour paints.'
<p>3-4</p> <ul style="list-style-type: none"> Understand 'why' questions Adults pose 'why' Qs and (dependant on the child's needs and level of confidence) may follow this with a modelled response or clarification question. Why do you need a thick/thin paintbrush? 'It looks like the thick paintbrush is perfect for painting the large tree trunk and the thin paintbrush can help you to show the thinner branches of the tree' Why did you choose to paint the leaves orange and brown on your tree? 'Was it to show the season of Autumn when the leaves are changing colour? I think you have been looking carefully at the photos on our Seasons table!' 	<p>RY</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Opportunities to contribute at group times (small group and whole class), encouragement to talk during tasks – to adults and peers. Connect one idea or action to another Modelled and promoted by adults, for example: (child) 'When I added white to my red paint it made pink!' (adult) 'So the white made your paint a lighter shade. I wonder what would happen if you added white to orange paint?' 'Maybe it will get lighter too! (child experiments)...It has!
<p>RY</p> <ul style="list-style-type: none"> Learn new vocabulary 	

<p>Exposure to subject specific vocabulary such as e.g. artist, painter, sculptor, colour-mixing, shade, join, attach, create etc. Also language specific to the task at hand e.g. painting daffodils – Springtime, petal, stem, golden, bright, delicate etc</p> <ul style="list-style-type: none"> Ask questions to find out more Modelled by all staff and celebrated when posed spontaneously by pupils. Examples, 'What is the artist's name?' How can I mix green? Listen to and talk about selected non-fiction PPTs and non-fiction books used when looking at selected artists and their work e.g. Piet Mondrian <p>ELG</p> <ul style="list-style-type: none"> Make comments about what they have heard During direct teaching, group work, adult demonstration and in peer conversations during child directed play etc. 	<p>'You were right! It has made a peach colour, which is a lighter shade of orange. Peach is 'light orange' and pink is 'light red'.'</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking, and to explain why things might happen Modelled and promoted by adults, for example: 'The pieces of paper didn't stay stuck together' 'Why not?' 'Because the glue wasn't strong enough.' 'What could you do now?' 'I could use more glue or maybe I could try sellotape.' <p>ELG</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 discussions, offering their own ideas Offer explanations for why things might happen, making use of recently introduced vocabulary See above Express their ideas about their experiences using full sentences, including use of conjunctions, with modelling and support See above
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Physical Development	
Gross Motor	Fine Motor
<p>3-4</p> <ul style="list-style-type: none"> Use large muscle movements to paint and make marks Wake up, Shake up – warming up our whole body and being aware of our muscles and how to coordinate our movements 'Write Dance' Programme – Ragnhild Oussoren Examples from continuous provision: outdoor chalking, cleaning windows with sponges, rollers etc, water painting on blackboards and on the ground, painting large scale models made with huge boxes, containers etc, handprint painting Choose and organise the right resources to carry out their own plan Readily available creative resources and tools around the provision areas, both indoor and outdoor. Culture of children 	<p>0-3</p> <ul style="list-style-type: none"> Develop manipulation and control Dough disco – Shonette Bason Daily fine motor tasks – both directed and child led Use of small scale resources across all areas of provision e.g. attaching sequins in Art or counting chickpeas in Maths Programme of teaching for letter formation – anticlockwise circles and retracing lines, individual formation sequences Opportunities to draw regularly, sometimes with and sometimes without modelling and support Explore different materials and tools Chn have access to a range of tools and resources to cut, thread, join, make marks etc. Staff regularly seek new materials and tools/methods to expose the children to. Chn are encouraged to use lots of natural materials and recycled items and finding ways to modify them to fit the purpose. <p>3-4</p> <ul style="list-style-type: none"> Use one handed tools and equipment e.g. scissors (access to modified scissors if needed), pencils, paintbrushes, rollers, tweezers, ball scissors, mini punchers, hammers, rulers, bats (strengthening grip), climbing wall etc Use a comfortable grip, with good control, when holding pens and pencils Support to move through the natural progression of pencil grip positions. When ready, or at the latest by mid Reception, taught tripod grip for drawing and writing. Daily feedback and support to maintain this. Show a preference for a dominant hand If still unclear by mid Reception, staff look for ways to confirm this e.g. by comparison of work produced with each hand (control, pressure etc) or by dominant hand when using other tools. <p>RY</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 (including pens, pencils, paintbrushes and scissors) See above. Safe use of tools explained, demonstrated and then expected at all times.

being able to request an item or resource they need or would like to try.	ELG <ul style="list-style-type: none">• Hold a pencil effectively (using a tripod grip in almost all cases) See above• Use a range of tools See above• Begin to show accuracy and care when drawing Occurs naturally with age/stage and lots opportunities to practice and to build strength and dexterity. Staff also try to provide opportunities to draw across a range of contexts and themes to appeal to lots of different interests. Children repeat some comparative tasks over the year e.g. to draw themselves. By looking back at previous versions they can recognise and enjoy their own success and feel motivated to continue improving/refining their drawings.	
Personal Social and Emotional		
Self-Regulation	Managing Self	Building Relationships
3-4 <ul style="list-style-type: none">• Talk about their feelings Explored in a variety of ways e.g. Relate their feelings to the feelings shown in a picture e.g. the girl in the painting looks sad. Have you ever felt sad? Also asking the child to connect their feelings to what they have drawn or painted. 'You have painted a sunny beach. How does being on the beach make you feel? How did you feel whilst you were painting a picture of your mummy?	0-3 <ul style="list-style-type: none">• Is increasingly curious about their world Children are excited to explore the world, try new skills and find out how things are made and/or how they work. This curiosity and appetite for learning is a key part of our EYFS culture at St Thomas'. What children find out about the world can often then be represented in what they draw, paint and make, sometimes with prompting/suggestions from an adult and at other times fully child-led. 3-4 <ul style="list-style-type: none">• Select and use activities and resources, with help when needed. Chn independently access a range of creative tasks and opportunities left out in provision (indoor and outdoor), with adults nearby to be called upon. Children develop a 'have a go' attitude ahead of asking for support.	0-3 <ul style="list-style-type: none">• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on Opportunities are always planned in (as well as those that occur spontaneously) for children to recognise and celebrate similarities and differences between themselves and others e.g. during 'self-portrait' work. Children use mirrors to explore their own facial features. They explore choosing and later on mixing skin colours. They look at different hair types and then how the marks we make can represent these. Illustrations and texts used for reference are chosen carefully to represent a range of people of different race, culture and abilities. RY <ul style="list-style-type: none">• Express their own feelings and consider those of other people Children enjoy many opportunities to express their own feelings, moods or passions through artwork and creative tasks e.g. making a detailed and colourful poster to remind people about looking after the planet. They also learn to recognise how receiving artwork can affect someone else's mood and how putting effort into such a task can help to show compassion e.g. drawing a picture for someone who is lonely or creating a class 'get well' card for someone in hospital

Specific Areas of Learning - Knowledge and Skills	
Mathematics	
Shape, Space and Measure	
<p>0-3</p> <ul style="list-style-type: none"> • Notice patterns and arrange things in patterns This can include: Painting or making use of other tools to make stripes, spots etc Printing shape repeated patterns e.g. using vegetables. Arranging collage pieces to form a pattern <p>3-4</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language This is a key aspect of discussion and decision making when children access junk modelling and transient art opportunities, both indoors and outdoors. 	

- Understand position through words alone
During discussion at the start of a creative task, this is modelled and promoted e.g. during junk modelling when a car is being created, 'Where will the wipers need to go? Behind or in front of the windscreen? What will go in between the wheels to help them turn? During painting, What does your house need at the top? 'What could you paint above the roof, in the sky?
- Combine shapes to make new ones
In drawing, painting and when modelling with different materials etc
- Talk about and identify patterns around them, and use informal language to describe them.
Discussing patterns around them and also describing patterns created in their own work or that of a peer.
- Extend and create ABAB patterns
Children can learn and apply this skill across a wide range of continuous provision tasks e.g. creating a vegetable printing pattern during Harvest week or adding a repeating shape pattern to their chalk Rangoli design when celebrating Diwali.

RY

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Chn explore this when creating but also when making improvements to their work, e.g. a picture or model. Staff provide opportunity to do this even more easily (and to practise) with transient art and art created with kits such as connetix tiles.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can
This is modelled explicitly during Maths lessons and also during modelled drawing.
- Compare size and length
Children are taught and encouraged to make such comparisons, e.g. choosing or cutting a decorative ribbon to the correct length, in order to stick onto a box, or finding four bottle lids of the same size for wheels on a model car.
As accuracy increases, children begin to draw things more in proportion in their pictures, e.g. the flowers are smaller than the house.

Understanding the World

Past and Present	The Natural World
<p>3-4</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family To aid this, children will often create and talk about family portraits and also draw themselves with their family to accompany things such as their holiday news. • Show an interest in different occupations Finding out about different creative professions e.g. painter, illustrator, sculptor, digital artist etc 	<p>0-3</p> <ul style="list-style-type: none"> • Explore materials with different properties Chn are taught to notice how materials differ using their different senses and by using the materials in different ways. Trial and error allows children to make new discoveries for themselves e.g. testing their paper boat in the water tray. • Explore natural materials indoors and outside Chn enjoy daily access to the outdoor classroom and weekly access to school garden. Children are encouraged to explore and create with the materials around them e.g. using natural materials to create a fairy house. <p>3-4</p> <ul style="list-style-type: none"> • Use all of their senses in 'hands on' exploration of natural materials Staff endeavour to provide many different opportunities for this to happen, including the children being in different places e.g. the main outdoor area, the school garden, the field etc and also by giving children regular access to a variety of resources e.g. water, ice and also natural materials not normally found on site e.g. acorns, pinecones, blossom etc • Explore collections of materials with similar and/or different properties Occurs in both planned and spontaneous learning • Talk about what they see using a wide vocabulary For example, when exploring in the school garden, adults model and celebrate use of context specific vocabulary, e.g. nature, growth, plant, soil, earth, weeds, trunk, bark, branch, bud. Knowledge of this vocab is strengthened by physical engagement e.g. making a crayon rubbing of bark onto paper.
<p>People, Culture and Communities</p> <p>0-3</p> <ul style="list-style-type: none"> • Notice differences between people Children are directed to observe themselves and others and notice similarities and differences e.g. during self-portrait work Children are taught that physical similarities/differences are just one aspect of who we are as individuals. 	

<p>3-4</p> <p>Continue developing positive attitudes about the differences between people</p> <p><i>Celebrate difference in a variety of ways across the year, including through art.</i></p> <p>REC</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate different special times in different ways <i>Children have many opportunities to explore different cultural art e.g. Rangoli patterns and henna/mehndi tattoos during Diwali celebrations, painting Chinese lettering, creating origami and exploring cherry blossom printing during Chinese New Year.</i> • Recognise some similarities and differences between life in this country and life in other countries <i>Exploring fabrics worn by the Maasai tribe and noticing colours and patterns within them during Africa/Travel topic. Creating clay Diva lamps for Diwali.</i> 	<ul style="list-style-type: none"> • <i>Use a variety of natural materials to create their own transient art</i> • <i>Begin to engage with observational drawing opportunities</i> • <i>Explore how natural objects, such as vegetables, can be used as creative tools</i> • Talk about the differences between materials and changes they notice <i>This can relate to more obvious changes, such as ice melting, or can be more subtle changes, such as watercolour paint becoming lighter when more water is used.</i> <p>REC</p> <ul style="list-style-type: none"> • Explore the natural world around them <i>(see examples above)</i> • Describe what they see, hear and feel whilst outside <i>Adults model this and also extend what children say. For example, (child) 'The bark feels bumpy'. (adult) 'You're right, it's bumpy and quite rough. It's very different to the leaves which are much flatter and quite smooth.'</i> • Recognise some environments which are different to the one in which they live <i>Children are taught about different environments and engage with opportunities to represent some of these environments through artwork e.g. creating a savannah silhouette picture during our Africa /Travel topic.</i> • Understand the effect of the changing seasons on the natural world around them <i>Seasonal artwork is a key highlight each year for our pupils. Many tasks are modelled or left open ended that allow children to portray changes in the world, such as creating trees for each of the seasons or painting a winter scene etc</i> <p>ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, including making observations and drawing pictures of animals and plants. <i>Children can choose to do this at any time but opportunities are also planned in where staff can model drawing skills, prompt children to examine more closely and encourage them to add more detail to their drawings.</i>
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Expressive Arts and Design

Creating with Materials

<p>0-3</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face <i>This comes with children accessing a broad range of play resources and suitable everyday items. Children often notice more when adults talk about objects they are using or looking at. Faces are observed in real life, but also in 'baby books' and 'toddler' books where there is an emphasis on faces and emotions/expressions.</i> • Start to make marks intentionally <i>Classroom provision, indoor and outdoor, ensures access to many mark making tools. Children realise they can make marks in so many different ways e.g. dragging a wet sponge across a dusty surface outside. They also realise marks can be made with our own bodies, not just using tools.</i> • 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 <i>Staff question children informally about what they have drawn or made (this helps to elicit whether something specific has been drawn or whether the marks are more a random result from exploring movement e.g. scribbling) For younger child, it is much better to elicit this <i>during</i> the activity rather than later, as young children may easily forget their original intentions.</i> • Explore different materials, using all their senses to investigate them <i>(see above)</i>
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- Manipulate and play with different materials
Provision must cater for this – staff vary materials on offer day to day and also across the course of the year.
- Using their imagination as they consider what they can do with different materials
Where certain children have a flair for this, staff seek to share their creations with others and allow them to explain/describe. This provides a model of the thinking process for other children and shows how our own imagination can be expressed in what we draw or make. Seeing what a peer has achieved can be very inspiring and motivating for other children to 'have a go'.
- Make simple models which express their ideas
Young children may need more time to back to and continue their models in order to achieve this.

3-4

- Explore different materials freely, to develop their ideas about how to use them and what to make
Chn need open ended opportunities to achieve this and time to explore, plan (verbally or on paper) and create. They can be encouraged to do so alone, with a peer or as part of a small group.
- Develop their own ideas and decide which materials to use to express them
This is strengthened by a culture of discussion ahead of 'doing'. Children can be encouraged to actively think about what they are going to do and what they need.
- Join different materials and explore different textures
Staff audit the resources on offer - for example, what children can make use of to join. This may include glue, glue sticks, sellotape, paper clips, treasury tags and so on (all of which are readily available in the provision). A range of textures are on offer in the classroom, e.g. in the creative area children have access to wooden items, a variety of different paper supplies, feathers, cotton pads and so on and in addition to this textures can be explored within nature in the outdoor area and around the school grounds.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
These skills are achieved through staff and peer modelling, but also require many opportunities to 'have a go' and practice. The dexterity achieved through the teaching of letter formation aids more precision in drawing skill and vice versa.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details such as eyes
Children are encouraged to make observations of real faces and photos/paintings. They also make use of mirrors to examine their own face. Discussion encourages children to notice further detail that could be added, such as eyebrows, eyelashes, nostrils, freckles and so on.
The same approach is applied to all drawings e.g. when drawing a house children are encouraged to think about details e.g. a door could have a handle and a pattern of rectangular grooves on it, a roof could include a tile pattern and chimney stack.
- Using drawing to represent ideas like movement or loud noises
Children enjoy drawing to music – their pencil moves to the speed and sometimes matches the mood of the music. For example, energetic and erratic movements to a dramatic classical piece such as 'Flight of the Bumble Bee' or, in contrast, slow wave like marks in response to a more calming, meditative piece.
- Show different emotions in their drawings and painting like happiness, sadness, fear etc
(see PSE areas above)
- Explore colour and colour mixing
Many opportunities are exploratory and happen incidentally, however this is then built upon by the direct teaching and modelling of colour-mixing by adults in Reception, with the introduction of associated vocabulary running alongside. Our child led provision reflects this with all colours of paint being available at the start of the Reception year, but this then changing to offer only the primary colours and then at a later date, the primary colours plus black and white.

REC

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
Staff seek to provide as many creative opportunities as possible, with the most successful of these being repeated year on year. These experiences include a wide range of resources, tools and techniques too exhaustive to list.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
Whilst some tasks are new, others are returned to within and across year groups e.g. self-portraits, seasonal depictions and so on.
- Create collaboratively, sharing ideas, resources and skills
Some children choose to work with peers during child-led use of the provision, however, all children are also supported to work with a partner or small team as part of an adult initiated task. This supports children

who usually choose to work alone to develop more collaboration, and also pairs children with peers they may not normally choose to work with. Both allow talk and negotiation to feature more notably and encourage children to be both appropriately assertive but also to be adaptable to change.

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
(see above)
- Share their creations, explaining the process they have used
Opportunities to do so 'in the moment, later on at the front of class, on the class display wall or shelf and also opportunities to take creations home to share and celebrate with parents.