

# Elmtree Infant and Nursery School – Curriculum Progression Art 2025-2026

## EYFS Art and Design Curriculum Progression 2025/2026

Children in the EYFS engage in high quality learning through child and adult led experiences. This often leads to discussions and experiences that may touch on subjects that have not been directly taught yet via adult led provision.

The curriculum progression mapped out below is a guide for teachers of when to teach key elements of the ‘Art curriculum’, however, they are also actively encouraged to engage in discussions and experiences as they appear during child led learning.

### Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical me	Celebrating Our World	Traditional Stories	Spring	On the Farm	The Very Hungry Caterpillar

EYFS Children  
Aged 3-4 (Nursery)  
Statements

#### PD

- Use large muscle movements to wave flags and streamers, paint and make marks.
- Chose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

#### EAD

- 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.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>					
<b>Reception</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Magical Me</b>	<b>Celebrating Our World</b>	<b>People Who Help Us</b>	<b>Ready, steady, grow</b>	<b>Once upon a time</b>	<b>Pack your bags</b>
EYFS Children in Reception Statements	<p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG</b></p> <p><b>PD (Fine motor skills)</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>ELG</b></p> <p><b>EAD (Exploring and Using Media and Materials)</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>
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**KS1**

**NC**

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<b>Year 1 Art and Design Curriculum 2025/2026</b>			
<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	<b>Drawing - Portraits</b>	<b>Painting – Colour Chaos</b>	<b>Sculpting – Let’s Sculpt</b>

<p><b>NC Statements</b></p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>	<p>To develop a wide range of art and design techniques in using colour and pattern.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>
<p><b>Stretch and Challenge</b></p>	<ul style="list-style-type: none"> <li>• Record in different materials</li> <li>• Combine techniques</li> <li>• Modify and refine simple ideas as they progress.</li> <li>• Experiment and take risks with materials.</li> <li>• Give some of their opinions about their own work and that of others using specific key vocabulary.</li> <li>• Justify their opinions and be able to speculate e.g. about their feelings about the piece.</li> <li>• Use materials together to combine techniques.</li> </ul>		

**Year 2 Art and Design Curriculum 2025/2026**

Term	Autumn 1	Spring	Summer
<b>Topic</b>	<b>Drawing – landscapes and cityscapes – Stephen Wiltshire</b>	<b>Painting – Ali Cavanaugh and Elena Right (*instead of Twinkl LS Lowry)</b>	<b>Sculptures – Andy Goldsworthy (and lighthouses – Brilliant Beaches topic)</b>
<b>NC Statements</b>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.</p>

**Stretch and Challenge**

- Record in different materials
- Combine techniques
- Modify and refine simple ideas as they progress.
- Experiment and take risks with materials.
- Give some of their opinions about their own work and that of others using specific key words.
- Justify their opinions and be able to speculate e.g. about their feelings about the piece.
- Use materials together to combine techniques.