ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

EYFS Expressive Art and Design
Adult directed tasks are listed below, providing skills and knowledge to do more, remember more and know more. Child initiated learning, supported by staff, is available daily and children have open access to all areas of the EAD curriculum as per Educational Programmes. Skills are taught, supported and developed according to children's personal learning journeys daily during continuous provision.
Plans are subject to change, depending on the needs of children in the class.
Opportunities to develop CAL, PSED, PD and the characteristics of effective learning underpin all learning opportunities. Early Learning Goals point to final assessment point and not our curriculum.
Six sessions are planned for per half term, allowing time and space to adapt to suit the needs of the children, keeping the concept of the unique child and characteristics of effective learning at the forefront.
Subject cultural capital: Pupils are exposed to real art, in person or virtually, at least once per term.

ELG

Creating with Materials
- 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.

Being Imaginative and Expressive
- 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.

Gross Motor Skills
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills
- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

AUTUMN TERM 1 EAD: Art and Design	TOPIC: Who am I?		SKILL FOCUS: Drawing		SUGGESTED OUTCOME: Kaleidoscope artwork
Inspirational Figure: Eduardo Kobra					
Cross curricular link: RHE - Self portraits					
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with colouring within lines to create Colour Monsters	Identify key features of Eduardo Kobra portraits.	Lines of varying thickness using a range of media including body parts	Draw kaleidoscope self portrait using photographs and crayons,colouring inside lines	Create own artwork using kaleidoscope effect, controlling line and colour	Self evaluate skills of colouring within lines.
SKILL PROGRESSION	Enjoy using fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.					
VOCABULARY	Line, thin, thick, soft, hard, light, straight, curved, form, shape, space, colour					
STICKY KNOWLEDGE QUESTIONS	1. How can we make thick and thin lines? 2. What tools can we use to draw different lines and shapes? 3. How can we control our pencil or crayon when colouring?					

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

AUTUMN TERM 2 Art and Design focus	TOPIC: Festivals and Celebrations	SKILL FOCUS: 3D	SUGGESTED OUTCOME: Diya lamp
Inspirational Figure: Singh sisters			
Cross curricular link: RE - Diwali			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Manipulate malleable material including roll, cut, coil	Identify patterns created by Singh Sisters	Draw simple patterns	Create clay Diya and carve simple patterns	Create own sculpture using pattern	Describe methods used.
SKILL PROGRESSION	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.					
VOCABULARY	Clay, salt dough, play doh, pobble, roll, coil, carve, pattern, zig zag, wave, hatch					
STICKY KNOWLEDGE QUESTIONS	1. How can we change the shape of clay? 2. How can we make patterns in clay? 3. How can we join pieces of clay together?					

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

SPRING TERM 1 Art and Design focus	TOPIC: Animal adventures	SKILL FOCUS: Textiles	SUGGESTED OUTCOME: Kimono
Inspirational Figure: Hiroko Takahashi			
Cross curricular link: Geography - Lunar New Year			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	I can use scissors with one hand and tie knots	I can comment on designs of Hiroko Takahashi	I can sketch Kimono designs, using Hiroko Takahashi as inspiration	Cut fabric and join with knots to create Kimono	Create own costume, cutting and joining fabric	I can describe my Kimono
SKILL PROGRESSION	Enjoy playing with and using a variety of textiles and fabric. Cut and join fabric using simple knots. Show experience in simple weaving Use appropriate language to describe colours, media, equipment and textures					
VOCABULARY	Fabric, cut, tie, fasten, knot, pattern, trim, measure					
STICKY KNOWLEDGE QUESTIONS	1. What tools can we use to cut fabric? 2. How can we join pieces of fabric together? 3. How can we tie a knot to fasten materials?					

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

SPRING TERM 2 Art and Design focus	TOPIC: In the garden	SKILL FOCUS: Print	SUGGESTED OUTCOME: Print in the style of Matisse
Inspirational Figure: Henri Matisse			
Cross curricular link: Science - Nature			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	I can identify pattern in the environment and explore paint printing with range of media	I can give an opinion on the work of Henri Matisse	I can generate ideas on resources to print with	I can create a leaf print in the style of Henry Matisse	I can create my own print	I can describe technique used
SKILL PROGRESSION	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.					
VOCABULARY	Rub, roll, push, print, natural items, mud, paint, paint, ink, vegetables, sponges, corks, stencils					
STICKY KNOWLEDGE QUESTIONS	1. How can we make a print using an object? 2. What happens when we press a painted object onto paper? 3. How can we repeat a shape to create a pattern?					

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

SUMMER TERM 1 Art and Design focus	TOPIC: Marvellous machines	SKILL FOCUS: Collage	SUGGESTED OUTCOME: Machine collage
Inspirational Figure: Josh Dykgraaf			
Cross curricular link: History - Machines from the past			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Explore separating and joining a range of materials	Marvellous Machine collage by Josh Dykgraaf	Collect machinery photographs, cut and sort by colour and size.	Create marvellous machine collage	Create own collage using taught skills	Reflect on own progress
SKILL PROGRESSION	Use a range of craft materials to add pattern, colour and texture to pictures. Working with simple symmetry to create a desired effect Selecting appropriate materials for their piece of work					
VOCABULARY	Cut, paste, glue, pinch, pat, smooth, rip, scrunch					
STICKY KNOWLEDGE QUESTIONS	1. How can we separate paper into different shapes? 2. How can we join materials to make a collage? 3. How can we choose materials to create different textures?					

ST PHILOMENA'S PRIMARY SCHOOL
ART AND DESIGN MEDIUM TERM PLANNING EYFS
2026 - 2027

SUMMER TERM 2 **Art and Design focus**	**TOPIC:** **Under the sea**	**SKILL FOCUS:** **Paint**	**SUGGESTED OUTCOME:** **Beachscape**
Inspirational Figure: Miranda Lloyd			
Cross curricular link: Seaside			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with adding material to paint to create texture	Works of Miranda Lloyd	Collect sea photographs and reflect on what colour and materials to use to create art	Create beachscape textured art	Create texture in own design, choosing own surface to work on	I can describe the purpose of texture used
SKILL PROGRESSION	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.					
VOCABULARY	Roll, wash, splat, pour, mix, strokes, primary, secondary, hue, tint					
STICKY KNOWLEDGE QUESTIONS	1. What are the three primary colours? 2. What happens when we mix two colours together? 3. How can we create different textures using paint and tools?					