

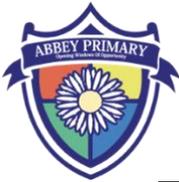
**Complete EYFS – Knowledge and Skills in Expressive Arts and Design**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starting Point	'Magical Me'	'Sparkle & Shine'	'What is your superpower?'	'Once upon a time'	'Our Wonderful World'	'Imagine'

**EAD progress for knowledge and skills - Over the year**

	Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
Painting	Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours	Able to mix primary colours to make secondary colours	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Colour matching, altering tint and shade Warm/Cool colours
	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand	Can use thin and thick brushes to add detail	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources	Create patterns or meaningful pictures when printing		Print with a variety of resources

	Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
Drawing	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.	Draws potato people (no neck or body)	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Children must be exposed to models and be able to identify key features of living things
	Children are able to draw things that they observe		Children are able to draw simple things from memory	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children draw portraits, detailed pictures, landscapes, buildings and cityscapes

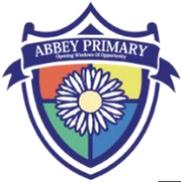


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Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum	
Collage	Use glue spatulas with support	Use glue sticks with support	Use glue sticks and glue spatulas independently	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Joins items which have been cut, torn or glued
			Adds other materials to develop models (tissue paper, glitter...)	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Improve models by adding texture
	Product is all one texture		Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Make collages and mosaics using different materials Weaves items

Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
Sculpture	Builds walls to create enclosed spaces	Builds towers by stackings objects	Builds simple models using walls, roofs and towers.	Builds models which replicate those in real life. Can use a variety of resources – loose part play	Use a variety of natural, recycled and manufactured materials to sculpt
	Makes marks in clay	Explores clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes something with clear intentions	Makes something that they give meaning to

Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception	Links to ks1 curriculum
Music	Responds to music	Enjoys listening to music	Expresses their opinion	Use a variety of natural, recycled and manufactured materials to sculpt
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)			Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat



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	Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
<b>Singing and Dancing</b>	Beginning to watch performances for short periods of time		Able to mix primary colours to make secondary colours	Copies basic actions	Moves to music	Put a sequence of actions together
	Copies basic actions	Moves to music	Shares likes and dislikes about dances/performances Watches dances and performances	Beginning to watch performances for short periods of time		Begin to improvise independently to create a simple dance
	Sings in a small group	Knows some words when singing	Sings in a group, trying to keep in time	Sings in a small group	Knows some words when singing	Sings in tune and to the correct beat

	Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
<b>Role Play</b>	Plays with familiar resources		Uses own experiences to develop storylines	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	To take part in a simple role play of a known story
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories	Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	

	Minimum Expectations for nursery		Nursery and Reception	Minimum expectations for reception		Links to ks1 curriculum
<b>Independence</b>	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials – card, fabric, clay		Reviews own work and makes improvements
	Creates their own piece of art and gives meaning	Creates their own piece of art	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve		To develop and share their ideas, experiences and imagination
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together	Creates collaboratively, sharing ideas with peers and developing skills further		