

EAD progress for knowledge and skills

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

	Print with large blocks and larger sponges.		Create patterns or meaningful pictures when printing.	
Drawing	<p>Makes marks. Draws circles and lines.</p> <p>Draws faces with features and draws enclosed spaces, giving meaning.</p> <p>Children are able to draw things that they observe.</p>	<p>Draws potato people (no neck or body).</p> <p>Children are able to draw simple things from memory.</p>	<p>Draws with detail (bodies with sausage limbs and additional features).</p> <p>Draws bodies of an appropriate size for what they're drawing.</p> <p>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes.</p>	<p>Children must be exposed to models and be able to identify key features of living things.</p> <p>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes.</p>
Collage	<p>Use glue spatulas with support.</p> <p>Use glue sticks with support.</p> <p>Product is all one texture.</p>	<p>Use glue sticks and glue spatulas independently.</p> <p>Adds other materials to develop models (tissue paper, glitter etc).</p>	<p>Join items in a variety of ways - Sellotape, masking tape, string, ribbon.</p> <p>Knows how to secure boxes, toilet rolls, decorate bottles.</p> <p>Join items with glue or tape.</p>	<p>Joins items which have been cut, torn or glued.</p> <p>Improve models by adding texture.</p> <p>Make collages and mosaics using different materials</p>

		<p>Additional textures - children describe as smooth or bumpy</p> <p>Beginning to weave (gross motor).</p>	<p>Knows how to improve models (scrunch, twist, fold, bend, roll).</p> <p>Improved vocab - flexible, rigid.</p> <p>Smooth, rough, bendy, hard</p> <p>Weave (fine motor).</p>	<p>Weaves items.</p>
Sculpture	<p>Builds walls to create enclosed spaces.</p> <p>Builds towers by stackings objects.</p> <p>Explores clay.</p> <p>Makes marks in clay.</p>	<p>Builds simple models using walls, roofs and towers.</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists...).</p>	<p>Builds models which replicate those in real life. Can use a variety of resources - loose part play.</p> <p>Makes something with clear intentions.</p> <p>Makes something that they give meaning to.</p>	<p>Use a variety of natural, recycled and manufactured materials to sculpt.</p> <p>Use a variety of techniques and shapes to sculpt.</p>

<p>Music</p>	<p>Responds to music.</p> <p>Enjoys listening to music</p> <p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)</p>	<p>Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones).</p> <p>Plays a given instrument to a simple beat.</p>	<p>Selects own instruments and plays them in time to music.</p> <p>Can change the tempo and dynamics whilst playing.</p> <p>Knows how to use a wide variety of instruments.</p> <p>Beginning to write own compositions using symbols, pictures or patterns.</p>	<p>Expresses their opinion.</p> <p>Can change the tempo and dynamics.</p> <p>Recognises instruments in music.</p> <p>Compose their own simple tunes.</p> <p>Creates sound effects.</p> <p>Writes down compositions.</p>
<p>Singing and dancing</p>	<p>Beginning to watch performances for short periods of time.</p> <p>Copies basic actions and moves to music.</p>	<p>Learns short routines, beginning to match pace.</p> <p>Shares likes and dislikes about dances/performances.</p>	<p>Copies basic actions and moves to music.</p> <p>Beginning to watch performances for short periods of time.</p>	<p>Put a sequence of actions together.</p> <p>Begin to improvise independently to create a simple dance.</p>

	<p>Sings in a small group.</p> <p>Knows some words when singing.</p>	<p>Watches dances and performances.</p> <p>Sings in a group, trying to keep in time.</p>	<p>Sings in a small group.</p> <p>Knows some words when singing.</p>	<p>Sings in tune and to the correct beat.</p>
Role play	<p>Plays with familiar resources.</p> <p>Simple small world (farm, cars, trains, dolls).</p>	<p>Uses own experiences to develop storylines.</p> <p>Participates in small world play related to rhymes and stories.</p>	<p>Uses imagination to develop own storylines.</p> <p>Uses experiences and learnt stories to develop storylines.</p> <p>Enhance with resources that they pretend are something else.</p> <p>Children enhance small world play with simple resources.</p>	<p>To take part in a simple role play of a known story.</p> <p>Reviews own work and makes improvements.</p>