Brookside Primary School

National Curriculum Links to EYFS

EAD progress model for knowledge and skills

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|  | **Expectations for Nursery** | **Expectations for Reception** | **ELG** | **Links to KS1** |
| **Painting** | Use pre-made paints and are able to name colours | Mix paints to an appropriate consistency (powder paints, watercolours) | Explore what happens when two primary colours are mixed together | Know what happens when two primary colours are mixed together | Can independently mix colours to achieve their own goal | **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function** | **Art**Use a range of materials creatively to design and make productsUse drawing, painting and sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn about the work of a range of artists, craft makers and designers and making links with their own work.Create sketch books to record our ideas.  |
| Can hold a paintbrush in the palm of their hand | Can use thick brushes | Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc | Can hold a paintbrush using tripod grip | Can independently select a range of tools for a purpose  |
| Print with large blocks, sponges and objects | Use larger blocks to print patterns with support | Print with smaller blocks, sponges and objects | Use smaller blocks to print patterns with support | Selects own printing tools | Prints with a range of tools to create meaningful pictures |
| **Painting Vocabulary** | Tools: Powder paint, paintbrush, spongeMixingColours (red, blue, yellow, green, purple, orange)line, shape |
| **Drawing** | Makes marks  | Draws lines and circles and adds meaning | Draws faces with features and begins to shapes that represent objects, people, places | Draws things that they have observed with some degree of accuracy | Draws things that they have observed or imagined with detail |
| Uses simple drawing tools – pencil, chalk, chunky crayon | Begins to use a range of drawing tools – pastels, colouring pencils | Experiment with different types of lines | Produce lines of different thickness and tone | Choose and use appropriate drawing tools to achieve their goal |
| **Drawing vocabulary** | Tools: Pencil, pastel, chalkStraight, wavyThick, thinObservation |
| **Collage** | Art work is all one texture | Begins to explore and use a wider range of natural and man-made textures | Talks about materials, describing their textures and colours | Beginning to cut and use different materials to create artwork | Can use a wide range of objects to create accurate representations  |
| Tears paper | Makes simple snips with looped scissors | Can cut straight line with support | Can cut straight lines independently | Can cut simple shapes without support | Can cut simple shapes with accuracy |
| **Collage vocabulary** | Tools: glue, paper, fabricStickingMaterialsTextureImagination |
| **Art** | Creates their own piece of art | Creates their own piece of art and gives meaning | Creates own pieces of art and is able to explain what they did | **Share their creations, explaining the process they have used** |  |
| **Art Vocabulary** | ArtworkCreationTechniquesSkillsImagination |  |  |
| **Sculpture** | Explore malleable materials | Begin to make marks and cut malleable materials | Mould and create simple shapes with malleable materials and gives meaning | Use simple tools to cut, shape and impress patterns and textures into a range of materials | Builds structures by manipulating malleable materials using hands and tools | **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function** |  |
| Builds towers using blocks | Begins to use junk modelling resources to create objects based on their experience | Makes something that they can give meaning to | Makes something with clear intentions |  |
| Can use a glue stick with support | Can use a glue spatula with support | Can join items with pva glue, glue stick and sellotape | Begins to use a variety of ways to join items – glue, masking tape, sellotape, string ribbon | Chooses and uses the most appropriate joining method |  |
| **Sculpture Vocabulary** | Joining, glue, sellotape, texture, pattern |  |  |
| **Music** | Explores a range of musical instruments | Experiments with changing the sound by using instruments in different ways | Chooses and uses instruments to represent something e.g. drum for thunder | Changes how they play instruments by following instructions  | Begins to make musical patterns by repeating sounds | Makes up rhythms for others to copy and copies rhythms played for them |  | MusicPlay tuned and untuned instruments musicallyListen with concentration and understanding to a range of high-quality live and recorded musicCan experiment, create, select and combine sounds using the interrelated dimensions of music  |
| Enjoys listening to music | Responds to music | Talks about how music makes them feel | Identifies if music is ‘happy’, ‘sad’ or ‘scary’ | Explains emotions in music |
| **Singing and dancing** | Moves to music | Copies basic movements | Learns short routines, with support | Learns long routines, with support | Puts actions together to create their own dance | **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** | **Music**Use their voices expressively and creatively by singing songs and speaking chants and rhymes**PE**Perform dances using simple movement patterns.  |
| Knows some words when singing | Enjoys singing in a small group | Sings in a group and begins to create own songs and actions | Begins to develop their confidence in performing to others | Enjoys performing solo or in groups with little support |
| **Role play** | Plays with familiar resources | Pretends a resources is something else | Uses known experiences to develop story lines | Uses experiences and learnt stories to develop story lines | Can use their imagination to develop storylines | Can solve problems in their play | **Make use of props and materials when role playing characters in narratives and stories** **Invent, adapt and recount narratives and stories with peers and teachers**  | **Spoken language**Participate in discussions, presentations, performances, role play/improvisations and debates |
| Engages with simple small world – trains, animals, dolls by self | Engages with simple small world – trains, animals, dolls in small groups with support | Engages with simple small world – trains, animals, dolls in small groups  | Enhances small world play with resources provided to them | Enhances play with resources from own choosing  | Initiates imaginative games using a range or resources and characters |