



# Subject Non- Negotiables –

## Skills and knowledge components: EAD progress model

|                              |  | Examples of expectations for throughout the Reception Year   |  |   |                       |   |  |
|------------------------------|--|--|--|---|-----------------------|---|--|
| Links to ks1 curriculum      |  | Year 1 expectations  |  |   | Nursery               |   |  |
|                              |  | Reception Key: Yellow - Autumn, Green - Spring, Blue - Summer.<br>Dragonfly Nursery Key: Pink<br>Ladybird Nursery: Red |  |   |                       |   |  |
| Painting<br>(Art and Design) | Colour matching, altering tint and shade<br>Warm/Cool colours                                      | Colour matching to a specific colour and shade   | Add white or black paint to alter tint or shade              | Able to mix primary colours to make secondary colours                     |                       | Mix primary colours to appropriate consistency                      | Use pre-made paints and are able to name colours |
|                              | Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools | Can independently select additional tools (stamps, rollers etc) to improve their painting                              | Can hold a paintbrush using a tripod grip                    | Can use thin brushes to add detail  | Can use thick brushes | Enjoys using hands, feet and fingers to paint                       | Can hold a paintbrush in the palm of their hand  |
|                              | Print with a variety of resources  | Create patterns or meaningful pictures when printing   |  | Print with small blocks, small sponges, fruit, shapes and other resources |                       | Print with large blocks and larger sponges                          |  |
| Drawing<br>(Art and Design)  | Children must be exposed to models and be able to identify key features of living things           | Draws with detail (bodies with sausage limbs and additional features)  | Draws bodies of an appropriate size for what they're drawing | Draws potato people (no neck or body)                                     |                       | Draws faces with features and draws enclosed spaces, giving meaning | Makes marks. Draws circles and lines.            |
|                              | Children draw portraits, detailed pictures, landscapes, buildings and cityscapes                   | Children are beginning to draw self-portraits, landscapes and buildings/cityscapes                                     |  | Children are able to draw simple things from memory                       |                       | Children are able to draw things that they observe                  |  |

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| Sculpture                          | Use a variety of natural, recycled and manufactured materials to sculpt   | Builds models which replicate those in real life. Can use a variety of resources - loose part play |  | Builds simple models using walls, roofs and towers.  | Builds walls to create enclosed spaces | Builds towers by stacking objects |
|                                    | Use a variety of techniques and shapes to sculpt  | Makes something with clear intentions  | Makes something that they give meaning to                      | Manipulates clay (rolls, cuts, squashes, pinches, twists...)                                   | Makes marks in clay                    | Explores clay                     |
| Knowledge to be taught             | <p><b>Ladybirds Nursery:</b> how to explore a range of media using body parts and simple tools.</p> <p><b>Dragonflies Nursery:</b> Exploring mixing colours, begin looking at objects and pictures in more detail (shapes, colours etc), begin developing fine motor skills - enclosing spaces, pen and pencil control.</p> <p><b>Reception:</b> Artists and their styles - Jackson Pollack (splat), Kandinsky (over-laid circles/squares), Mondrian (Primary Colours, straight lines), colour mixing with Primary Colours.</p> |  |  |  |  |                                   |
| Collage<br>(Design and Technology) | Joins items which have been cut, torn or glued  | Join items in a variety of ways - Sellotape, masking tape, string, ribbon                          | Join items with glue or tape                                   | Use glue sticks and glue spatulas independently  | Use glue spatulas with support         | Use glue sticks with support      |
|                                    | Improve models by adding texture  | Knows how to secure boxes, toilet rolls, decorate bottles  | Knows how to improve models (scrunch, twist, fold, bend, roll) | Adds other materials to develop models/pictures (tissue paper, glitter...)                     |  |                                   |
|                                    | Make collages and mosaics using different materials<br>Weaves items   | Improved vocab - flexible, rigid   | Smooth, rough, bendy, hard<br>Weave (fine motor)               | Additional textures - children describe as smooth or bumpy<br>Beginning to weave (gross motor) | Product is all one texture             |                                   |
| Knowledge to be taught             | <p><b>Ladybirds Nursery:</b> how to explore a range of media using developing control and simple tools.</p> <p><b>Dragonflies Nursery:</b> joining items together, developing independence and promoting creativity through junk modelling.</p> <p><b>Reception:</b> how to join items together to make a product for a purpose - vehicles.</p>   |  |  |  |  |                                   |

|                        |   |  |   |   |  |   |
|------------------------|---|--|---|---|--|---|
| Music                  | Expresses their opinion   | Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'   |   | Talks about how music makes them feel   | Responds to music  | Enjoys listening to music                                 |
|                        | Can change the tempo and dynamics<br>Recognises instruments in music<br>Compose their own simple tunes<br>Creates sound effects<br>Writes down compositions   | <ul style="list-style-type: none"> <li>-Selects own instruments and plays them in time to music.</li> <li>-Can change the tempo and dynamics whilst playing</li> <li>-Knows how to use a wide variety of instruments.</li> <li>-Beginning to write own compositions using symbols, pictures or patterns</li> </ul> |   | <ul style="list-style-type: none"> <li>Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)</li> <li>Plays a given instrument to a simple beat</li> </ul> | Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) |   |
| Singing and dancing    | Put a sequence of actions together  | Learns longer dance routines, matching pace  |   | Learns short routines, beginning to match pace  | Copies basic actions   | Moves to music  |
|                        | Begin to improvise independently to create a simple dance   | Replicates dances and performances   |   | Shares likes and dislikes about dances/performances   | Watches dances and performances  | Beginning to watch performances for short periods of time |
|                        | Sings in tune and to the correct beat   | Sings by themselves, matching pitch and following melody   | Sings in a group, matching pitch and following melody     | Sings in a group, trying to keep in time  |  | Sings in a small group                                    |
| Knowledge to be taught | <p><b>Ladybirds Nursery:</b> how to explore a range of instruments using movement, song/rhyme repertoire.</p> <p><b>Dragonflies Nursery:</b> Copy the pitch sung by an adult, changing the melody of their voice, exploring and describing sounds of instruments.</p> <p><b>Reception:</b> Name instruments, New vocabulary - beat, pitch, dynamics, tempo, melody, actions, sequence, routine.</p> |  |   |   |  |   |
| Role play              | To take part in a simple role play of a known story   | Uses imagination to develop own storylines   | Uses experiences and learnt stories to develop storylines | Uses own experiences to develop storylines  | Plays with familiar resources  |   |

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|                            |   | Enhance with resources that they pretend are something else                     | Children enhance small world play with simple resources | Participates in small world play related to rhymes and stories   | Simple small world (farm, cars, trains, dolls)          |  |
| Independence               | Reviews own work and makes improvements                       | Begins to paint on other materials - card, fabric, clay                         |   | Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)  | Choose a piece of paper from a selection of 2/3 colours | One piece of paper provided to child   |
|                            |   | Returns to work on another occasion to edit and improve                         |   | Creates their own piece of art and begins to self-correct any mistakes   | Creates their own piece of art and gives meaning        | Creates their own piece of art   |
|                            | To develop and share their ideas, experiences and imagination | Creates collaboratively, sharing ideas with peers and developing skills further |   | Works with a friend, copying ideas and developing skills together  | Children work independently to develop basic skills     |  |
| Resources (not limited to) | Children are exposed to using different materials             | Watercolour paints, pastels, hole punches, cotton wool, foil, art straws        |   | Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB |   | Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments |