

EYFS Expressive Arts and Design F0

	F0 Autumn 1	F0 Autumn 2	F0 Spring 1	F0 Spring 2	F0 Summer 1	F0 Summer 2
Creating with materials	Art- Drawing Start to make marks intentionally. Creates large lines and circles and marks. Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper. Colour Notices there are different colours to choose from. Multimedia Begins to independently explore a range of media through sensory activities using whole body. DT- Design Starts to make models and structures. Technical Knowledge Begins to imitate how an adult uses tools. <i>Shows interest in mark marking large and sometimes small scale.</i>	Art- Drawing Start to make marks intentionally. Creates large lines and circles and marks. Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper. Colour Notices there are different colours to choose from. Multimedia Begins to independently explore a range of media through sensory activities using whole body. DT- Design Starts to make models and structures. Technical Knowledge Begins to imitate how an adult uses tools. <i>Shows interest in mark marking large and sometimes small scale.</i>	Art- Drawing Start to make marks intentionally. Creates large lines and circles and marks. Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper. Colour Notices there are different colours to choose from. Multimedia Begins to independently explore a range of media through sensory activities using whole body. DT- Design Starts to make models and structures. Technical Knowledge Begins to explore different materials using all of their senses to investigate them. Evaluate Pretends that one object represents another - especially characteristics in common. <i>Shows interest in mark marking large and sometimes small scale.</i>	Art- Drawing Start to make marks intentionally. Creates large lines and circles and marks. Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper. Colour Notices there are different colours to choose from. Multimedia Begins to independently explore a range of media through sensory activities using whole body. DT- Design Starts to make models and structures. Technical Knowledge Begins to explore different materials using all of their senses to investigate them. Begins to imitate how an adult uses tools. Evaluate Pretends that one object represents another - especially characteristics in common. <i>Shows interest in mark marking large and sometimes small scale.</i>	Art- Drawing Shows an interest in the marks others make. Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks they make. Painting Shows an interest in the paintings of other children. Notices how marks can touch each other. Colour Begins to independently explore and experiment with blocks, colours and marks. Multimedia Explores and experiments with a range of media through sensory exploration using their whole body. DT- Design Notices other children's models. Technical Knowledge Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Relates tools to a specific purpose. Evaluate Notices patterns with strong contrasts and be attracted by patterns resembling the human face. <i>Begins to make deliberate lines and circles.</i>	Art- Drawing Shows an interest in the marks others make. Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks they make. Painting Shows an interest in the paintings of other children. Notices how marks can touch each other. Colour Begins to independently explore and experiment with blocks, colours and marks. Multimedia Explores and experiments with a range of media through sensory exploration using their whole body. DT- Design Notices other children's models. Technical Knowledge Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Relates tools to a specific purpose. Evaluate Notices patterns with strong contrasts and be attracted by patterns resembling the human face. <i>Begins to make deliberate lines and circles.</i>
Being Imaginative and Expressive	Imagination and Creativity Responds emotionally and physically to music when it changes. Sometimes creates moved to music. Musical development: Hearing & listening Anticipates phrases and actions in rhymes and songs, like ‘Peepo’. Enjoys singing, listening to music and joins in with toys that make a sound. Musical development: vocalising & singing Joins in with songs and rhymes, making some sounds. Makes repetitive sounds. Musical development moving & dancing Notices and is interested in the effects of making movements which leave marks. Moves and dances to music. Musical development Exploring & playing Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear. <i>Moves and interacts to music. Claps with adults to the music.</i>	Imagination and Creativity Responds emotionally and physically to music when it changes. Sometimes creates moved to music. Musical development: Hearing & listening Anticipates phrases and actions in rhymes and songs, like ‘Peepo’. Enjoys singing, listening to music and joins in with toys that make a sound. Musical development: vocalising & singing Joins in with songs and rhymes, making some sounds. Makes repetitive sounds. Musical development moving & dancing Notices and is interested in the effects of making movements which leave marks. Moves and dances to music. Musical development Exploring & playing Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear. <i>Moves and interacts to music. Claps with adults to the music.</i>	Imagination and Creativity Responds emotionally and physically to music when it changes. Sometimes creates moved to music. Musical development: Hearing & listening Anticipates phrases and actions in rhymes and songs, like ‘Peepo’. Enjoys singing, listening to music and joins in with toys that make a sound. Musical development; vocalising & singing Joins in with songs and rhymes, making some sounds. Makes repetitive sounds. Musical development moving & dancing Notices and is interested in the effects of making movements which leave marks. Moves and dances to music. Musical development Exploring & playing Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear. <i>Moves and interacts to music. Claps with adults to the music.</i>	Imagination and Creativity Responds emotionally and physically to music when it changes. Sometimes creates moved to music. Musical development: Hearing & listening Anticipates phrases and actions in rhymes and songs, like ‘Peepo’. Enjoys singing, listening to music and joins in with toys that make a sound. Musical development; vocalising & singing Joins in with songs and rhymes, making some sounds. Makes repetitive sounds. Musical development moving & dancing Notices and is interested in the effects of making movements which leave marks. Moves and dances to music. Musical development Exploring & playing Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear. <i>Moves and interacts to music. Claps with adults to the music.</i>	Imagination and Creativity Sometimes plays make believe by pretending. Begins to make-believe by pretending. Musical development: Hearing & listening Sings along with songs. Like to experiment with musical instruments. Musical development; vocalising & singing Begins to join in with favourite songs. Joins in singing favourite songs. Musical development moving & dancing Begins to take part in action songs. Enjoys and takes part in action songs, such as ‘Twinkle, Twinkle Little Star’. Musical development Exploring & playing Creates sounds by banging, shaking, tapping or blowing. Uses instruments with other children. <i>Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.</i>	Imagination and Creativity Sometimes plays make believe by pretending. Begins to make-believe by pretending. Musical development: Hearing & listening Sings along with songs. Like to experiment with musical instruments. Musical development; vocalising & singing Begins to join in with favourite songs. Joins in singing favourite songs. Musical development moving & dancing Begins to take part in action songs. Enjoys and takes part in action songs, such as ‘Twinkle, Twinkle Little Star’. Musical development Exploring & playing Creates sounds by banging, shaking, tapping or blowing. Uses instruments with other children. <i>Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.</i>

EYFS Expressive Arts and Design Nursery F1

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
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Creating with materials	<p>Art- Drawing Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, e.g., Drawing a line and saying, 'That’s me' and the meaning remains consistent when asked. Uses the arm, wrist, and finger muscles.</p> <p>Painting Experiments with blocks of colours and marks. Paints the entire page to cover the background.</p> <p>Colour Has an interest in objects that are their favourite colour.</p> <p>Multimedia Explores how objects feel.</p> <p>DT- Design Knows what they want to build.</p> <p>Make To explore and experiment with a range of media through sensory exploration.</p> <p>Technical Knowledge Imitates how an adult uses tools.</p> <p>Evaluate Engages and explores using a range of tools in the environment with the support of an adult.</p> <p>Food and Nutrition Can wash and dry hands independently. Can name different foods.</p>	<p>Art- Drawing Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, e.g., Drawing a line and saying, 'That’s me' and the meaning remains consistent when asked. Uses the arm, wrist, and finger muscles.</p> <p>Painting Experiments with blocks of colours and marks. Paints the entire page to cover the background.</p> <p>Colour Has an interest in objects that are their favourite colour.</p> <p>Multimedia Explores how objects feel.</p> <p>DT- Design Knows what they want to build.</p> <p>Make To explore and experiment with a range of media through sensory exploration.</p> <p>Technical Knowledge Imitates how an adult uses tools.</p> <p>Evaluate Engages and explores using a range of tools in the environment with the support of an adult.</p> <p>Food and Nutrition Can wash and dry hands independently. Can name different foods.</p>	<p>Art- Drawing Drawings are symbolic and created with purpose and intent. Marks recognisably represent an object for example people with a head, arms and legs. Drawings include squares, rectangles and circles. Restricts the use of a page to produce “an image”.</p> <p>Painting Experiments with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps. Follows adult modelling to make different kinds of marks.</p> <p>Colour Begins to name and collect objects by colour. The use of colour is more emotional than logical.</p> <p>Multimedia Enjoys experiencing different textures and sensory activities. Shows interest in and describes (simple vocabulary) the texture of objects.</p> <p>Uses finger, hand or foot to create a print.</p> <p>DT- Design Uses a variety of construction materials. Will sometimes create a drawing/a design of personal interest often with support.</p> <p>Make Knows the name of different tools, knows their purpose and understands they need to be used safely. Eg. Scissors- cutting. Sellotape/ masking tape/ glue- sticking. To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Technical Knowledge Relates tools to a specific purpose.</p> <p>Evaluate Makes a choice relating to what they want to create e.g. a tool, colour etc.</p> <p>Food and Nutrition Knows that different foods have different tastes. Begins to use a range of utensils and tools through play.</p>	<p>Art- Drawing Drawings are symbolic and created with purpose and intent. Marks recognisably represent an object for example people with a head, arms and legs. Drawings include squares, rectangles and circles. Restricts the use of a page to produce “an image”.</p> <p>Painting Experiments with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps. Follows adult modelling to make different kinds of marks.</p> <p>Colour Begins to name and collect objects by colour. The use of colour is more emotional than logical.</p> <p>Multimedia Enjoys experiencing different textures and sensory activities. Shows interest in and describes (simple vocabulary) the texture of objects.</p> <p>Uses finger, hand or foot to create a print.</p> <p>DT- Design Uses a variety of construction materials. Will sometimes create a drawing/a design of personal interest often with support.</p> <p>Make Knows the name of different tools, knows their purpose and understands they need to be used safely. Eg. Scissors- cutting. Sellotape/ masking tape/ glue- sticking. To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Technical Knowledge Relates tools to a specific purpose.</p> <p>Evaluate Makes a choice relating to what they want to create e.g. a tool, colour etc.</p> <p>Food and Nutrition Knows that different foods have different tastes. Begins to use a range of utensils and tools through play.</p>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject.</p> <p>Painting Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour Explores colour and how colours can be changed. Distinguishes between colours and names them.</p> <p>Multimedia Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'It’s pink. I like pink'.</p> <p>DT- Design Creates items of personal interest. Share their creations, explaining the process they used Uses the environment/images to support the decision of what to create.</p> <p>Make Can use simple tools safely. Knows how to use a hole using a hole punch. Knows how to hold scissors and use them to make snips in paper. To join construction pieces together to build and balance.</p> <p>Technical Knowledge Knows how to and can join construction pieces together to build and balance.</p> <p>Evaluate Plays with their creations. Can articulate if they like what they have made or not and being to give a reason.</p> <p>Food and Nutrition Knows what textures are and can use them to describe different foods. – soft, hard, sweet, sour, crunchy, smooth. Explores a range of baking experiences. Begin to make healthy choices. (Link to PSED)</p>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject.</p> <p>Painting Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour Explores colour and how colours can be changed. Distinguishes between colours and names them.</p> <p>Multimedia Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'It’s pink. I like pink'.</p> <p>DT- Design Creates items of personal interest. Share their creations, explaining the process they used Uses the environment/images to support the decision of what to create.</p> <p>Make Can use simple tools safely. Knows how to use a hole using a hole punch. Knows how to hold scissors and use them to make snips in paper. To join construction pieces together to build and balance.</p> <p>Technical Knowledge Knows how to and can join construction pieces together to build and balance.</p> <p>Evaluate Plays with their creations. Can articulate if they like what they have made or not and being to give a reason.</p> <p>Food and Nutrition Knows what textures are and can use them to describe different foods. – soft, hard, sweet, sour, crunchy, smooth. Explores a range of baking experiences. Begin to make healthy choices. (Link to PSED)</p>
Being Imaginative and Expressive	<p>Imagination and Creativity Begins to make-believe by pretending. Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else. Imaginative play is based and driven by</p>	<p>Imagination and Creativity Begins to make-believe by pretending. Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else. Imaginative play is based and driven by</p>	<p>Imagination and Creativity Begins to develop stories using small-world equipment like animal sets and dolls’ houses. Likes to sing and play with friends. Will perform in front of peers. Imitates peers’ imaginative play. Play is based on associate play (not much</p>	<p>Imagination and Creativity Begins to develop stories using small-world equipment like animal sets and dolls’ houses. Likes to sing and play with friends. Will perform in front of peers. Imitates peers’ imaginative play. Play is based on associate play (not much</p>	<p>Imagination and Creativity Develops preference for forms of expression. Engages in imaginative role-play based on own first-hand experiences that includes roles and a simple narrative, for example, having dinner together, going to the shops</p>	<p>Imagination and Creativity Develops preference for forms of expression. Engages in imaginative role-play based on own first-hand experiences that includes roles and a simple narrative, for example, having dinner together, going to the shops</p>

	<p>objects. Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Musical development: Hearing & listening Shows an interest in the way musical instruments sound. Listens with increased attention to sounds. Musical development: vocalising & singing Sings to and with toys, props, resources. Repeats phrases of songs. Sings and chants with and to others. Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs. Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p><i>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.</i></p>	<p>objects. Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Musical development: Hearing & listening Shows an interest in the way musical instruments sound. Listens with increased attention to sounds. Musical development: vocalising & singing Sings to and with toys, props, resources. Repeats phrases of songs. Sings and chants with and to others. Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs. Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p><i>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and</i></p>	<p>interaction between children but activity similar to that of others). Musical development Hearing & listening Responds to what they have heard, expressing their thoughts and feelings. Describes the sound of instruments, for example, scratchy sound, soft sound, loud sound. Musical development vocalising & singing Remembers and sings an entire song or nursery rhyme from school or home. Has strong preferences for songs he or she likes to sing and/or listen to. Musical development moving & dancing Moves body rhythmically. Imitates movements in response to music. Musical development Exploring & playing Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments. Experiments with ways of playing instruments, e.g., loud/quiet (dynamics), fast/slow (tempo). <i>Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse</i></p>	<p>interaction between children but activity similar to that of others). Musical development Hearing & listening Responds to what they have heard, expressing their thoughts and feelings. Describes the sound of instruments, for example, scratchy sound, soft sound, loud sound. Musical development vocalising & singing Remembers and sings an entire song or nursery rhyme from school or home. Has strong preferences for songs he or she likes to sing and/or listen to. Musical development moving & dancing Moves body rhythmically. Imitates movements in response to music. Musical development Exploring & playing Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments. Experiments with ways of playing instruments, e.g., loud/quiet (dynamics), fast/slow (tempo). <i>Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse</i></p>	<p>.Musical development Hearing & listening Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker. Musical development vocalising & singing Sings a few familiar songs. Creates sounds in vocal sound games. Musical development moving & dancing Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Uses movement to express feelings. Musical development Exploring & playing Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p><i>Shows a preference for types and methods of expression and shows more control when expressing themselves.</i></p>	<p>.Musical development Hearing & listening Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker. Musical development vocalising & singing Sings a few familiar songs. Creates sounds in vocal sound games. Musical development moving & dancing Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Uses movement to express feelings. Musical development Exploring & playing Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p><i>Shows a preference for types and methods of expression and shows more control when expressing themselves.</i></p>
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Reception Physical Development

	F2 Autumn 1	F2 Autumn 2	F2 Spring 1	F2 Spring 2	F2 Summer 1	F2 Summer 2
<i>Creating with materials</i>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object</p>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object</p>	<p>Art- Drawing The pre-schematic stage of drawing develops so that pictures tell a story. Combines shapes to create another (a rectangle and a circle to form a hat). Representation become more mature with details emerging.</p>	<p>Art- Drawing The pre-schematic stage of drawing develops so that pictures tell a story. Combines shapes to create another (a rectangle and a circle to form a hat). Representation become more mature with details emerging.</p>	<p>Art ELG: Draws a variety of objects with increased detail and shapes, some based on detailed observations. Selects own painting techniques, resources and tools to create representations. Explores which primary colours are mixed to</p>	<p>Art ELG: Draws a variety of objects with increased detail and shapes, some based on detailed observations. Selects own painting techniques, resources and tools to create representations. Explores which primary colours are mixed to</p>

	<p>(people with head, arms, and legs). Drawings include squares, rectangles and circles.</p> <p>Painting</p> <p>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour</p> <p>Explores mixing colours and observes the changes.</p> <p>Distinguishes between colours and names them.</p> <p>Multimedia</p> <p>Manipulates malleable materials to create shapes.</p> <p>Selects from a variety of resources to use in collage based on personal choices and criteria.</p> <p>'Its pink , I like pink'.</p> <p>DT- Design</p> <p>Creates items of personal interest.</p> <p>Uses the environment/images to support the decision of what to create</p> <p>Technical Knowledge</p> <p>Knows how to and can join construction pieces together to build and balance.</p> <p>Begins to understand colour, shape and space.</p> <p>Knows how to put things together in a basic way.</p> <p>Food and Nutrition</p> <p>Knows what textures are and can use them to describe different fruits and vegetables – soft, hard, sweet, sour, crunchy, smooth.</p> <p>Recognises and name some common fruits and vegetables.</p> <p>Knows vegetables are grown.</p> <p>Know that eating fruit and vegetables is good for us.</p> <p>Know there is a sequence to follow when preparing food.</p>	<p>(people with head, arms, and legs). Drawings include squares, rectangles and circles.</p> <p>Painting</p> <p>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour</p> <p>Explores mixing colours and observes the changes.</p> <p>Distinguishes between colours and names them.</p> <p>Multimedia</p> <p>Manipulates malleable materials to create shapes.</p> <p>Selects from a variety of resources to use in collage based on personal choices and criteria.</p> <p>'Its pink , I like pink'.</p> <p>DT- Design</p> <p>Creates items of personal interest.</p> <p>Uses the environment/images to support the decision of what to create</p> <p>Technical Knowledge</p> <p>Knows how to and can join construction pieces together to build and balance.</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Drawings begin to show some understanding of basic observation.</p> <p>Painting</p> <p>Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.</p> <p>Shows focus, concentration and control painting within lines on a template.</p> <p>Washes paint brushes when using a new colour.</p> <p>Imitates a range of painting techniques modelled to them. For example: printing, stamping, colour wash.</p> <p>Knows painted/ ‘wet’ pictures needs to dry and stores artwork independently and safely.</p> <p>Colour</p> <p>Uses a variety of colours when colouring and painting.</p> <p>Selects a colour for a purpose (yellow for the sun).</p> <p>Attempts to keep colours 'clean' through washing brushes in between using colour due to their knowledge of colour mixing.</p> <p>Begins to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations.</p> <p>Multimedia</p> <p>Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability).</p> <p>'I used this paper because it is shiny like the fish scales'.</p> <p>Verbalises choices for collage and construction.</p> <p>Explores existing textures of objects and describes them verbally.</p> <p>Imitates marks and textures into clay/dough surface</p> <p>DT- Design</p> <p>Says what they are going to make before doing so and what it will look like.</p> <p>Creates objects for a given purpose (for play or given functionality).</p> <p>Knows when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively.</p>	<p>Drawings begin to show some understanding of basic observation.</p> <p>Painting</p> <p>Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.</p> <p>Shows focus, concentration and control painting within lines on a template.</p> <p>Washes paint brushes when using a new colour.</p> <p>Imitates a range of painting techniques modelled to them. For example: printing, stamping, colour wash.</p> <p>Knows painted/ ‘wet’ pictures needs to dry and stores artwork independently and safely.</p> <p>Colour</p> <p>Uses a variety of colours when colouring and painting.</p> <p>Selects a colour for a purpose (yellow for the sun).</p> <p>Attempts to keep colours 'clean' through washing brushes in between using colour due to their knowledge of colour mixing.</p> <p>Begins to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations.</p> <p>Multimedia</p> <p>Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability).</p> <p>'I used this paper because it is shiny like the fish scales'.</p> <p>Verbalises choices for collage and construction.</p> <p>Explores existing textures of objects and describes them verbally.</p> <p>Imitates marks and textures into clay/dough surface</p> <p>DT- Food</p> <p>Knows there is a sequence to follow when preparing food.</p>	<p>make secondary colours.</p> <p>Explains the process they went through when making and the choices they made.</p> <p>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Effectively selects own resources and fixings for their desired project.</p> <p>Beginning to understand and show some awareness of stability and balance when adding 3D components together.</p> <p>Explains the processes they went through whilst making and the choices they made.</p> <p>Evaluates and edits their work throughout the making process.</p> <p>ELG:</p> <p>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</p> <p>Multimedia</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Design Technology</p> <p>ELG: Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function</p> <p>Share their creations, explaining the process they used</p> <p>ELG (Fine motor) Use a range of small tools, including scissors and cutlery</p>	<p>make secondary colours.</p> <p>Explains the process they went through when making and the choices they made.</p> <p>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Effectively selects own resources and fixings for their desired project.</p> <p>Beginning to understand and show some awareness of stability and balance when adding 3D components together.</p> <p>Explains the processes they went through whilst making and the choices they made.</p> <p>Evaluates and edits their work throughout the making process.</p> <p>ELG:</p> <p>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</p> <p>Multimedia</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Design Technology</p> <p>Textiles- Weaving</p> <p>Knows that a design is a way of planning our idea before we start.</p> <p>Knows that threading is putting one material through an object.</p> <p>Know that weaving uses the under- over technique.</p> <p>ELG: Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function</p> <p>Share their creations, explaining the process they used</p> <p>ELG (Fine motor) Use a range of small tools, including scissors and cutlery</p>
<p>Being Imaginative and Expressive</p>	<p>Imagination and Creativity</p> <p>Develops preference for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to themselves and makes up own songs.</p> <p>Engages in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops.</p>	<p>Imagination and Creativity</p> <p>Develops preference for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to themselves and makes up own songs.</p> <p>Engages in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops.</p>	<p>Imagination and Creativity</p> <p>Uses available resources to create props to support role play.</p> <p>Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have different roles.</p> <p>Plans and communicates collaboratively</p>	<p>Imagination and Creativity</p> <p>Uses available resources to create props to support role play.</p> <p>Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have different roles.</p> <p>Plans and communicates collaboratively</p>	<p>ELG - Invents, adapts and recounts narratives and stories with peers and their teacher. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.</p> <p>Imagination and Creativity</p> <p>Uses available resources to create props to support role play.</p> <p>Develops storylines with detail in their pretend play, for example, someone’s</p>	<p>ELG - Invents, adapts and recounts narratives and stories with peers and their teacher. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.</p> <p>Imagination and Creativity</p> <p>Uses available resources to create props to support role play.</p>

			<p>about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices'.</p> <p>Musical Development: Vocalising and singing Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Musical Development: Moving and Dancing Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually or in small groups.</p> <p>Musical Development: Exploring and Playing Keeps a steady beat whilst playing instruments: his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> <p>Plays along to the beat of the song they are singing or music being listened to.</p>	<p>about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 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Creates scenarios in collaboration with others where they have different roles. Plans and communicates collaboratively about their play. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices'.</p> <p>Musical Development: Vocalising and singing Sings in a group or on their own, increasingly matching the pitch and following the melody. Sings the pitch of a tone sung by another person (pitch match). 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They can talk about music, what it sounds like and what it makes them think of.</p>	<p>Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have different roles.</p> <p>Plans and communicates collaboratively about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 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