



EYFS- Expressive Art and Design Progression

| | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---------|-------|--|--|--|---|---|---|
| Expressive Arts and Design | Nursery | Music | <p>Children to listen to the sounds made by different instruments.</p> <p>Children to explore the sounds of different instruments independently.</p> <p>Children to sing Nursery rhymes with simple language patterns.</p> | <p>Children to begin to move to music.</p> <p>Children begin to copy a beat.</p> <p>Children to sing Nursery rhymes with simple language patterns.</p> | <p>Children to begin to move to music.</p> <p>Children to be able to copy the voice notes made by another person.</p> <p>Children to sing Nursery rhymes with actions.</p> | <p>Children to explain how music makes them feel.</p> <p>Children to begin to understand about pitch and pace when copying singing patterns</p> <p>Children to begin singing songs with longer sentence structures.</p> | <p>Children to explain how music makes them feel/ think.</p> <p>Children to begin to creating their own songs changing pitch and pace.</p> <p>Children to sing counting rhymes with numbers to 5.</p> | <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p> |



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| | | Art and Design | <p>Children to access the small world areas playing alongside another child.</p> <p>Children to draw on a large scale using gross motor movements.</p> <p>Children to be able to recognise primary colours.</p> <p>Children to be able to sort/ match colours.</p> | <p>Children to access the small world areas, building a story using objects.</p> <p>Children to draw closed circles, lines, swirls on a smaller scale.</p> <p>Children to be able to recognise primary and secondary colours.</p> | <p>Children to access the small world areas, building a story using objects encouraging others to join in their play.</p> <p>Children to begin to draw as a form of representing an idea. e.g. family, people, trees.</p> <p>Children to explore mixing primary colours to create secondary colours.</p> | <p>Children to access the small world areas, building a story using objects encouraging others to join in their play.</p> <p>Children to begin to draw as a form of representing an idea. e.g. family, people, trees.</p> <p>Children to experiment mixing colours to create a wider range e.g. brown. Mixing with white and black.</p> | <p>Children to access the small world areas, building a story using objects encouraging others to join in their play.</p> <p>Children to draw as a form of representing an idea. e.g. family, people, trees</p> <p>Children to select and mix colours for a purpose.</p> | <p>Children to take part in simple pretend play.</p> <p>Children to begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Children draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children explore colour and colour-mixing</p> |



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| | Reception | Music | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Busy Body - Heads - Shoulders - Knees and Toes <p>Children will be able to clap along to a rhythm.</p> | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a Manger - Little Donkey - Must Be Santa <p>Children will listen to a range of instruments and identify similarities and differences.</p> | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - I'm A Caterpillar - Jack and the Beanstalk songs (BBC) - Goldilocks Went to the house of the bears - I love you, you love me <p>Children will know how to use an instrument to create a rhythm.</p> | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Spring Chicken - Pancake Song <p>Children will experiment with different ways of playing instruments.</p> | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Old McDonald - Farmer Ben - Hickety Pickety My Red Hen - Roots, Stem, Leaves, Flower <p>Children will join in with choreographed dances moves and actions.</p> | <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - A sailor went to sea, sea, sea - There's a hole in the bottom of the sea - We're Going to The Seaside - <p>Children will know perform their own dances using steps and techniques that they have learned.</p> |
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| | | Art and Design | <p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> | <p>Children will know how to mould dough.</p> <p>Children will make an object with dough and be able to talk about what they have made.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p> <p>Children will make a Christmas card.</p> | <p>Children will know how to make 2D collages.</p> <p>Children will paint/make various fruits and vegetables.</p> <p>Children will decorate a biscuit.</p> | <p>Children will know how to use and mix watercolour paints.</p> <p>Children will know how to make a slot join.</p> | <p>Children will know how to use different techniques to make 3D collages.</p> | <p>Children will be able to create a tab to attach additional items to their artwork.</p> |
| | | | <p>In Early Years children are given ample opportunities to engage with the arts, explore and play with a wide range of media and materials. Children have role play environments set up indoors and outdoors to develop pretend and imaginative play. Children are given the opportunity to listen to and watch musicians and dancers perform as well as be provided with resources to practise and perform their own ideas.</p> | | | | | |