



## Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Art and Design						
Cycle 1	Autumn 1 <u>All About Me</u>	Autumn 2 <u>All the Colours of the Rainbow</u>	Spring 1 <u>Dinosaurs</u>	Spring 2 <u>Let's Grow</u>	Summer 1 <u>Tasty Tales</u>	Summer 2 <u>Holidays</u>
	Painting	Colour mixing	Printing	Observational art	Making Models	Investigating artists
Cycle 2	Autumn 1 <u>Autumn Changes</u>	Autumn 2 <u>Busy People</u>	Spring 1 <u>Animals Around the World</u>	Spring 2 <u>Marvellous Minibeasts</u>	Summer 1 <u>Wonderful West Kirby</u>	Summer 2 <u>Sensational Summer</u>
	Painting	Colour mixing	Observational drawing	Printing	Making Models	Investigation artists
Birth – 3 years		3 and 4 year olds		Reception children		Relevant ELGs
<b>Expressive Art and Design –</b> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.		<b>Expressive Art and Design –</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex ‘small worlds’ with blocks and construction kits. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.		<b>Expressive Art and Design –</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.		<b>Expressive Art and Design - <u>Creating with Materials</u> ELG:</b> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> <b><u>Being Imaginative and Expressive</u> ELG:</b> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>
Key Vocabulary			Links to Characteristics of Effective Learning			

colour names, mix, paint, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker.	Showing a curiosity about objects, events and people. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.
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