

# Progression in EAD EYFS

Statements taken from Development Matters Early Adopter 2021 using the 'pathways'

Nursery and Reception have progressive phases that build up to the ELG at the end of Reception.

## **EYFS Statutory Educational Programme:**

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

## Nursery EAD Progression

	Creating with materials		Being Imaginative and Expressive		
	Children will be learning to....		Children will be learning to....		
	Art	Design Technology	Singing	Imaginative	Music
(a) Prior learning birth to 3	<ul style="list-style-type: none"> <li>*Make marks intentionally in sand, shaving foam and using paint, chalk, etc</li> <li>*Access paint, mud, cornflour, jelly, shaving foam using fingers and other parts of their bodies as well as brushes.</li> <li>*Express ideas and feelings through making marks, and sometimes give a meaning to the marks.</li> <li>*Name colours (red, blue, green, yellow).</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulate and play with different materials: wooden blocks, 'junk' materials, fabric and so on, making simple models.</li> <li>*Use their imagination and make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>*Anticipate phrases and actions in rhymes and songs; <i>daily routine songs; days of the week, hello song, Twinkle, Twinkl, Baa, Baa, Humpty Dumpty, Incy Wincy</i></li> <li>*Explore their voices and enjoy making sounds</li> <li>*Join in with songs and rhymes (Twinkle Twinkle, Humpty Dumpty, Incy Wincy)</li> </ul>	<ul style="list-style-type: none"> <li>*Start to develop pretend play, pretending that one object represents another. <i>EG a child holds a wooden block to her ear and pretends it's a phone.</i></li> <li>*Pretending to feed a doll and take it for a walk in the pram.</li> </ul>	<ul style="list-style-type: none"> <li>*Show attention to sounds (phase 1 phonics) and music.</li> <li>*Move and dance to music.</li> <li>*Explore a range of sound makers and instruments (phase 1 phonics).</li> <li>*Recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone)</li> </ul>

	<p>*Draw on a large scale with increasing, drawing a face and a simple person, creating their own self portrait (face).</p> <p>*Manipulate clay – squeezing, pinching, making a small pot (Diva lamp).</p>		Spider, round and round the garden).		
(b) 3 & 4 year olds	<p>*Draw horizontal and vertical lines, squiggles and zig zags.</p> <p>*Use pencils and paint to draw closed shapes with continuous lines freely.</p> <p>*Listen to music and use a pen to represent the movement of the fireworks.</p> <p>*Print with objects – vegetables, leaves, cars.</p> <p>*Scrunch and roll paper.</p> <p>*Roll, pinch, pull, squeeze, shape with playdough.</p> <p>*Name colours (orange, pink, white, black, brown, grey).</p> <p>*Mix colours together and talk about what happens.</p>	<p>*Join things together (boxes, card, paper) with glue or tape. Creating their own Chinese dragons.</p> <p>*Use boxes of different sizes, change the box into 'something'. Creating their own vehicle.</p> <p>*Push bricks together to construct, sometimes talking about what they are making; sticklebricks.</p> <p>*Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>*Joins in with singing rhymes and songs wheels on the bus, I'm a little teapot, two little dickie birds, If you happy and you know it, Miss Polly.</p> <p>*Remembers and sings entire songs <i>Twinkle, Twinkl, Baa, Baa, Humpty Dumpty, Incy Wincy,</i></p>	<p>*Take part in simple pretend play, playing in the home corner, using the role play equipment appropriately.</p> <p>*Use small world to imagine, beginning to develop stories using animals, cars, play people and blocks.</p>	<p>*Know how to make a variety of sounds using my body, e.g. clap (Phase 1 phonics )</p> <p>*Listen to music from different cultures and historical periods talking about their thoughts and feelings.</p> <p>*Move and dance to a range of music.</p> <p>*Listen with increased attention to sounds, developing good listening skills understanding that they cannot talk and listen, playing sound matching games.</p> <p>*Play instruments in different ways, with increasing control (tapping, shaking)</p>

	<p>*Press objects into playdough and talk about the imprint.</p> <p>*Paint with sponges, brushes, twigs.</p> <p>*Develop their own ideas; stick/make a collage.</p>				
<p><b>End Points for Nursery</b></p>	<p>*Free paint an idea and talk about it.</p> <p>*Cut dough using tools such as scissors, blunt knives, cutters.</p> <p><b>*Be able to draw an object - ??????????????</b></p> <p>*Draw with a pencil on a small piece of paper a picture of themselves.</p> <p>*Talk about what happens when they mix two colours it makes a new one, learning that yellow and green make blue, red and yellow make orange.</p> <p>*Use colours to express feelings of happiness, sadness, fear.</p> <p>*Use natural materials to create natural patterns on the ground in the style of Goldsworthy.</p>	<p>*Choose the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</p> <p>*Talk about what they like about their design and what they'd like to change.</p> <p>*Use masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>*Build for a purpose with a range of construction equipment; mobilo, duplo.</p>	<p>*Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>*Remember and sing entire songs.</p> <p>*Sing quietly and loudly using their 'singing voice'.</p> <p>*Begin to create their own songs, or improvise a song around one they know.</p> <p>*Perform their favourite song in front of a small group.</p>	<p>*Makes up stories when playing, like superheroes rescuing people from a building, concentrating for more than five minutes.</p> <p>*Take on a role within 'role play' talking about who they are and interacting with a peer, engaging in imaginative play.</p> <p>*Recreate stories with small world equipment.</p>	<p>*Talk about what the music/sounds they have listened to and talk about what they think they heard.</p> <p>*Know how to clap &amp; repeat simple repeated patterns</p> <p>*Know and be able to play instruments in different ways, dynamics (loud/quiet)</p> <ul style="list-style-type: none"> <li>• tempo (fast/slow)</li> </ul>

## Reception EAD Progression

	Creating with materials		Being Imaginative and Expressive		
	Children will be learning to....		Children will be learning to....		
	Art	Design Technology	Singing	Imaginative	Music
(a)	<p>Draw a large picture of themselves with a body, arms, legs (sausage limbs) and facial features, looking closely in the mirror and drawing details.</p> <p>Use colours for a purpose, e.g. using the correct eye/hair colour when painting a self-portrait, looking in mirrors to determine correct colours.</p> <p>Draw bodies of an appropriate size when representing their house and family.</p> <p>Name the primary colours (red, yellow, blue), learning how to mix two colours to make the secondary colours (orange, green, purple).</p> <p>Mix colours and know the colour they want to create.</p> <p>Use different size brushes, selecting fine brushes to add detail.</p> <p>Use a painting programme on the computer or ipad.</p> <p>Talk about Kandinskys work 'circles' and 'squares', recreate their own work in the same style.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs".</p> <p>Adding windows and doors to buildings, Create an outside area such as garden or stable for animals.</p> <p>Construct with a purpose in mind, using a variety of resources, to create a seesaw, swing or slide.</p> <p>Use larger scale loose parts to create vehicles and props to support play, such as hoses, fire engines and so on.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Request a favourite song/rhyme.</p> <p>Know and join in with nursery rhymes and favourite songs.</p> <p>Recap songs learnt in Nursery 5 little ducks, monkey, green bottles, fat sausages.</p> <p>Sing along to favourite pop songs.</p> <p>Make up own songs.</p>	<p>Develop storylines in their pretend play.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner, shopping and so on.</p> <p>Develop storylines through small-world or role-play with peers.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Listen to music and talk about how it makes them feel.</p> <p>Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p>Create a beat using a musical instrument or body percussion.</p> <p>Engage in music making and dance, performing solo or in groups.</p> <p>Respond to music with movement.</p> <p>Be able to name a range of instruments - those that are tapped, shaken, beat, scraped.</p>

	<p>Create different textures and combine media to create new effects.</p> <p>Manipulate clay and use a simple technique to create ?????? achieving a planned effect – pushing materials in.</p> <p>Develop simple patterns by printing with objects using range of materials</p> <p>Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p>				
(b )	<p>Mix colours and add white or black correctly to change the shade of colour.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (stampers, rollers in paint).</p> <p>Learn how to improve models (scrunch, twist, fold, bend, roll).</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p> <p>Weave with fabrics. orange netting, garden netting, fencing, sequin mesh</p> <p>Use a variety of art tools with greater accuracy (scissors, brushes, tools, cutters).</p>	<p>Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</p> <p>Return to and extend their creative learning, e.g. rebuilding a castle made the day before but making it more stable.</p> <p>Explain how they created something to adults or peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was not sticky".</p> <p>Work in a group to create a 3D model, using materials such as paper to add extra detail.</p>	<p>Perform familiar songs/rhymes in small groups.</p> <p>Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. <b>For example sing humpty dumpty as a rap.</b></p> <p>Sing songs from own culture in home language.</p>	<p>Use enhancements to extend their imaginative play.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves)</p> <p>Uses fabric, boxes, tubes and joining materials to make props, making own wings and jewellery.</p>	<p>Move their body in a variety of ways to a song or piece of music.</p> <p>Talk about their favourite music or song and why they like it.</p> <p>Engage in music and follow a story map creating a musical accompaniment.</p> <p>Perform a dance using a sequence of learnt moves.</p> <p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p><b>Talk about a performance they have watched and discuss it.</b></p>

	<p>Draw into clay with simple tools. Talking about the texture and name of the tools.</p> <p>Use rolled up paper and artstraws, pipecleaners to create structures and objects</p>				<p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".</p>
(C) ELG	<p><b><u>ELG: Creating with Materials</u></b></p> <p>Children at the expected level of development will: -</p> <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>		<p><b><u>ELG: Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will: -</p> <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>		