

Penketh South Early Years – Expressive Art and Design Progression of Knowledge and Skills

Curriculum Area	Autumn			Spring			Summer		
	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years
Being Imaginative and Expressive	<ul style="list-style-type: none"> I can enjoy listening to simple songs and rhymes. I begin to join in with actions to familiar songs. I can explore sounds using voice (babbling, humming). I show interest in picture books and short stories I can use everyday objects in pretend play (e.g., spoon as a phone). 	<ul style="list-style-type: none"> I can recognise and name some musical instruments. I can play instruments in different ways (e.g., fast, slow, loud, quiet). I can join in with action songs/stories and begin to perform in front of others. I can sing familiar songs and rhymes with growing confidence. I can engage in imaginative play with peers. I can move freely to music, exploring rhythm. 	<ul style="list-style-type: none"> I can create and play simple rhythmic patterns using instruments and body percussion. I can participate in group performances, singing and playing instruments. I can retell familiar stories with expression. I can sing a range of nursery rhymes from memory. I can explore moving to music in different ways. 	<ul style="list-style-type: none"> I can attempt to sing parts of familiar songs or rhymes. I can use simple words or gestures to retell experiences. I can respond to music by swaying or clapping. I can choose props and familiar objects in pretend play. 	<ul style="list-style-type: none"> I can use instruments to create sounds that represent characters or events in a story. I can explore how different instruments make different sounds. I can sing songs that tell a story or have a sequence. I can invent simple stories during role play. I can use costumes and props to act out familiar stories. I can adapt familiar songs (change words or actions). 	<ul style="list-style-type: none"> I know some musical and story language. I can sing or tell stories as a group or in chorus playing in time with others / following a conductor. I can invent and adapt stories during play and circle time. I can perform rhymes and poems with actions. I can move in time to music with awareness of beat. I can use props creatively to adapt stories. 	<ul style="list-style-type: none"> I can Join in with repeated phrases in rhymes. I am beginning to invent simple pretend scenarios (e.g., feeding a doll). I can copy simple rhythms using instruments I can sing in group with adult support. I can use props imaginatively in role play. 	<ul style="list-style-type: none"> I can be given a role in play and extend the idea independently. I can participate in a simple musical performance with my peers. I can use my voice to express different emotions when singing. I can choose instruments or actions to accompany a song or story. I can create new verses for familiar rhymes. I can move in time to music with increasing control. 	<ul style="list-style-type: none"> I can perform confidently in front of an audience, singing and playing instruments. I can sing a wide repertoire of songs confidently. I can use appropriate language to express myself in play (i.e musical/Story) to describe the music I hear and create. I can reflect on my performance and storytelling and think about strengths and about how to improve. I can invent narratives to my play and

					<ul style="list-style-type: none"> I can respond to music with coordinated movements (marching, clapping in time). 			<ul style="list-style-type: none"> I can Invent imaginative scenarios using props. 	<p>recount what happened and perform again.</p> <ul style="list-style-type: none"> I can make use of props and materials when role playing characters in narratives and stories. Show control and coordination when moving to music.
Creating with Materials	<ul style="list-style-type: none"> I can explore sensory materials (sand, water, playdough) freely. I am beginning to make marks using fingers or large tools. I can show curiosity about colours and textures. 	<ul style="list-style-type: none"> I can choose colours I like to use in my artwork. I can experiment with using different materials like paper, fabric, and natural objects. I can explore a wider range of materials (paint, collage, clay). I am beginning to use scissors with support. I can talk about colours and 	<ul style="list-style-type: none"> I can choose colours that match the object being drawn. I know that I can join different materials together using glue, tape, staples, nails etc I can choose resources that are fit for purpose eg I chose wood because I needed something that would float 	<ul style="list-style-type: none"> I can experiment with simple tools (spoons, brushes) with support. Combine two materials (e.g., sticking paper on card). Show preference for certain colours or textures. 	<ul style="list-style-type: none"> I know how to use a paint palette. I can decorate objects with simple details, like adding buttons or stickers. I know that materials can be joined together using glue and tape I can print with a range of objects eg shapes, hands, natural objects 	<ul style="list-style-type: none"> I can go back to my pictures or models to add detail and make changes. I can explain why I chose a particular technique or material. I know that adding white to a colour will result in a paler shade. I can sort objects made from different materials including wood, plastic, metal. I can build representation 	<ul style="list-style-type: none"> I can use tools with growing control (paintbrush, glue spreader). I am beginning to create simple constructions (stacking blocks). I can talk about what they are making using single words. 	<ul style="list-style-type: none"> I can create something by using different techniques (e.g., tearing, scrunching, folding). I can begin to work with others to make a shared artwork. I can explore 3D materials like building blocks and clay. I can draw a recognisable face I can draw shapes to represent objects. 	<ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can experiment and plan my creations, explaining the process and decisions I made. I can provide a verbal plan to coach someone else to

		<p>shapes in their creations.</p> <ul style="list-style-type: none"> I know to draw shapes by connecting lines. 	<ul style="list-style-type: none"> I can predict what will happen when two colours mix together. I can draw a recognisable person including key features. I can name structures when building with blocks and construction. I can use a range of tools confidently (scissors, glue, paintbrush). I am beginning to plan what I want to make. 		<ul style="list-style-type: none"> I can notice and talk about what happens when two colours mix together. I know that things are made from different materials including wood, plastic, stone. I can build bridges using blocks and construction materials I can combine materials for a purpose (e.g., making a card). I can use tools safely with guidance. I am beginning to explain what they are making. 	<p>s using blocks and construction materials.</p> <ul style="list-style-type: none"> I can design and create purposeful models or artwork. I can show control in cutting, joining, and assembling. 		<ul style="list-style-type: none"> I can choose resources to create a structure. I can create enclosures using blocks, construction materials and small world resources. I can create more detailed artwork with patterns and textures. I can show independence in using tools and materials safely. I can share creations with peers and describe features. 	<p>repeat my creation.</p> <ul style="list-style-type: none"> I can experiment with form and function (e.g., making a model that stands).
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Spring - Disciplines – Painting / Drawing / Collage / Elements – Colour / Line / Pattern

Summer - Disciplines – Sculpture / Drawing / Elements – Shape / Texture / Form / Space