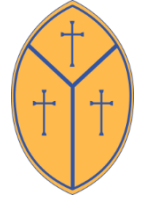




Cookridge Holy Trinity C of E Primary School – EYFS Progression



Expressive Arts and Design

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.

Prior Learning (Development Matters 3-4)

- 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 like animals sets, dolls and doll houses etc.
- Make imaginative and complex small worlds with blocks and construction kits, such as a city with different building and a part.
- Explore different material 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 drawing.
- Explore colour and colour mixing.
- 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 sounds.
- Create their own sounds or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p>Creating with Materials</p> <p>To identify and name colours.</p> <p>To use a range drawing/mark making tools.</p> <p>To use different tools to paint e.g. brusher, sponges, string, straws.</p> <p>To use props and costumes to role-play.</p> <p>To explore different techniques for joining materials.</p>	<p>Creating with Materials</p> <p>To identify and name colours, selecting them for purpose.</p> <p>To draw lines and simple shapes.</p> <p>To use and explore different painting techniques.</p> <p>To share their creations.</p> <p>To explore different textures and materials.</p> <p>To explore different techniques for joining materials.</p>	<p>Creating with Materials</p> <p>To understand and explore that when colours are mixed, new colours are made.</p> <p>To draw lines and simple shapes.</p> <p>To paint lines, shapes and edges neatly.</p> <p>To use materials and resources to role play and introduce narrative.</p> <p>To plan what they are going to draw or make.</p>	<p>Creating with Materials</p> <p>Explore how the tone of colour can be changed using black and white.</p> <p>To draw from imagination and observation.</p> <p>To paint lines, shapes and edges neatly.</p> <p>To draw increasingly accurate representations of people, plants and animals.</p> <p>To use a range of textures and collage materials.</p> <p>To plan what they are going to draw or make.</p>	<p>Creating with Materials</p> <p>To mix colours to match images such as paintings and books.</p> <p>To draw from imagination and observation.</p> <p>To explore adding textures to paint.</p> <p>To draw increasingly accurate representations of people, plants and animals.</p> <p>Safely use a wide range of resources/materials for purpose.</p> <p>Explain the process they have used and begin to evaluate their work.</p>	<p>Creating with Materials</p> <p>To mix colours to match images such as paintings and books.</p> <p>To use drawing to record ideas, thoughts and feelings.</p> <p>To explore adding textures to paint.</p> <p>Safely use a wide range of resources/materials for purpose.</p> <p>Explain the process they have used.</p> <p>To evaluate their work.</p>

Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive
<p>To sing and perform familiar nursery rhymes.</p> <p>To use costumes and resources to act out familiar narratives from experiences and well know stories.</p> <p>To join in with signing and learn new songs (Harvest)</p> <p>To experiment with different instruments and their sounds.</p>	<p>To sing and perform familiar nursery rhymes.</p> <p>To learn and perform songs to audience in Christmas Nativity.</p> <p>To join in with familiar songs and learn new songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out familiar narratives from experiences and well-known stories.</p>	<p>To learn and join in with singing songs learnt through music and worship.</p> <p>To use range of open-ended resources</p> <p>To create costumes and resources to use within role-play.</p> <p>To explore different instruments and the sounds they make.</p>	<p>To listen to a wide range of music and discuss how it make you feel, likes, dislikes etc.</p> <p>To begin to use music and stories together.</p> <p>To use open-ended resources to create costumes and props for imaginative play.</p> <p>To begin to learn put movements together to music.</p> <p>To retell familiar stories through role-play.</p>	<p>To move in time to music.</p> <p>To retell familiar stories through role-play.</p> <p>To follow a musical pattern to play a range of instruments.</p> <p>Explore speed and pitch.</p> <p>To create narratives based on experiences and stories.</p>	<p>To learn and perform songs, poems and stories to an audience.</p> <p>To build a repertoire of songs.</p> <p>To explore/play a range of instruments.</p> <p>To invent their own narratives, making costumes and props.</p>

Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><u>ELG: Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p><u>ELG: Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p><u>To become a Performer</u></p> <ul style="list-style-type: none"> • To join in and perform a song, poem or dance to an audience. • To retell stories with confidence and expression using props and materials. • To play a range of percussion instruments and to develop good rhythm. • To express and show imagination through role-play and narratives. • To use drama to deepen experiences and understanding. <p><u>To become a Designer</u></p> <ul style="list-style-type: none"> • To explore with a range of materials and media (including construction materials). • To develop creativity (independently and co-operatively) to express ideas and communicate the process. • To choose and safely use materials for purpose. • To explore and experiment with colour. • To use a range of materials/tools for a variety of forms and functions including cooking.

Future Learning – Year 1
<p>Art and Design</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

- Experiment with, create, select and combine sounds using the interrelated dimensions of music.