

EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

ART LINKS

PAINTING

I know how to use different types of paint

Can mix colours

Can use tools to paint

I can use my hands to pat, squeeze, or poke paint.

I can name the primary colours that I paint with

I enjoy using hands, feet and fingers to paint

I can make marks with paint.

I can name secondary colours that I paint with

I can hold a paintbrush in the palm of my hand

I can use ready mixed paint by loading it onto a paint brush.

I can mix primary colours to make secondary colours (green, orange, purple, brown)

I can paint using a thick paint brush

I can dip a paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water

I can add white or black paint to alter tint or shade

I can paint using a thin paint brush to add fine details

I can use water colour blocks by dipping a paint brush in the water and then onto the water colour block

I can mix colours to colour match to a specific colour and shade

I use a paintbrush using a tripod grip

I can use powder paint by mixing powder paint with water to create the correct consistency

I can independently select additional tools (stamps, rollers etc) to improve their painting

PRINTING

Can print

I can print with large blocks and larger sponges or with resources that use gross motor skills

I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills

I can create patterns or meaningful pictures when printing

TEXTILES

Can weave

I can thread large objects onto a string to create a design

I can weave large pieces of fabric or string through holes (gross motor skills) to create a design

I can weave small pieces of fabric or string through holes (fine motor skills) to create a design

I can talk about my pattern or design that I created by weaving

Key

= N1

= N2

= Reception

KS1 LINKS

HOLD THE BRUSH EFFECTIVELY,

ACCORDING TO SIZE OF BRUSH HANDLE

LOAD PAINT ONTO BRISTLES OF BRUSH, RINSE BRUSH AND REMOVE EXCESS WATER

CHANGE WATER FOR CLEAN WATER WHEN NEEDED

SELECT DIFFERENT BRUSH SIZES AND USE DIRECTIONAL BRUSH STROKES APPROPRIATELY

KNOW PRIMARY COLOURS AND KNOW AND MIX SECONDARY COLOURS

MIX AND MATCH COLOURS TO PAINT PICTURES OF OBSERVED OBJECTS

MAKE MARKS IN PRINT WITH A VARIETY OF OBJECTS/TOOLS, INCL. NATURAL AND

MADE OBJECTS E.G. FRUIT, VEGETABLES, SPONGES

MAKE MY OWN PRINTING BLOCKS E.G. STRING PATTERNS OR PLASTERCINE SHAPES.

APPLY INK OR PAINT TO /A PRINTING BLOCK/STAMP EVENLY AND KNOW WHEN TO

RELOAD PAINT

MAKE RUBBINGS

BUILD A REPEATING PATTERN AND RECOGNISE PATTERN IN THE ENVIRONMENT

BEGIN TO USE DIFFERENT TECHNIQUES/MATERIALS, E.G., WEAVING, FINGER

KNITTING, FABRIC CRAYONS, SEWING AND BINCA

KNOW HOW TO THREAD A NEEDLE, CUT, GLUE AND TRIM MATERIAL

-USE GLUE TO JOIN FABRICS.

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ART LINKS

DRAWING



Key

- = N1
- = N2
- = Reception

KS1 LINKS

- USE BASIC SHAPES, LINES (SEE ABOVE) AND COLOURS TO DRAW OBSERVED THINGS
- USE A VARIETY OF TOOLS, (PENCILS, RUBBERS, CRAYONS, PASTELS AND CHALK) TO CREATE DRAWINGS
- DRAW LINES OF DIFFERENT SHAPES, SIZES AND THICKNESS
- DESCRIBE THE SHAPES AND PATTERNS SEEN IN WORK
- COLOUR OWN WORK, FOLLOWING THE LINES CAREFULLY

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ART LINKS



Key



= NI



= N2

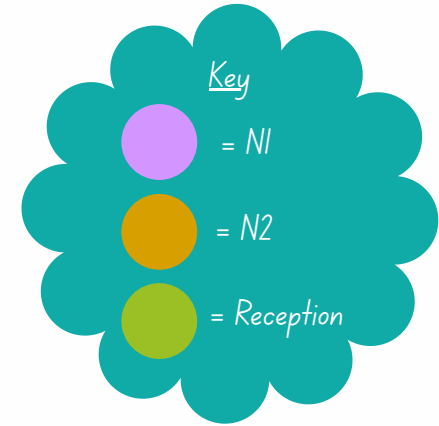


= Reception

KS1 LINKS

DRAW SIMPLE SHAPES AND CUT AROUND THE LINES AND CORNERS
 CUT AND TEAR BASIC SHAPES WITHOUT A PRE-DRAWN OUTLINE
 CREATE IMAGES BY SORTING AND ARRANGING MATERIALS, FROM IMAGINATION, EXPERIENCE OR OBSERVATION
 EXPERIMENT WITH DIFFERENT COLLAGE MATERIALS E.G. PAPER, TISSUE, CARD, TEXTILES
 USE PASTE, GLUE AND OTHER ADHESIVES WITHOUT WASTE
 FORM SIMPLE 3D SHAPES AND USE TOOLS TO ATTEMPT JOINING OBJECTS TOGETHER
 EXPLORE SHAPE AND FORM
 USE DOUGH AND PLASTICINE AS MALLEABLE MEDIA MATERIALS
 USE SQUEEZING, PINCHING, ROLLING, CUTTING AND KNEADING TO MODEL SHAPE MATERIALS
 EXPERIMENT WITH, CONSTRUCT AND JOIN RECYCLED, NATURAL AND MAN-MADE MATERIALS

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KSL LINKS

GENERATE, DEVELOP, MODEL AND COMMUNICATE IDEAS THROUGH TALKING, DRAWING, TEMPLATES, MOCK-UPS, AND TEST DESIGN PURPOSEFUL PRODUCTS FOR THEMSELVES AND OTHERS BASED ON DESIGN CRITERIA.

BEGIN TO CONSIDER WHAT PRODUCTS ARE FOR AND WHO WILL USE THEM.

SELECT AND USE TOOLS AND EQUIPMENT SAFELY AND APPROPRIATELY (E.G., SCISSORS, HOLE PUNCHES, GLUE, SAW UNDER SUPERVISION).

SELECT AND USE MATERIALS AND COMPONENTS BASED ON THEIR PROPERTIES (E.G., CARD, FABRIC, WOOD, PLASTIC).

USE A RANGE OF JOINING TECHNIQUES (GLUE, TAPE, SPLIT PINS, SIMPLE STITCHING).

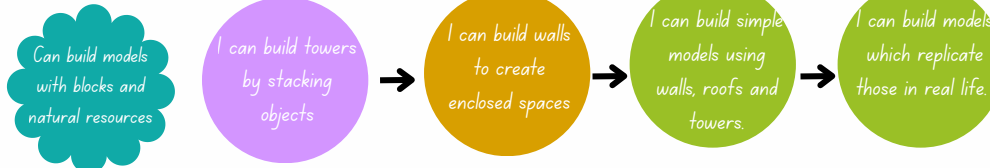
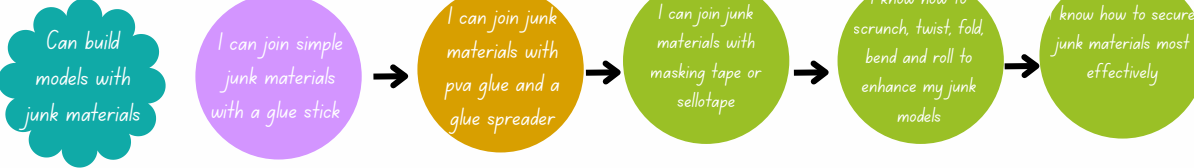
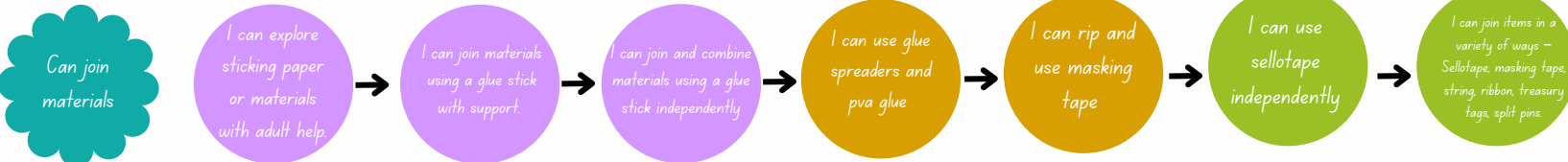
SHAPE AND ASSEMBLE MATERIALS TO ACHIEVE A PLANNED EFFECT.

EXPLORE AND EVALUATE A RANGE OF EXISTING PRODUCTS (WHAT WORKS WELL, WHAT COULD BE IMPROVED).

TALK ABOUT THEIR OWN PRODUCTS AND EXPLAIN WHAT THEY ARE MAKING.

EVALUATE THEIR PRODUCT AGAINST DESIGN CRITERIA.

DESIGN



EVALUATE



DT LINKS

MAKE

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TEXTILES

Can sew

I explore textures of different fabrics

I can weave large pieces of fabric or string through holes (gross motor skills)

I can weave small pieces of fabric or string through holes (fine motor skills)

I can sew a running stitch into pre-hole punched material using a needle

Explores different foods

I try different food and explore them using my senses

I can talk about the foods that I like and dislike

I begin to be able to describe foods each sweet, salty, sour

I can talk about where different foods come from

I recognise healthy and unhealthy foods

Know about the importance of hygiene

I can wash and dry my hands with support

I can wash and dry my hands independently and know that we do this before touching food

I can talk about why we need to wash our hands before touching food

I know that we need to wash fruit and vegetables before preparing

Prepares and cooks food

Imitates preparing/cooking food in play

I use spoons, cups, or small tools to stir, pour and scoop ingredients with support

I am able to prepare some foods such as cutting soft foods and spreading

I am able to follow simple instructions from an adult

I am able to follow a simple recipe

I am beginning to be able to evaluate foods I have made

Develops technical knowledge

I can explore how blocks can be stacked

I push and pull objects

I experiment with balancing and joining

I explore simple moving parts eg wheels and levers

I am able to build more stable structures

I can make simple mechanisms work eg wheels

Key

= N1

= N2

= Reception

DT LINKS

FOOD AND NUTRITION

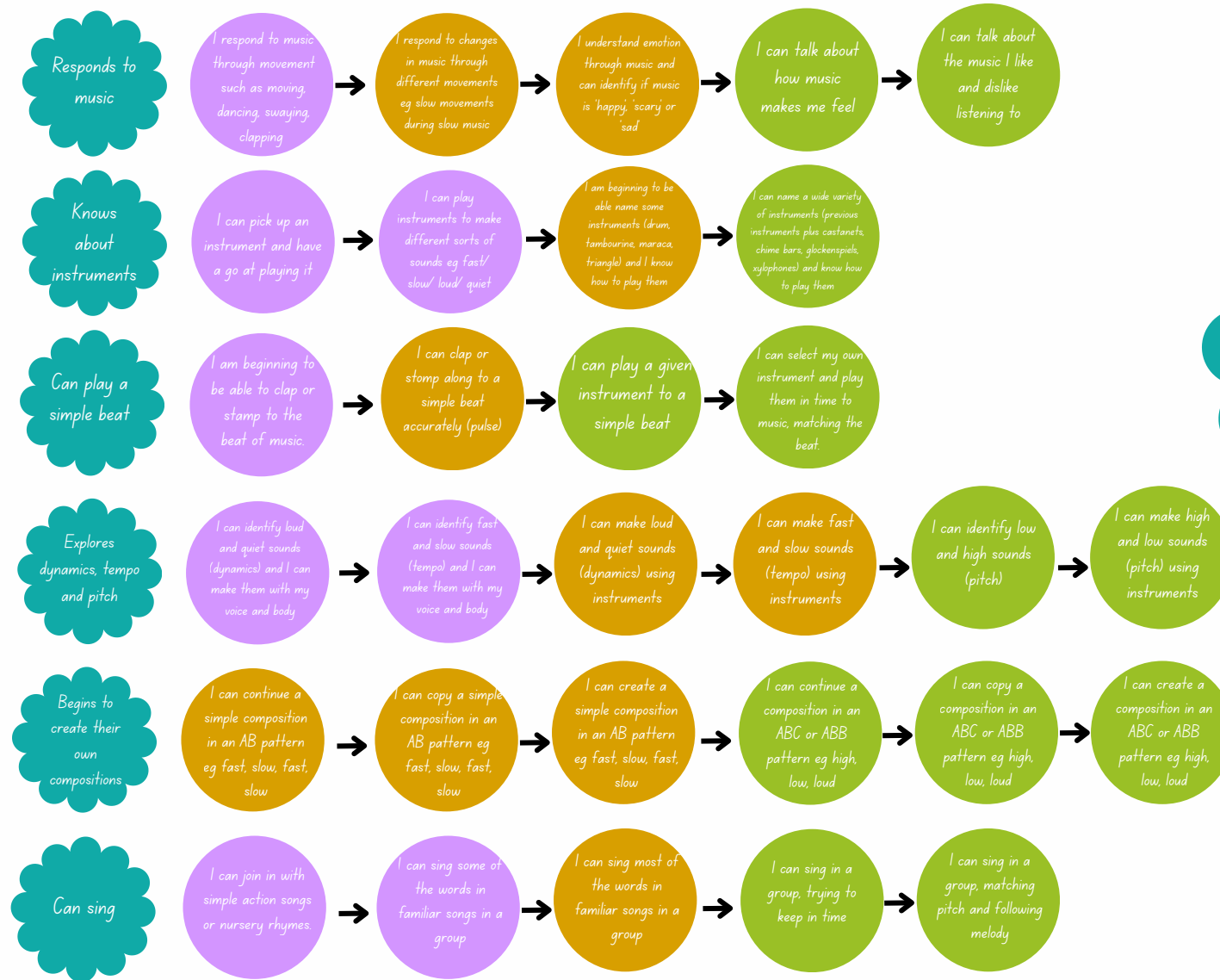
TECHNICAL KNOWLEDGE

KSL LINKS

UNDERSTAND HOW SIMPLE MECHANISMS WORK (WHEELS AND AXLES, SLIDERS, LEVERS).
USE KNOWLEDGE OF MATERIALS AND CONSTRUCTION TO MAKE STABLE STRUCTURES.
EXPLORE BASIC CONCEPTS OF MOVEMENT IN PRODUCTS (E.G., SPINNING, SLIDING, PUSHING, PULLING).
USE A RANGE OF MATERIALS TO JOIN FABRICS TOGETHER (GLUE, STITCHING, TYING).
UNDERSTAND HOW TO SHAPE, CUT, AND ASSEMBLE TEXTILES TO CREATE SIMPLE PRODUCTS.
BEGIN TO DECORATE TEXTILES FOR A PURPOSE.
UNDERSTAND WHERE FOOD COMES FROM (FARM, SHOP, GARDEN).
FOLLOW SIMPLE SAFE PREPARATION TECHNIQUES (WASHING, SPREADING, MILLING, CUTTING SOFT FRUIT).
UNDERSTAND BASIC HYGIENE RULES WHEN HANDLING FOOD.
TASTE AND EVALUATE A RANGE OF FOODS.

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MUSIC LINKS



Key

= NI

= N2

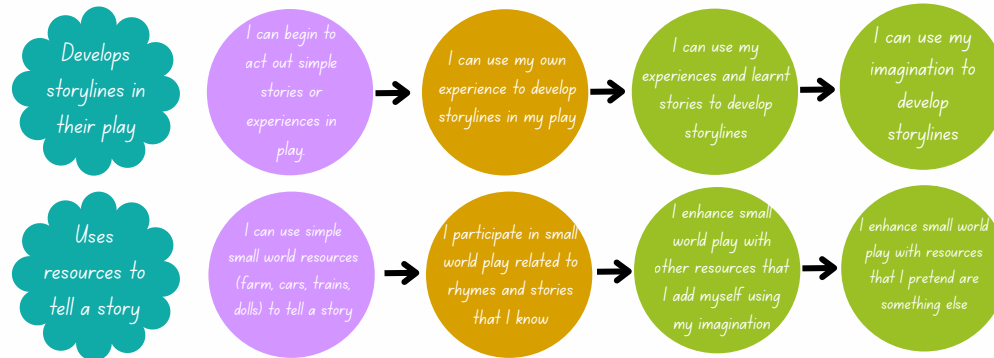
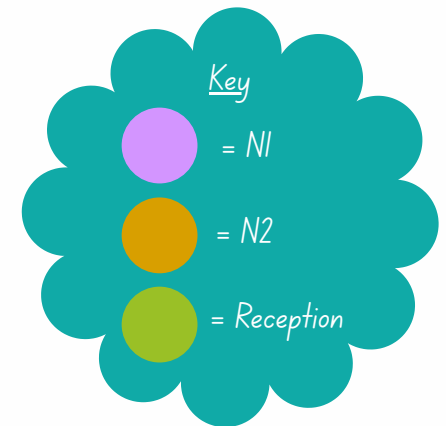
= Reception

KS1 LINKS

- TO RESPOND TO DIFFERENT MOODS IN MUSIC.
- TO SAY HOW A PIECE OF MUSIC MAKES THEM FEEL.
- TO SAY WHETHER THEY LIKE OR DISLIKE A PIECE OF MUSIC.
- TO CHOOSE SOUNDS TO REPRESENT DIFFERENT THINGS.
- TO USE INSTRUMENTS TO PERFORM.
- TO MAKE DIFFERENT SOUNDS WITH INSTRUMENTS
- TO IDENTIFY CHANGES IN SOUNDS.
- TO CHANGE THE SOUND. TO REPEAT (SHORT RHYTHMIC AND MELODIC) PATTERNS.
- TO MAKE A SEQUENCE OF SOUNDS.
- TO SHOW SOUNDS BY USING PICTURES.
- TO USE THEIR VOICES TO SPEAK/SING/CHANT.
- TO JOIN IN WITH SINGING.
- TO MAKE DIFFERENT SOUNDS WITH THEIR VOICE.
- TO LOOK AT THEIR AUDIENCE WHEN THEY ARE PERFORMING

EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

DRAMA (ENGLISH) LINKS



PE LINKS



KS1 LINKS

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APPLY INK OR PAINT TO /A PRINTING BLOCK/STAMP EVENLY AND KNOW WHEN TO RELOAD PAINT

MAKE RUBBINGS

BUILD A REPEATING PATTERN AND RECOGNISE PATTERN IN THE ENVIRONMENT

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