








## Bearwood EAD Progression Model 2021/22

Skill	Minimum expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum
<b>Painting</b> 	Use pre-made paints and are able to name colours	Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours	Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade	Colour matching, altering tint and shade Warm/Cool colours	<i>Colour matching, altering tint and shade Warm/Cool colours</i>
	Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	<i>Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools</i>
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing	Print with a variety of resources	<i>Print with a variety of resources</i>
<b>Drawing</b> 	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.	Draws potato people (no neck or body)		Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	<i>Children must be exposed to models and be able to identify key features of living things</i>
	Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		<i>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</i>
<b>Collage</b> 	Use glue spatulas with support	Use glue sticks with support	Use glue sticks and glue spatulas independently		Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	<i>Joins items which have been cut, torn or glued</i>
	Product is all one texture		Adds other materials to develop models (tissue paper, glitter...)		Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	<i>Improve models by adding texture</i>
			Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)		Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	<i>Make collages and mosaics using different materials Weaves items</i>
<b>Sculpture</b> 	Builds walls to create enclosed spaces	Builds towers by stacking objects	Builds simple models using walls, roofs and towers.		Builds models which replicate those in real life. Can use a variety of resources – loose part play		<i>Use a variety of natural, recycled and manufactured materials to sculpt</i>
	Makes marks in clay	Explores clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)		Makes something with clear intentions	Makes something that they give meaning to	<i>Use a variety of techniques and shapes to sculpt</i>
<b>Music</b> 	Responds to music	Enjoys listening to music	Talks about how music makes them feel		Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		<i>Expresses their opinion</i>
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat		Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns		<i>Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions</i>

<b>Singing and Dancing</b> 	Moves to music	Copies basic actions	Learns short routines, beginning to match pace		Learns longer dance routines, matching pace	<i>Put a sequence of actions together</i>
	Beginning to watch performances for short periods of time		Shares likes and dislikes about dances/performances	Watches dances and performances	Replicates dances and performances	<i>Begin to improvise independently to create a simple dance</i>
	Sings in a small group	Knows some words when singing	Sings in a group, trying to keep in time		Sings by themselves, matching pitch and following melody Sings in a group, matching pitch and following melody	<i>Sings in tune and to the correct beat</i>
<b>Role Play</b> 	Plays with familiar resources		Uses own experiences to develop storylines		Uses imagination to develop own storylines	<i>To take part in a simple role play of a known story</i>
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories		Enhance with resources that they pretend are something else Children enhance small world play with simple resources	
<b>Independence</b>	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)		Begins to paint on other materials – card, fabric, clay	<i>Reviews own work and makes improvements</i>
	Creates their own piece of art and gives meaning	Creates their own piece of art	Creates their own piece of art and begins to self-correct any mistakes		Returns to work on another occasion to edit and improve	<i>To develop and share their ideas, experiences and imagination</i>
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together		Creates collaboratively, sharing ideas with peers and developing skills further	
<b>Resources</b>	Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments		Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB		Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	<i>Children are exposed to using different materials</i>

Autumn Term

Spring Term

Summer Term

Forest schools