

# East Dene Primary School

## EYFS EAD Progress Model

	Key Learning	Small steps of progress					Links to KS1 curriculum
<p style="text-align: center; font-size: 2em;">Painting</p> <p><u>Key vocab:</u></p> <p><b>F1</b> Brush Paint</p> <p><b>F2</b> Brush Paint Mix</p>	<p>Know how to use different types of paint</p>	<p>Loads ready mixed paint onto a brush.</p>	<p>Dips paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water</p>	<p>Dips paint brush in the water and then onto the water colour block</p>	<p>Mixes powder paint with water to the correct consistency</p>	<ul style="list-style-type: none"> <li>♣ Hold the brush effectively, according to size of brush handle</li> <li>♣ Load paint onto <b>bristles</b> of brush, rinse brush and remove excess water</li> <li>♣ Change water for clean water when needed</li> </ul>	
	<p>Mixes colours</p>	<p>Name primary colours</p>	<p>Name secondary colours</p>	<p>Able to mix primary colours to make secondary colours</p>	<p>Add white or black paint to alter tint or shade</p>	<p>Colour matching to a specific colour and shade</p>	<ul style="list-style-type: none"> <li>♣ Select different brush sizes and use <b>directional brush strokes</b> appropriately</li> <li>♣ Know <b>primary colours</b> and know and mix <b>secondary colours</b></li> <li>♣ <b>Mix</b> and match colours to paint pictures of observed objects</li> </ul>

	Use tools to paint	Hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Use thick brushes	Use thin brushes to add detail	Hold a paintbrush using a tripod grip	Independently select additional tools (stamps, rollers etc) to improve their painting	
<h2>Printing</h2> <p><u>Key vocab:</u>  <b>F1</b>  Dip  Print  <b>F2</b>  Dip  Print  Pattern</p>	Can print	Print with large blocks and larger sponges or with resources that use gross motor skills	Print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills			Create patterns or meaningful pictures when printing	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects/tools, incl. natural and made objects e.g. fruit, vegetables, sponges</li> <li>• Make my own printing blocks eg: string patterns or playdough shapes.</li> <li>• Apply ink or paint to /a printing block/stamp evenly and know when to reload paint</li> <li>• Make rubbings</li> <li>• Build a repeating pattern and recognise pattern in the environment</li> </ul>	
<h2>Drawing</h2> <p><u>Key vocab:</u>  <b>F1</b>  Mark  Draw</p>	Can draw a range of lines and shapes	Hold and use drawing tools with some control to make marks	Draws straight lines, curved lines, crosses and dots	Draws circles and squares	Draws triangles and diamonds	Draws lines of different sizes	Draws lines of different thickness	horizontal, vertical, diagonal, curved, wavy, spiral, thick, thin lines
	Can draw people	Draw a potato person (just a head and stick legs- no body or neck)	Draws faces with features such as eyes, nose, mouth	Draws bodies with more detail eg arms, trunk, legs, fingers	Draws a portrait with more detail eg ears, hair, glasses	Draws a detailed portrait where features are in proportion	Draws a portrait of bodies of appropriate sizes eg family	♣ Use basic shapes, lines ( <b>see above</b> ) and colours to draw observed things

<b>F2</b> Draw Mark Line	Can draw objects, buildings and landscapes	Draws simple representations of objects from observation		Draws accurate representations of objects, buildings and landscapes from observation		Draws representations of objects, buildings and landscapes from memory with increasing detail		<ul style="list-style-type: none"> <li>♣ Use a variety of tools, (pencils, rubbers, crayons, pastels and chalk) to create drawings</li> <li>♣ Draw lines of different shapes, sizes and thickness</li> <li>♣ Describe the shapes and patterns seen in work</li> <li>♣ Colour own work, following the lines carefully</li> </ul>
	Can use colour in their drawings	Name primary colours	Name secondary colours	Select colours for a purpose	Select the correct colour of paper linked to what they are drawing	Alter colour to meet the desired effect eg with chalk		
	Can talk about what they have drawn	Ascribe meaning to the marks that they make		Decides before they make marks what they are going to draw		Draws spontaneously and begins to show their own background, interests and experiences		
<b>Collage</b>  <b>Key vocab:</b> <b>F1</b> Cut Stick <b>F2</b> Cut Stick Join	Use different resources to join materials	Use glue sticks	Use glue spreaders and pva glue	Use making tape	Join items with sellotape independently	Join items in a variety of ways - Sellotape, masking tape, string, ribbon, treasury tags, split pins.		<ul style="list-style-type: none"> <li>• Draw simple shapes and cut around the lines and corners</li> <li>• Cut and tear basic shapes without a pre-drawn outline</li> <li>• Create images by sorting and arranging materials, from imagination, experience or observation</li> <li>• Experiment with different collage materials e.g. paper, tissue, card, textiles</li> <li>• Use paste, glue and other adhesives without waste</li> </ul>
	Create a collage	Product is all one texture	Adds other materials to develop models (tissue paper, glitter...)	Knows how to improve models (scrunch, twist, fold, bend, roll)		Knows how to secure boxes, toilet rolls, decorate bottles		
	Use vocabulary to describe texture	Use the language smooth and bumpy to describe the texture		Use the language bendy and hard to describe the texture		Use a wide range of vocab to describe the texture- flexible, rigid, silky etc.		

<h1>Sculpture</h1> <p><b>Key vocab:</b>  <u>F1</u>  Roll  Pinch  <u>F2</u>  Roll  Pinch  Twist  Squash</p>	Build models	Builds towers by stacking objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers.	Builds models which replicate those in real life.	<ul style="list-style-type: none"> <li>• Form simple 3D shapes and use tools to attempt joining objects together</li> <li>• Explore shape and form</li> <li>• Use dough and plasticine as malleable media materials</li> <li>• Use squeezing, pinching, rolling, cutting and kneading to model and shape materials</li> <li>• Experiment with, construct and join recycled, natural and man-made materials</li> </ul>	
	Manipulates malleable materials	Explores malleable materials	Makes marks in malleable materials	Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)	Manipulates malleable materials to look like something recognisable		Creates a papier mache sculpture with support
	Use natural materials to create a sculpture	Can use a variety of natural resources to create a sculpture					
<h1>Textiles</h1> <p><b>Key vocab:</b>  <u>F1</u>  Weave  Material  <u>F2</u>  Weave  Material  Sew</p>	Weave and sew	Weave materials (gross motor skills)	Weave materials (fine motor skills)	Sew a running stitch into hole-punched material using a needle		<ul style="list-style-type: none"> <li>• Begin to use different techniques/materials , e.g. weaving, finger knitting, fabric crayons, sewing and binca</li> <li>• Know how to thread a needle, cut, glue and trim material</li> <li>• Use glue to join fabrics.</li> <li>• Sort or group fabrics and threads by colour and texture</li> <li>• Make simple weavings with fabrics, wools or threads</li> <li>• Look at examples of thread and textiles used to create</li> </ul>	

							pictures, objects or patterns. (e.g patwchwork).
<b>Music</b>	<b>Responds to music</b>	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'	Talks about how music makes them feel	Responds to music	Enjoys listening to music		<ul style="list-style-type: none"> <li>• To respond to different moods in music.</li> <li>• To say how a piece of music makes them feel.</li> <li>• To say whether they like or dislike a piece of music.</li> <li>• To choose sounds to represent different things.</li> <li>• To use instruments to perform.</li> </ul>
	<b>Use instruments</b>	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	Name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)	Knows how to use a wide variety of instruments.			<ul style="list-style-type: none"> <li>• To make different sounds with instruments</li> <li>• To identify changes in sounds.</li> <li>• To change the sound.</li> <li>• To repeat (short rhythmic and melodic) patterns.</li> <li>• To make a sequence of sounds.</li> </ul>
	<b>Can create a simple beat</b>	Can clap along to a simple beat (pulse)	Plays a given instrument to a simple beat	Selects own instruments and plays them in time to music, matching the beat.			To show sounds by using pictures.
	<b>Explores dynamics, tempo or pitch</b>	Make loud and quiet sounds (dynamics)	Make fast and slow sounds (tempo)	Make high and low pitch sounds (pitch)			
	<b>Begin to create their own compositions</b>	Beginning to write own compositions using symbols, pictures or patterns					
<b>Singing</b>	<b>Can sing</b>	Knows some words when singing	Sings in a small group	Sings in a group, trying to keep in time	Sings in a group, matching pitch and following melody	Sings by themselves, matching pitch	<ul style="list-style-type: none"> <li>• To use their voices to speak/sing/chan t.</li> </ul>

						and following melody	<ul style="list-style-type: none"> <li>• To join in with singing.</li> <li>• To make different sounds with their voice.</li> <li>• To look at their audience when they are performing</li> </ul>
Dancing	Dances to music	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learns longer dance routines, matching pace		<ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns.</li> </ul>
	Watches dance performances	Beginning to watch performances for short periods of time	Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances		
Role play	Uses their imagination to tell a story	Plays with familiar resources	Uses own experiences to develop storylines	Uses experiences and learnt stories to develop storylines	Uses imagination to develop own storylines		<ul style="list-style-type: none"> <li>• Participate in performances, role play and improvisations.</li> </ul>
	Uses resources to tell a story	Uses simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories	Enhances small world play with simple resources	Enhance with resources that they pretend are something else		
Independence	Selects the correct paper needed	Takes one piece of paper from a pile	Choose a piece of paper from a selection of 2/3 colours	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		<ul style="list-style-type: none"> <li>• Ask questions about a piece of art work</li> <li>• Identify some differences and similarities within the work of artists, craftspeople and designers in</li> </ul>
	Creates and evaluates their art	Creates their own piece of art	Creates their own piece of art and gives meaning	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve		

	<b>Work collaboratively</b>	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	different times and cultures <ul style="list-style-type: none"><li>• Review what they and others have done and say what they think and feel about it. E.g. Annotate work</li><li>• Identify what they might change in their current work or develop in their future work</li><li>• Ask and answer questions about the starting points for their work, and develop their ideas</li></ul>
--	-----------------------------	---	---	---	---