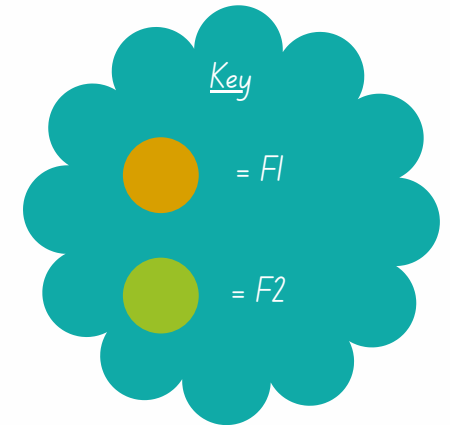
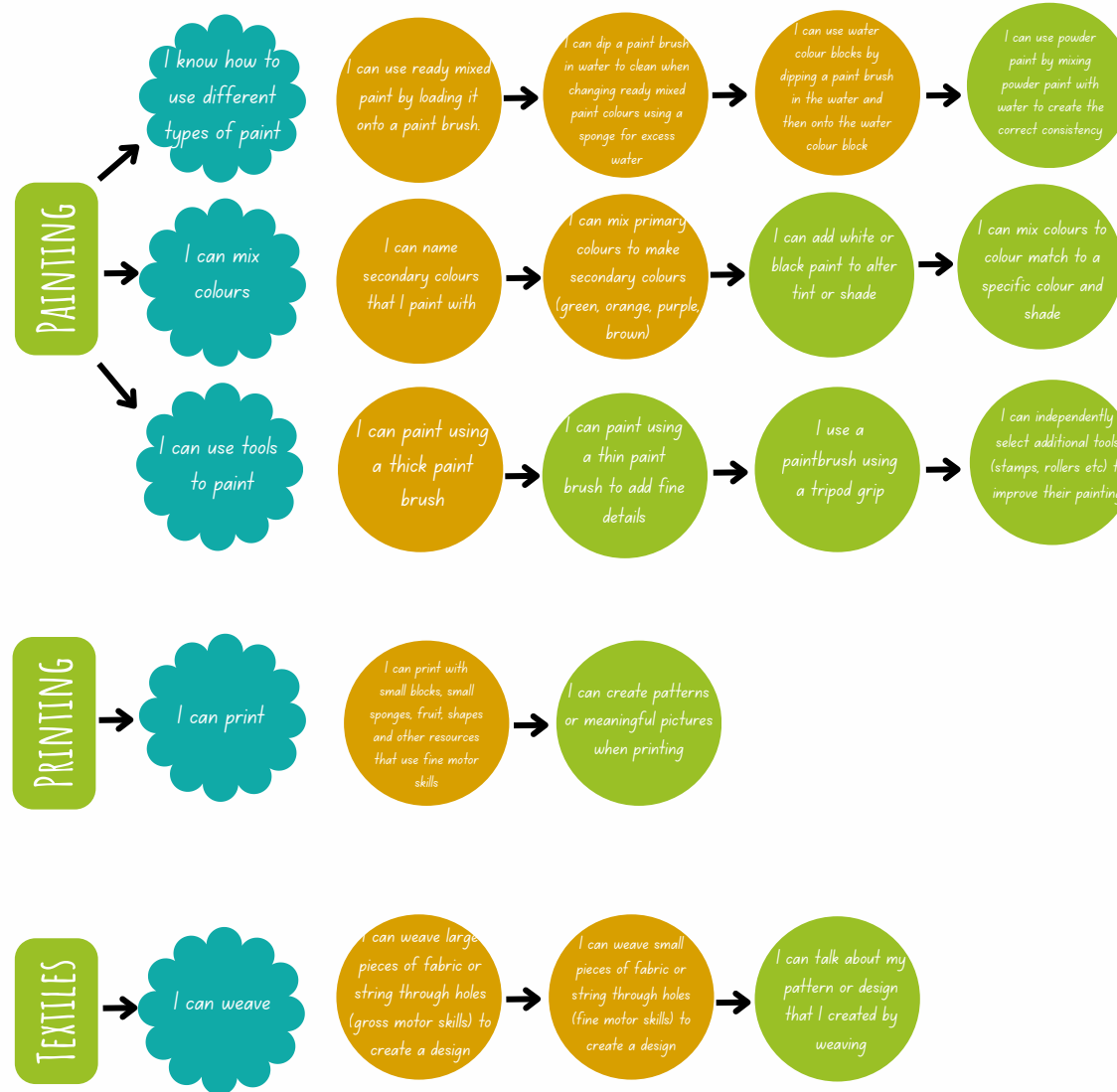


EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

ART LINKS



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 BICCA

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

-USE GLUE TO JOIN FABRICS.

EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

ART LINKS

DRAWING



Key

 = F1

 = F2

KSL 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

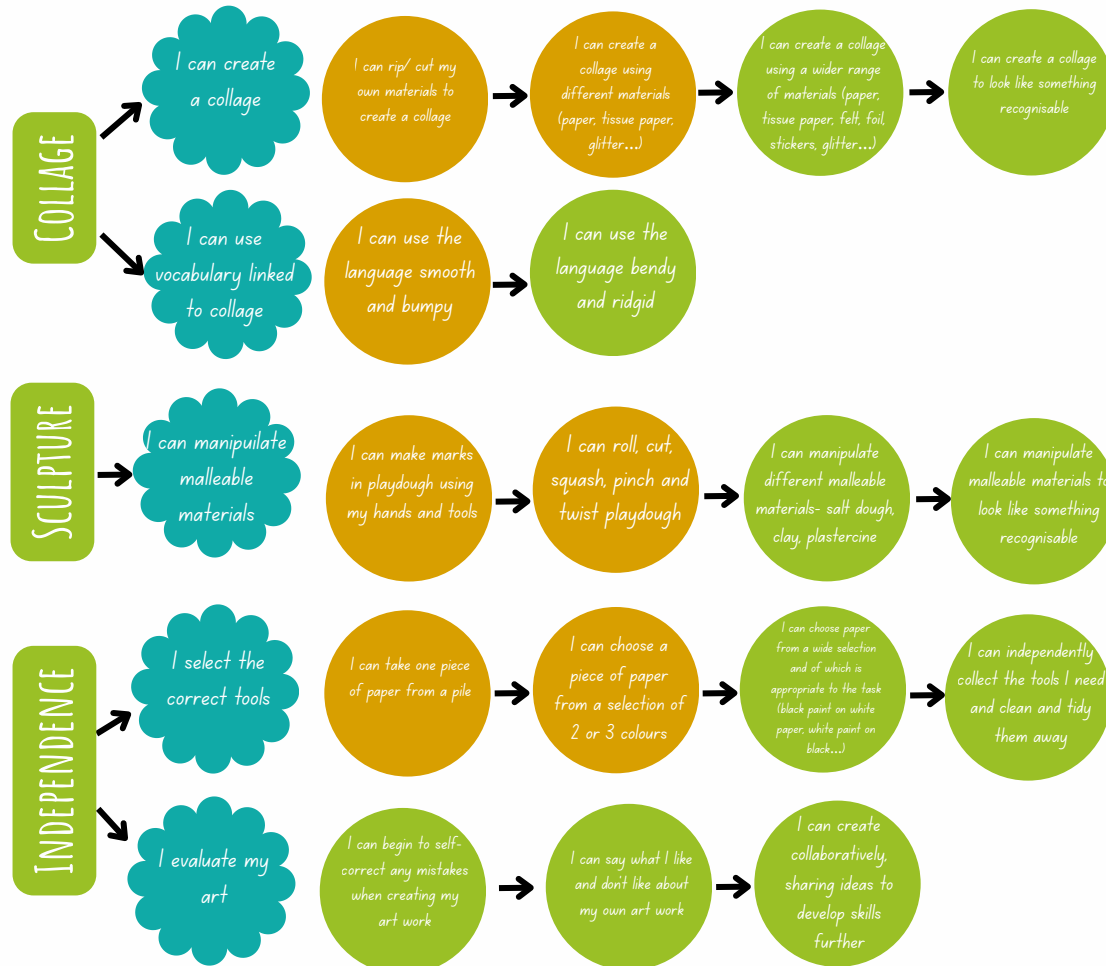
DRAW LINES OF DIFFERENT SHAPES, SIZES AND THICKNESS

DESCRIBE THE SHAPES AND PATTERNS SEEN IN WORK

COLOUR OWN WORK, FOLLOWING THE LINES CAREFULLY

EYF5 EXPRESSIVE ART & DESIGN PROGRESS MODEL

ART LINKS



Key



= F1



= F2

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 AND SHAPE MATERIALS
EXPERIMENT WITH, CONSTRUCT AND JOIN RECYCLED, NATURAL AND MAN-MADE MATERIALS

EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

DT LINKS

DESIGN

I can design what I am going to make

I begin to make simple choice in the resources that I use

I can plan which resources I am going to use for a purpose

I can talk about the steps I am going to follow to make something

MAKE

I can build models with blocks and natural resources

I can build walls to create enclosed spaces

I can build simple models using walls, roofs and towers.

I can build models which replicate those in real life.

I can build models with junk materials

I can join junk materials with pva glue and a glue spreader

I can join junk materials with masking tape or sellotape

I know how to scrunch, twist, fold, bend and roll to enhance my junk models

I know how to secure junk materials most effectively

I can join materials

I can use glue spreaders and pva glue

I can rip and use masking tape

I can use sellotape independently

I can join items in a variety of ways – Sellotape, masking tape, string, ribbon, treasury tags, split pins.

EVALUATE

I can design what I am going to make

I talk about what I like or don't like about what I have made

I can evaluate my creation against it's purpose, eg do the wheels roll?

I look at other models and compare to my own and talk about how I could improve what I have made

Key

 = F1

 = F2

KS1 LINKS

GENERATE, DEVELOP, MODEL AND COMMUNICATE IDEAS THROUGH TALKING, DRAWING, TEMPLATES, MOCK-UPS, AND ICT.
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, SAWS 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.

EYFS EXPRESSIVE ART & DESIGN PROGRESS MODEL

DT LINKS

TEXTILES

I can sew

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

FOOD AND NUTRITION

I explore different foods

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

I know about the importance of hygiene

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

I can prepare and cook food

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

TECHNICAL KNOWLEDGE

I develop technical knowledge

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

= F1

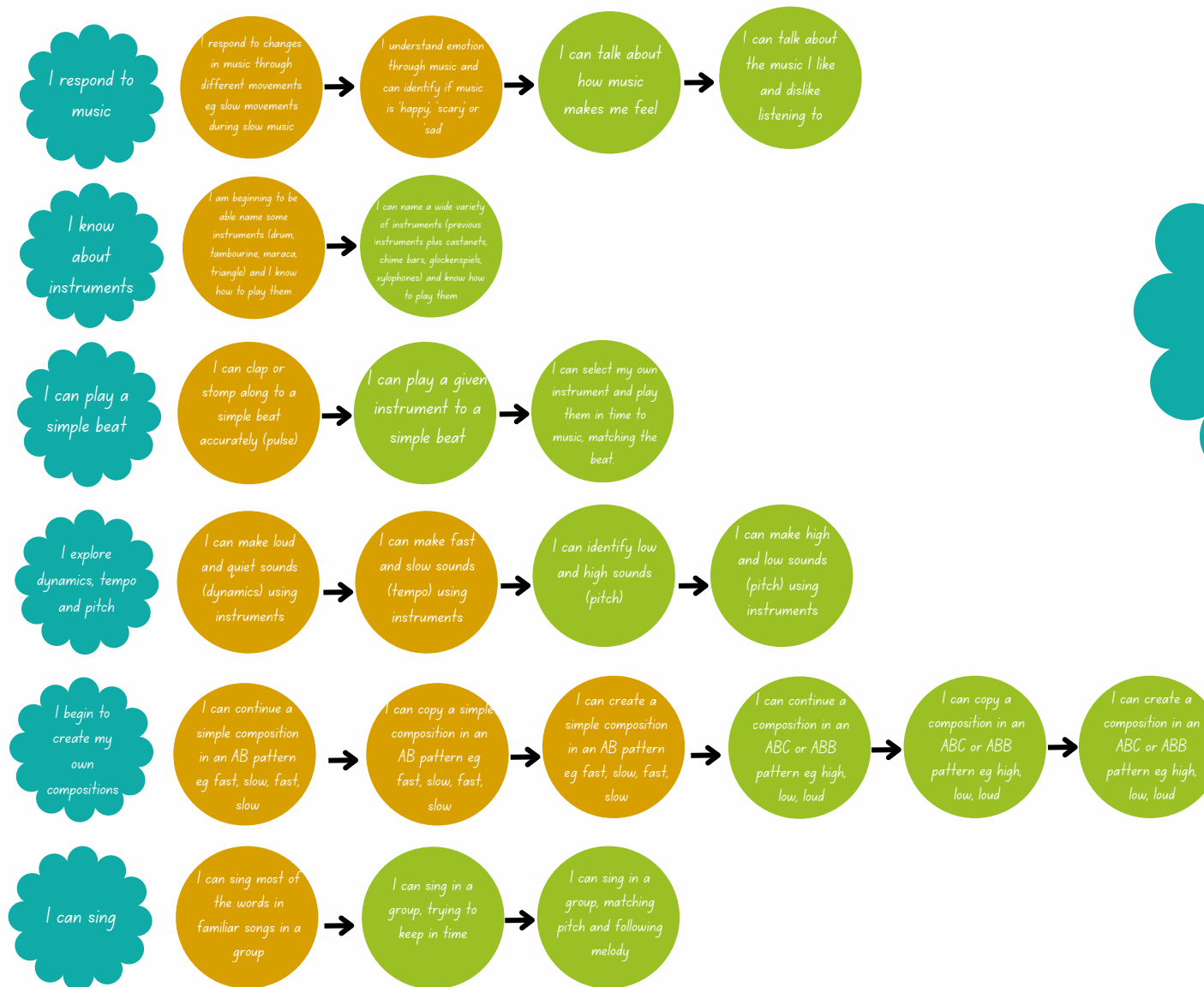
= F2

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, MIXING, CUTTING SOFT FRUIT).
UNDERSTAND BASIC HYGIENE RULES WHEN HANDLING FOOD.
TASTE AND EVALUATE A RANGE OF FOODS.

EYF5 EXPRESSIVE ART & DESIGN PROGRESS MODEL

MUSIC LINKS



Key

= F1

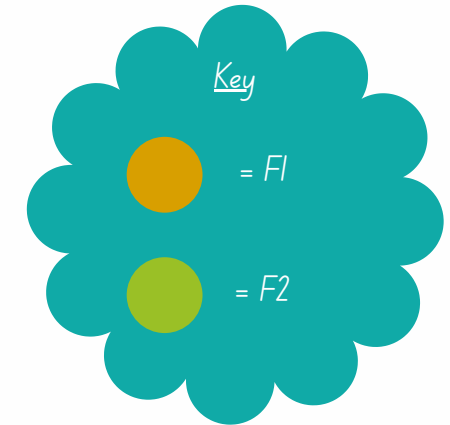
= F2

KS1 LINKS

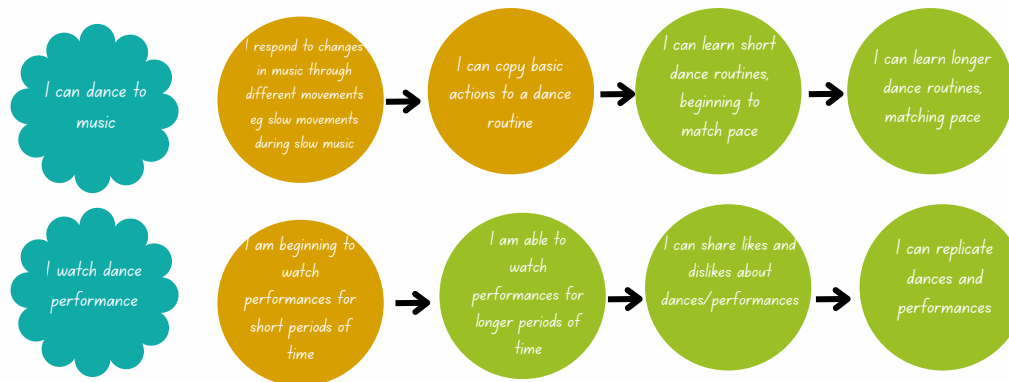
TO RESPOND TO DIFFERENT MOODS IN MUSIC.
TO SAY HOW A PIECE OF MUSIC MAKES THEM FEEL.
TO SAY WHETHER THEY LIKE OR DISLIKE A PIECE OF MUSIC.
TO CHOOSE SOUNDS TO REPRESENT DIFFERENT THINGS.
TO USE INSTRUMENTS TO PERFORM.
TO MAKE DIFFERENT SOUNDS WITH INSTRUMENTS
TO IDENTIFY CHANGES IN SOUNDS.
TO CHANGE 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

EYF5 EXPRESSIVE ART & DESIGN PROGRESS MODEL

DRAMA (ENGLISH) LINKS



PE LINKS



KS1 LINKS

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