



EYFS Knowledge and Skills 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let’s Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Creating with materials					
*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.					
Drawing: To hold a pencil correctly. To draw using a range of tools and mediums. To use appropriate colours. With support to draw and include a number of recognised features. Explain to a familiar adult the features of their creative work. To discuss and explain why they are using a particular medium for their drawings. drawings. Painting:		Make different marks with a paint brush – strokes, dabbing, fingerprints, dots. Explore with using different sized paintbrushes. Teach using ready mixed paints and the primary colours to mix colours to achieve a desired colour. To paint a) from memory, b) still life, c)copying an image, d) using imagination. Introduce how to add texture to paintings.		To paint a) from memory, b) still life, c)copying an image, d) using imagination. Colleges / textiles: Use and combine different materials. Use ready mixed paints and the primary colours to mix colours to achieve a desired colour, experiment with light/dark shades. To explore with different materials and discuss purpose and suitability.	



Hold a paintbrush correctly. Introduce children to the range of materials available and their uses. Encourage discussion about what they want to paint. Support and help the children to use the resources available in the classroom to improve play. Share what they have made and the process they have used with a familiar adult in all areas e.g. constructions, small world, creative, role play etc. Introduce to the children the resources that are available to them to enhance their play. Adults to support and model how props can be used to enhance play.	Sculpture: To plan and design a variety of models exploring play dough, clay, junk modelling materials. Explore structures and join materials together. Explore by joining different materials together in all areas including constructions, small world, outdoors etc. Independently use the equipment available. Come up with a list of ideas to develop the role play area, when given the theme. Share and talk about what they have made/ created with their peers and class. Children independently use the resources available to them to enhance their play. Teach, model and support how children can improve their imaginative play and retell of stories by obtaining resources to represent objects, make resources etc.	Consider the appropriate use of different mediums on different materials e.g. paper, card, plastic etc. To use different methods to create height and depth to a collage. Printing: Make a simple print. To make a repeated pattern using colour. When the children are given the theme, work collaboratively as a group to develop the role play area and make props. Share and talk about what they have made/created with an adult and the wider school community. Children will ask for props/material to enhance their play.
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rainbow World		We are Legends		Reception's Wild Adventures	
Being Imaginative and Expressive					
*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.					
Introduce a storyline or narrative into their play. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Create representations of both imaginary and real-life ideas, events, people and objects. Remember songs and sing in a group familiar songs and rhymes. Listen attentively, move to and talk about music, expressing their feelings and responses.		Develop storylines within their pretend play. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Create representations of both imaginary and real-life ideas, events, people and objects. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		Create representations of both imaginary and real-life ideas, events, people and objects. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	