


Wooler First School

EAD progress Model for Knowledge and Skills



	Links to KS1 Curriculum	Expectations for Reception (4 – 5 yrs)			Expectations for Nursery (3-4 yrs) (2-3 yrs)		
Painting	Colour matching, altering tint and shade Warm/Cool colours	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours			Experiment with mixing primary colours	Use pre-made paints and are beginning to name colours
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can use a paintbrush with control	Can use thick and thin brushes to create a picture		Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources		Print with large blocks and larger sponges	
Drawing	Children draw portraits and detailed pictures	In pictures they have created begin to talk about and represent different emotions.	Draws with increasing complexity and detail		Draws continuous lines and shapes to represent objects	Expresses ideas and feelings through making marks and sometimes gives meaning to marks they make.	Starts to intentionally make marks
Materials	Uses a variety of tools and techniques independently to produce a planned effect.	Reflect on the artwork they have created and revisit it to develop and refine.	Work independently or collaboratively using different skills and resources safely to create.	Explore different textures and begin to use them improve their model and describe them.	Safely select different materials and join them with support to create simple models that express their ideas.	Uses their imagination to create simple models with materials e.g. junk model, play dough, clay	Safely explore different materials using all of their senses and manipulate it during play.

Woodwork	Uses a variety of tools and techniques independently to produce a planned effect.	Children reflect on the model they have created and develop and refine it.	Children plan what they are going to make and select materials and tools they need.	With some support children join materials together and can tell an adult what they have created.		Can use a hammer with support to attach two pieces of wood together	Can use a hammer to hit a tee peg into a potato/pumpkin
Music	Expresses their opinion	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
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	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		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat		Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	
Singing and dancing	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace		Copies basic actions	Moves to music
	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time		Sings in a small group	Knows some words when singing
Role play	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	Uses own experiences to develop storylines		Plays with familiar resources	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories		Plays with simple small world (farm, cars, trains, dolls)	