



Great Orton Primary School

EAD progress model for knowledge and skills

Minimum expectation for Nursery				Minimum expectation for Reception			ELG	Links to KS1
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	ELG-Creating with materials. <ul style="list-style-type: none">• 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..	Recolour matching, altering tint and shade Warm/Cool colours Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools Print with a variety of resources Children must be exposed to models and be able to identify key features of living things Children draw portraits, detailed pictures,	
Can hold a paintbrush in the palm of their hand		Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip			Can independently select additional tools (stamps, rollers etc) to improve their painting
Makes marks. Draws circles and lines.		Draws faces with features and draws enclosed spaces, giving meaning	Draws potato people (no neck or body)	Draws bodies of an appropriate size for what they're drawing				Draws with detail (bodies with sausage limbs and additional features)
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			

Use glue spatulas with support		Use glue sticks and glue spatulas independently	Join items with glue or tape	Join items in a variety of ways - Sellotape, masking tape, string, ribbon			landscapes, buildings and cityscapes Joins items which have been cut, torn or glued Improve models by adding texture Make collages and mosaics using different materials Weaves items Use a variety of natural, recycled and manufactured materials to sculpt Use a variety of techniques and shapes to sculpt views own work and makes improvements To develop and share their
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		
Product is all one texture		Additional textures - children describe as smooth or bumpy Beginning to weave (gross motor)		rough, bendy, hard Weave (fine motor)	Improved vocab - flexible, rigid		
Builds towers by stackings objects	Builds walls to create enclosed spaces	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			
Explores clay	Makes marks in clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)		Makes something that they give meaning to	Makes something with clear intentions		

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	<p>ELG Being imaginative and expressive</p> <ul style="list-style-type: none"> • 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. 	ideas, experiences and imagination
Enjoys listening to music	Responds to music	Talks about how music makes them feel	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Expresses their opinion Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions Put a sequence of actions together Begin to improvise independently to create a simple dance Sings in tune and to the correct beat
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	<p>Selects own instruments and plays them in time to music.</p> <p>Can change the tempo and dynamics whilst playing</p> <p>Knows how to use a wide variety of instruments.</p> <p>Beginning to write own compositions using symbols, pictures or patterns</p>		
Moves to music	Copies basic actions		<p>Learns short routines, beginning to match pace</p> <p>Learns longer dance routines, matching pace</p>		
Beginning to watch performances for short periods of time	Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances		

Knows some words when singing	Sings in a small group	Sings in a larger group	Sings in a group, trying to keep in time	Sings in a group, matching pitch and following melody	Sings by themselves, matching pitch and following melody		To take part in a simple role play of a known 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		
Simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories		Children enhance small world play with simple resources		Enhance with resources that they pretend are something else		

Resources (not limited to)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	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	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
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