

Somerville Federation

EAD progress model for knowledge and skills

	Expectations for the end of 2 year old provision	Expectations for the end of F1	Expectations for F2			Links to KS1
Painting	Can use pre-made paints and are able to name some colours	Notice the changes that happen when two colours are mixed together	Know what happens when two primary colours are mixed together	Can independently mix colours to achieve their own goal	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function ELG: Share their creations, explaining the process they have used	Art Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Can hold a paintbrush in the palm of their hand	Can use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc	Can hold a paintbrush using tripod grip	Can independently select a range of tools for a purpose		
	Able to print with large blocks, sponges and objects	Able to print with smaller blocks, sponges and objects	Selects own printing tools	Prints with a range of tools to create meaningful pictures		
Painting Vocabulary	<i>paint, brush, red, blue, yellow, green, orange, pink, purple, black, white, brown</i>	<i>tools, brush, finger, cotton buds, paint, straight, curved, long, short, colour, picture, mix, pattern, print, shape, colours, sponge</i>				
Drawing	Makes marks	Draws lines and circles and adds meaning	Draws faces with features and begins to shapes that represent objects, people, places	Draws things that they have observed or imagined with detail		
	Uses simple drawing tools – pencil, chalk, chunky crayon	Able to use a range of drawing tools – pastels, colouring pencils	Produce lines of different thickness and tone	Choose and use appropriate drawing tools to achieve their goal		
Drawing vocabulary	<i>Pencil, crayon, chalk, draw, line, circle, picture</i>	<i>Big, small, straight, zig-zag, wavy, thin, thick, shape, mark, object,, colour, hold, grip, pastel, space</i>				

Collage	Can create art work which is all one texture	Can use a wider range of natural and man-made materials within art work	Talks about materials, describing their textures and colours	Can use a wide range of objects to create accurate representations		
	Can tear paper	Can make snips with child scissors	Can cut straight lines independently	Can cut simple shapes independently		
Collage vocabulary	<i>Feel, tear, smooth, bumpy, soft, hard, scissors. stick, paper</i>	<i>Texture, feel, rough, smooth, bumpy, soft, hard, tools, scissors, snip, smooth, glue, stick, join, materials, fabric names (tissue, crepe, card etc)</i>				
Sculpture	Begins to make marks in and manipulate malleable materials	Can mould and manipulate malleable materials eg. can squeeze, pinch, roll, flatten, pat, poke etc Can use simple tools to effect change to malleable materials - using rolling pin, cutters, scissors	Use simple tools to cut, shape and impress patterns and textures into a range of materials	Builds structures by manipulating malleable materials using hands and tools		<p>DT</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>select from and use a wide range of materials and components, Evaluate</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms</p>
	Builds using blocks / construction materials	Can make simple imaginative models which express their ideas	Develop their own ideas then decide which materials to use to express them.	Create collaboratively sharing ideas, resources and skills		
	Can use a glue stick with support	Can join items using a glue stick and masking tape	Begins to use a variety of ways to join items – glue, masking tape, sellotape, string ribbon.	Chooses and uses the most appropriate joining method		
Sculpture Vocabulary	<i>glue, build, stack, dough, squash, squeeze, roll</i>	<i>Build, make, stack, join, glue, stick, pattern, material, roll, pinch, poke, squeeze, pat, squash, mould, push, cut</i>				
Music	Plays a range of musical instruments, experimenting with how to make sounds	Can change the sound of instruments by playing them in different ways and can	Begins to make musical patterns by repeating sounds	Makes up rhythms for others to copy	ELG:	Music

		respond to instructions e.g. stop / start, fast / slow etc		and copies rhythms played for them	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	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes
	Listens to familiar songs and rhymes	Listens to and responds in a range of ways to music from other cultures	Identifies if music is 'happy', 'sad' or 'scary'	Explains emotions in music		
Music vocabulary	<i>Play, shake, tap, bang, loud, quiet, stop, start</i>	<i>Songs, rhyme, beat, rhythm, pitch, high, low, instrument, start, stop, fast, slow, instruments</i>				
Singing and dancing	Can move freely to music	Copies basic movements in response to music, including short routines with support e.g. Sticky Kids, Kids Yoga	Learns long routines, with support	Puts actions together to create their own dance		
	Knows and Joins in with action rhymes e.g. Twinkle, Twinkle Little Star (core rhymes)	Knows and joins in with action rhymes and familiar songs (core rhymes 2s & F1)	Sings in a group and begins to develop their confidence in performing to others	Enjoys performing solo or in groups with little support		
Singing & dancing vocabulary	<i>sing, move, sway, turn, jump</i>	<i>sing, stretch, crouch, jump, turn, twirl, high, low, jump, sway, tip-toe, twist, curl, forwards, backwards</i>				
Role Play	Uses familiar objects to reenact familiar events e.g. make a cup of tea / brush hair etc	Pretends a resource is something else when reenacting familiar events / story	Uses experiences, imagination and learnt stories to develop story lines	Can solve problems in their play	ELG Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and teachers	Spoken language Participate in discussions, presentations, performances, role play/improvisations and debates
	Engages with simple small world – trains, animals, dolls by self	Enhances small world play with resources provided (e.g. core story props)	Enhances play with resources from own choosing	Initiates imaginative games using a range or resources and characters		
Role Play vocabulary	<i>Family (mum, dad, brother, sister, baby) Foods: apple, banana, toast, egg, tea, coffee, dog, cat, cot</i>	<i>Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid) Family (mum, dad, aunt, uncle, sister, brother, cousins, neighbours)</i>				