

Progression of Skills- Exploring and Developing Ideas (ongoing)


	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<ul style="list-style-type: none"> • Pretend that one object represents another, especially when objects have characteristics in common. • Continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. • Discuss their work with adults and peers. • Experiment with ways to enclose a space, create shapes and represent actions, sounds and 	<ul style="list-style-type: none"> • Develop an understanding of using lines to enclose a space and begins to use drawings to represent things. • Use a variety of construction materials in different ways. • Use tools for a purpose. • Use available resources to create props or creates imaginary ones to support play. • Use tools to explore and develop their thinking around their interests. • Create 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about the starting points of their work, and the processes they have used. • Develop their ideas – try things out, change their minds. • Describe the similarities and differences within the works of artists, crafts people and designers in different times and cultures. • Explore ideas using digital sources i.e. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Use the work of other artists as a stimulus to develop ideas. • Assess and explore the work of great artists, craft makers and designers in history by making comparisons across different times and cultures. • Record and collect visual information using digital cameras and video recorders. • Present recorded 	<ul style="list-style-type: none"> • Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Select ideas from the work of other artists as a stimulus to develop idea. • Examine the work of great artists, crafts people and designers in history by making comparisons across different times and cultures, giving detail about style and how the work of those studied was influential in both society and to other artists. • Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g.

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	<p>objects</p> <ul style="list-style-type: none"> • Enjoy and respond to playing with colour in a variety of ways, for example combining colours. • Continue to explore colour and how they can be changed. • Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. 	<p>representations of both imaginary and real-life ideas, events, people and objects.</p> <ul style="list-style-type: none"> • Choose particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Begin to use combinations of art forms. • Create collaboratively, sharing ideas, resources and skills. 	<p>internet.</p> <ul style="list-style-type: none"> • Record visual information using digital cameras, video recorders. 	<p>visual images using software.</p>	<p>Photostory, Powerpoint.</p>
Progression of Skills- Evaluating and Developing Work (ongoing)					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<ul style="list-style-type: none"> • Discuss their work and how they feel about it. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and provide an analysis of their thoughts and feelings. • Critically reflect on and

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		<p>feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. 	<ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. 	<p>them.</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 	<p>adapt their work according to their own views and the views of others' and suggest development points using specific artist vocabulary.</p> <ul style="list-style-type: none"> Annotate work in a journal.
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Progression of skills: Drawing					
EYFS		KS1		KS2	
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
<p>Drawing</p> 	<p>Expressive Art and Design Nursery 1</p> <ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours. <p>Nursery 2</p> <ul style="list-style-type: none"> Continues to explore colour 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs Explore working with paint on different 	<ul style="list-style-type: none"> Layer different media including pencils, pastels, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens and chalk. Control the types of marks made with the range of media. Name, match and draw lines/marks from 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have


	<p>and colour mixing.</p> <ul style="list-style-type: none"> Continues to explore how colours can be changed. Creates sounds, movements, drawings to accompany stories. <p>Physical Development Nursery 1</p> <ul style="list-style-type: none"> When holding crayons, chalks etc., makes connections between their movement and the marks they make. Shows increasing control in holding, using and manipulating a range of tools and objects including pencils, rubbers, crayons, pastels, felt tips, 	<p>surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <ul style="list-style-type: none"> Recognise and name the primary colours being used. Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. Use a variety of construction materials in different ways. Use tools for a purpose and to explore and develop their thinking around their interests. Creates representations of both 	<p>observations.</p> <ul style="list-style-type: none"> Invent new lines. Draw on different surfaces with a range of media. Observe and draw shapes from observations. Draw shapes in between objects and invent new shapes. Investigate tone by using different coloured pencils to draw light/dark lines, light/dark patterns and light/dark shapes by drawing lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Investigate textures by describing, naming, rubbing, copying. Use a simple graphics package to create images and effects with: 	<p>crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements, to explore relationships between line and tone, pattern and shape, line and texture. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way to show light and shadow. Create textures with a wide range of drawing implements by using hatching and cross hatching. Apply a simple use of pattern and texture in a drawing. Use a graphics 	<p>worked in a similar way to their own work.</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are
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	<p>charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Holds mark-making tools with thumb and all fingers. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. <p>Nursery 2</p> <ul style="list-style-type: none"> Develop manipulation 	<p>imaginary and real-life ideas, events, people and objects.</p> <ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Begins to use combinations of art forms. <p>Physical Development</p> <ul style="list-style-type: none"> Progress towards a more fluent and accurate handwriting style of moving with developing control, using the tripod grip in almost all cases. Develop their small motor skills so that 	<p>lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p> <ul style="list-style-type: none"> Use basic selection and cropping tools using technology. 	<p>package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <ul style="list-style-type: none"> Change the type of brush to an appropriate style. Create shapes by making selections to cut, duplicate and repeat, using technology. Using technology, experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 	<p>created i.e. Composition.</p> <ul style="list-style-type: none"> Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas.
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	<p>and control e.g. tearing paper, waving flags and streamers, painting and making marks on paper.</p> <ul style="list-style-type: none"> • Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Show a preference for a dominant hand. • Creates lines and circles pivoting from the shoulder and elbow. • Uses a comfortable grip with good control when 	<p>they can use a range of tools competently, safely and confidently in one hand e.g. pencils for drawing and writing, toothbrushes, scarves and ribbons, paintbrushes, scissors and cutlery.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines. 			
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	holding pens and pencils.				
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Progression of Vocabulary- Drawing					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Progression of Vocabulary - Drawing 	Drawing, Shape, Dark, Light, Crayon, Chalk, Charcoal, Mark, Mark-making, Paint, Pattern, Pencil, Thick, Thin, Tear	Artist, Bumpy, Circle, Colours, Curved, Feeling, Felt tips, Hard, Line, Long, Observe, Oil pastel, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Wavy, Wax crayons, Zig-zag, Two dimensional (2D) shape, Collaborate	Figure, Detail, Watercolour, Stencil, Vertical, Horizontal, Diagonal, Horizon, Optical art, Three dimensional (3D) shape, Found object, Abstract, Narrative, Printing, Shading, Form, Tone, Continuous, Observational drawing, Dots, Lightly, Firmly, Shadow, Pencil grade, Pencil pressure, Pastel, Scribbling, Blending, Sketch, Sketchbook, Geometric, Illustrator, Illustrations, Expression, Emotion, Frame, Surface	Movement, Record, Media, Features, Images, Imagery, Information, Contour lines, Face map, Guidelines, Highlight, Silhouette, Still life, Study, Tessellation, Object, Arrangement, Medium, Grip, Even, Frottage, Rubbing, , Pressure, Tool, Cut, Botanist, Botanical, Scientific, Magnified, Scale, Composition, Frame, Gestural, Viewfinder, Tint, Mural, Contrast, Stippling, Gradient, Proportion, Symmetry, Precision, Mixed media, Wax-resist, Highlight, Combine, Parallel, Hatching, Cross-hatching, Portrait	Reflection blending, Calligraphy, c Chiaroscuro, Depth, Emphasis, Focal point, Foreground, Middle ground, Foreshortening, Gesture, Optical illusion, Radial, Manipulate, Experiment, Vanishing point, Aerial perspective, Implements, Preliminary study, Test media, Impasto, Wet-in-wet, Retro-futurism, Futuristic, Culture, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Repetition, Evaluate, Revisit, Develop

Progression of Skills- Painting						
EYFS		KS1		KS2		
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6		
Progression of skills-painting 	Expressive Art and Design Nursery 1 <ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours 	Expressive Arts and Design <ul style="list-style-type: none"> Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Recognise and name the primary colours being used. 	Year 1 and Year 2 <ul style="list-style-type: none"> Explore the use of different tools and techniques including using different brush sizes and brush types, Name and use different types of paint and talk about their properties. Mix and match colours to artefacts and objects Create different textures e.g. by adding sawdust, sand, plaster, 	Year 3 and Year 4 <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work confidently on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix a variety of colours and know which primary colours make secondary colours. Use more specific colour vocabulary, for example tint, tone, shade, hue etc. Mix and use tints and shades. 	Year 5 and Year 6 <ul style="list-style-type: none"> Demonstrate a secure knowledge and work with primary and secondary, warm and cold, complimentary and contrasting colours. Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. 	
	Nursery 2 <ul style="list-style-type: none"> Continues to explore colour and colour mixing. Continues to explore how colours can be changed. Creates sounds, movements, drawings to accompany stories. 					

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	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, 	<ul style="list-style-type: none"> • Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. • Use a variety of construction materials in different ways. • Use tools for a purpose and to explore and develop their thinking around their interests. • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses 	<p>leaves etc.</p> <ul style="list-style-type: none"> • Identify primary and secondary colours by name. • Mix a range of primary shades, secondary colours and tones. • Experiment with tools and technique, including layering, mixing media, scraping through etc. • Work on a range of scales, for example large brush on large paper. 	
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	<p>such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <p>Physical Development Nursery 1</p> <ul style="list-style-type: none"> • When holding crayons, chinks etc., makes connections between their movement and the marks they make. • Shows increasing control in holding, using and 	<p>particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <ul style="list-style-type: none"> • Begins to use combinations of art forms. <p>Physical Development</p> <ul style="list-style-type: none"> • Progress towards a more fluent and accurate handwriting style of moving with developing control, using the tripod grip in almost all cases. • Develop their small motor skills so that they can use a range of tools 			
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	<p>manipulating a range of tools and objects including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers. 	<p>competently, safely and confidently in one hand e.g. pencils for drawing and writing, toothbrushes, scarves and ribbons, paintbrushes, scissors and cutlery.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines. 			
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	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. <p>Nursery 2</p> <ul style="list-style-type: none"> • Develop manipulation and control e.g. tearing paper, waving flags and streamers, painting and making marks on paper. • Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. • Use one-handed tools 				
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	<p>and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand. • Creates lines and circles pivoting from the shoulder and elbow. • Uses a comfortable grip with good control when holding pens and pencils. 				
Progression of Vocabulary- Painting					
	EYFS		KS1		KS2
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Progression of Vocabulary Painting</p> 	Paint brush, Cut, Sponge, Mix, Light, Dark, Bright, Dull, Colourful, Colour, Primary colour, Pattern, Shape, Thick, Thin, Charcoal, Mark-making, Tear	Create, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish,	Abstract, Brush strokes, Tone, Action Painting, Colour wheel, Paint, Tool, Technique, Layer, Scrape, Scale, Blend, Complementary colour, Texture, Opaque,	Paint brush, Sponge, Blocking in, Wash, Watercolour wash, Thickened paint, Acrylic, Bleed, Cool colours, Warm colours, Neutral colours, Contrast, Spectrum colour match, Apply, Effect, Monochromatic colour, Tint resist, Still life, Hue, Shade, Composition, Negative image, Pigment, Positive image,	Colour vocabulary, Source material, Photograph, Concentration, Small elements, Analogous colours, Harmonious colours, Gouache, Photorealism, Pose, Intensity

		Temporary, Wet	Translucent, Transparent, Found objects, Rotate, Shade, Secondary colour, Mix, Blend, Colour palette, Space, Mixing, Overlap, Detail, Surface, Shadow, Sketch, Transient art, Emotion	Proportion, Smudging, Scaled up, Portrait, Contrasting, Vivid, Muted, Mural, Formal, Patterned, Figurative, Three dimensional (3D), Grid, Technique, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	
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Progression of skills: Printing					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Printing 	Expressive Art and Design Children will begin to: <ul style="list-style-type: none"> • Make rubbings • Print with a variety of objects. • Print with block colours. Nursery 1 <ul style="list-style-type: none"> • Enjoy and responds to playing with colour in a variety of 	Children will be confident to: <ul style="list-style-type: none"> • Make rubbings • Print with a variety of objects. • Print with block colours. Expressive Arts and Design <ul style="list-style-type: none"> • Enjoy using a variety of tools including different size/ size 	<ul style="list-style-type: none"> • Make marks in print with a variety of hard and soft materials e.g. fruit, corks, pen barrels, vegetables or sponges) • Design and build a repeating pattern using repeating or overlapping shapes. • Recognise pattern in the environment (e.g. wallpapers). • Make rubbings to collect textures and 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques, including precise repeated patterns. • Make more sophisticated printing blocks using a relief or impressed method. • Carry out resist printing including marbling, silkscreen and cold water paste. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Create printing blocks by simplifying an initial journal idea. • Use relief or impressed method. • Create prints with three overlays to create pattern. • Work into prints with a range of media e.g. pens, colour pens and paints. • Experiment with using batik safely


	<p>ways, for example combining colours.</p> <p>Nursery 2</p> <ul style="list-style-type: none"> • Continue to explore colour and colour mixing. • Continue to explore how colours can be changed. <p>Physical Development Nursery 1</p> <ul style="list-style-type: none"> • Make connections between their movement and the marks they make, when holding crayons, chalks etc. • Show increasing control in holding, using and 	<p>brushes and tools i.e. sponge brushes, fingers, twigs</p> <ul style="list-style-type: none"> • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. • Recognise and name the primary colours being used. • Develops an understanding of using lines to enclose a space and begins to use drawings to represent 	<p>patterns.</p> <ul style="list-style-type: none"> • Experiment with overprinting motifs and layering colour using a variety of materials, objects and techniques. • Begin to make simple printing blocks with press print (e.g. coiled string glued to a block). • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono – printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. 		
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	<p>manipulating a range of tools and objects including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> • Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. • Hold mark-making tools with thumb and all 	<p>things.</p> <ul style="list-style-type: none"> • Use a variety of construction materials in different ways. • Use tools for a purpose and to explore and develop their thinking around their interests. • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movements , instruments / sounds, colours and materials 			
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	<p>fingers.</p> <ul style="list-style-type: none"> Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. <p>Nursery 2</p> <ul style="list-style-type: none"> Develop manipulation and control e.g. tearing paper, waving flags and streamers, painting and making marks on paper. Explore different materials and tools providing opportunities for children to grasp, 	<p>for their own imaginative purposes.</p> <ul style="list-style-type: none"> Begins to use combinations of art forms. <p>Physical Development</p> <ul style="list-style-type: none"> Progress towards a more fluent and accurate handwriting style of moving with developing control, using the tripod grip in almost all cases. Develop their small motor skills so that they can use a range of tools competently 			
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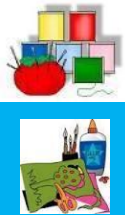
	<p>hold and explore materials.</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Show a preference for a dominant hand. • Creates lines and circles pivoting from the shoulder and elbow. • Uses a comfortable grip with good control when holding pens and pencils. 	<p>, safely and confidently in one hand e.g. pencils for drawing and writing, toothbrushes, scarves and ribbons, paintbrushes, scissors and cutlery.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Begins to use anticlockwise movement and retrace vertical lines. 			
Progression of Vocabulary- Printing					


	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Printing  Vocabulary	Print, Paint, Ink, Press, Rubbings, Pattern, Shape		Abstract, Texture, Smudge, Image, Reverse, Repeating pattern, Surface, Pressure, Rotate, Overlap, Tones	Lines, Calligraphy, Imprint, Impression, Mould, Background, Marbling, Absorb, Relief, Stencil, Pounce, Negative image, Positive image, Printmaking, Printing plate, Figurative, Monoprint, Block print, Symmetrical	Monotype, Inking up, Water based, Oil-based, Etching, Engraving, Indentation, Motif, Rotation, Reflection

	Progression of skills: Textiles/ Collage				
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Textiles/ Collage  	Physical Development Children will begin to: Nursery 1 <ul style="list-style-type: none"> Show increasing control in holding, using and manipulating a range of tools and objects including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry 	Children will be confident to: <ul style="list-style-type: none"> Handle, manipulate and enjoy using materials. Experience various situations that involve using types of senses. Participate in simple weaving and collages. <p>Physical</p>	Collage <ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Collect, sort, name match colours 	Collage <ul style="list-style-type: none"> Select and use a range of media for striking effect. Ensure placement of pieces is precise. Experiment with a range of collage techniques such as tearing, coiling, tessellation, mosaic and montage, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual 	Collage <ul style="list-style-type: none"> Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas. <p>Textiles</p> <ul style="list-style-type: none"> With increasing independence, join fabrics using over sewing, back stitch,

	<p>media.</p> <ul style="list-style-type: none"> Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Hold mark-making tools with thumb and all fingers. Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. <p>Nursery 2</p> <ul style="list-style-type: none"> Develop manipulation and control e.g. tearing 	<p>Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently in one hand e.g. pencils for drawing and writing, toothbrushes, scarves and ribbons, paintbrushes, scissors and cutlery. Handles tools, objects, construction and malleable materials safely and with increasing control and 	<p>appropriate for an image.</p> <ul style="list-style-type: none"> Create and arrange shapes appropriately. Create, select and use textured paper for an image. <p>Textiles</p> <ul style="list-style-type: none"> Cut and shape fabric using scissors/snips. Create fabrics by weaving materials i.e. grass or leaves through twigs. Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Apply shapes with glue or by stitching. Use a variety of techniques to join fabrics by using running stitch, glue, staples, over sewing, taping etc. Apply decoration using beads, buttons, feathers etc. Change and modify threads and fabrics 	<p>vocabulary.</p> <p>Textiles</p> <ul style="list-style-type: none"> Combine skills more readily such as basic cross and back stitching, weaving, printing, dyeing, quilting and gathering fabric to create different textural effects. Experiment with paste resist. Match the tool to the material and name them correctly. Develop skills in stitching, cutting and joining. 	<p>blanket stitch or machine stitching.</p> <ul style="list-style-type: none"> Show an awareness of the potential of the uses of material. Use different techniques, colours and textures etc. to overlap and layer, when designing and making pieces of work. Use fabrics to create 3D structures. Use different grades (thicknesses) of threads and needles. Experiment with batik techniques.
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	<p>paper, waving flags and streamers, painting and making marks on paper.</p> <ul style="list-style-type: none"> • Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Show a preference for a dominant hand. 	intention.	<p>to add decoration by: knotting, fraying, fringing, pulling threads, twisting cords, plaiting.</p> <ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. 		
Progressions of Vocabulary- Textiles/ Collage					
	EYFS		KS1		KS2
	Nursery	Reception	Year 1 and Year 2		Year 3 and Year 4
Textiles/ Collage Vocabulary	Textiles Scissors, Cut, Thread, Join, Attach, Fabric, Sew, Glue, Wool,	Textiles Handle, Needle, Tape, Threading, Textiles, Tie	Textiles Cotton, Raffia, Mould, Clip, Fabric, Crayon, Sew, Trim, French knitting, Dye,		Textiles Dying, Quilting, Paper and plastic trappings, Repair, Embellish, Cross stitch,
					Year 5 and Year 6
					Textiles Fray, Embroidered, Wearable art, Applique, Smocking, Ruching, Accentuate,

	<p>Paper, Pattern, Button, Weave</p> <p>Collage Cut, Fold, Crease, Bend, Join, Attach, Fabric, Tear, Crayon Scissors, Pattern</p>	<p>Collage Bend, Blades, Crease, Create, Design, Fix, Paper clip, Pinch, Plan, Pull, Push, Rip, Roll, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Wave, Wobbly, Wrap, Zig-zag, Design, Two-dimensional (2D), Shape, Artist</p>	<p>Embroidery, Stitch, Running stitch, Back stitch, Over stitch, Stuffing</p> <p>Collage Arrange, Crumple, Layers, Layering, Three-dimensional (3D), Art, Craft, Knot, Plait, Imaginary, Inspired, Surface Landmarks, Found objects, Texture, Tone, Form, Felt, Fibre, Abstract, Composition, Mosaic, Repeat, Repeating, Colour palette, Stained glass, Gallery, Evaluate</p>	<p>Blanket stitch, Straight stitch, Textile environments, Tie dying, Wax resist, Warp, Weft, Loom</p> <p>Collage Attach, Montage, Paper and plastic trappings, Visualisation, Model, Hollow, Figurative, Template, Secure, Typography, Tessellation, Inspiration, Imagery, Mood board, Theme, Designer, Develop, Batik, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<p>Enhance, Deduct</p> <p>Collage Fix</p>
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Progression of Skills- 3D and Structure					
EYFS		KS1		KS2	
Nursery	Reception	Year 1 and Year 2		Year 3 and Year 4	Year 5 and Year 6
<p>Progression of Skills- 3D and Structure</p> 	<p>Children begin to:</p> <ul style="list-style-type: none"> Handle, feel and enjoy manipulating material. Construct Build and destroy. Shape and model. 	<p>Children will:</p> <ul style="list-style-type: none"> Handle, feel and enjoy manipulating material. Construct Build and destroy. Shape and model. 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling, cutting, moulding and kneading. Explore sculpture with a range of malleable media e.g. 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination using tools to carve and add patterns and texture. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work.




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			<p>clay thumb pot.</p> <ul style="list-style-type: none"> • Manipulate malleable materials for a purpose, e.g. pot, a clay tile. • Change the surface of a malleable material e.g. build a textured tile. • Understand the safety and basic care of materials and tools. • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. 		<ul style="list-style-type: none"> • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media. • Use frameworks (such as wire or moulds) to provide stability and form.
Progression of Vocabulary- 3D and Structure					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
3D and	Attach, Bend, Stick,	Evaluate,	Abstract, Malleable,	Papier Mache, Architecture,	Angle, Realistic, Proportion,

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<p>Structure Vocabulary</p> 	<p>Glue, Plan, Cut, Chop, Snip, Mould, Join, Pull, Push, Pinch, Roll, Fold, Bend, Clay, Scissors, Shape, Build, Construct, Primary colours, Care of materials, Care of tools, Tools</p>	<p>Landscape, Pinch, Plan, Poke, Reflect, Sculpture, Sculpt, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Curve, Design, Flatten, Sculptor, Twist, Wet, Two-Dimensional (2D), Artist</p>	<p>Pottery, Assemble, Knead, Coil pot, Textured tile, Slab, Manipulate, Recycled materials, Natural materials, Man-made materials, Ceramic, Coil, Print, Annotate, Blending, Found objects, Secondary colours, Three dimensional (3D), Cylinder, Loop, Tube, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Plaster, Casting, Mesh, Negative space, Detail, Impressing, Statue, Model, Land art, installation, Pyramid, Geometric.</p>	<p>Artefact, Mod-roc, Additive technique, Bust, Embellish, Origami, Structure, Negative space, Positive space, Features, Ceramics, Organic shape, Art medium, In relief position, Mixed media</p>	<p>Flexible, Pliable, Plane, Attachment, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance, Display, Installation art, Analyse, Location, Scale, Scaled down, Special effects, Stencil, Atmosphere, Culture, Revolution, Concept, Elements</p>
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- For Nursery objectives, please see the 'Leavening EYFS long term plan example'. The following 'Hooks for Learning' show suggested questions to explore, and some of these can be linked closely with the Expressive Art and Design objectives.

Theme	Marvellous Me	Let's Celebrate	On the Move	My Local Area	Growing	The World Around Us
Hooks for Learning	<ul style="list-style-type: none"> Starting my new class New Beginnings How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe 	<ul style="list-style-type: none"> What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? <p>Let us celebrate our differences – what are they?</p>	<ul style="list-style-type: none"> How does my body move? How many different ways can you move on your feet? What sort of vehicles have you travelled in? How do the different vehicles work? How do the different vehicles move? 	<ul style="list-style-type: none"> What do the signs around us tell us? Do all streets have names? Why our village is called what it is? Did anyone famous live in our village? Is our village famous for something? What is your favourite part of our village? <p>How does our village compare to other villages/towns around us?</p>	<ul style="list-style-type: none"> What grows in my garden? Why are trees so big? How can I grow my own vegetables? Which fruits grow in our country and which do not? How did it become a butterfly? How do animals change as they grow? What does everything need to help it grow? 	<ul style="list-style-type: none"> Where do you go on holiday when its holiday time? Have you flown on an aeroplane? Where do people go on their holidays? What do people do on their holiday? <p>What clothes do we need for very hot days?</p>

Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and 	Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to 	Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary 	Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other 	Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, 	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

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<p>ask questions to clarify their understanding</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>characters and events encountered in books</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>narratives and stories.</p> <p>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.
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