

COURTHOUSE GREEN PRIMARY SCHOOL – PROGRESS MODEL – EAD

Area	KS1 link	Reception expectations		Nursery expectations		Conkers expectations	
Painting	Colour matching, altering (tint and shade Y2) Warm/Cool colours (Primary colours)	Begin to undersigned colour matching to a specific colour and shade from pre-prepared paint	Able to mix primary colours to make secondary colours	Explore using primary colours to make secondary colours Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours (yellow, red, blue, green, pink, orange, purple, white, brown and black)	Name colours green, blue, yellow, red	
	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 hold a paintbrush using a tripod grip Can use thin brushes to add detail	Begin to use thin brushes to add detail Can use thick brushes	Enjoys using hands, feet and fingers to paint Can hold a paintbrush in the palm of their hand	Explore paint – using fingers, body parts, brushes and other objects such as a stick in mud	
	Print with a variety of resources And explore shaping	Create patterns or meaningful pictures when printing	Print with small blocks, small sponges, fruit, shapes and other resources	Begin to print with small blocks, small sponges, fruit, shapes and other resources	Print with large blocks and larger sponges		
Drawing	Children to use a variety of lines of different thickness, size and shape	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Draws potato people (no neck or body) Draws faces with features and draws enclosed	Makes marks. Draws circles and lines.	Make marks intentionally – sometimes give a meaning to the marks they make	

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Drawing				spaces, giving meaning			
	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes	Children are able to draw simple things from memory	Children are beginning to be able to draw simple things from memory	Children are able to draw things that they observe		
Sculpture	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play	Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Builds towers by stackings objects	Make simple models which express their ideas	Explore different materials using all their senses to investigate them. Manipulate and play with different materials.
	Use a variety of techniques and shapes to sculpt and the use of tools	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay	
Collage	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Use glue sticks and glue spatulas independently	Use glue spatulas with support	Use glue sticks with support	
	Know ways to improve models by decorating or adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)			

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	<p>Make collages using different materials. Children to know how to cut, tear and overlap paper</p>	<p>Improved vocab – flexible, rigid</p> <p>Begin to collage</p>	<p>Smooth, rough, bendy, hard</p> <p>Weave (fine motor)</p>	<p>Additional textures – children describe as smooth or bumpy</p> <p>Beginning to weave (gross motor)</p>	<p>Product is all one texture</p>		
Music	<p>Expresses their opinion</p>	<p>Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p>	<p>Talks about how music makes them feel</p>	<p>Responds to music</p>	<p>Enjoys listening to music</p>		
	<p>Can change the tempo and dynamics</p> <p>Understand And lead rhymes and rhythms using ukulele and drums</p> <p>Recognises instruments in music and for different genres</p> <p>Compose their own simple tunes</p> <p>Creates sound effects</p> <p>Count rhythms in time - notation</p>	<p>Selects own instruments and plays them in time to music.</p> <p>Can change the tempo and dynamics whilst playing</p> <p>Be aware of rhythm and confidence is improving to perform</p>	<p>Knows how to use a wide variety of instruments including drums and glockenspiel.</p> <p>Beginning to write own compositions using symbols, pictures or patterns</p> <p>Follow instructions from conductor</p>	<p>Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)</p> <p>Plays a given instrument to a simple beat</p>	<p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)</p>	<p>Explore instruments and found objects in different ways</p>	

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Singing and dancing	Put a sequence of actions together	Learns longer dance routines, matching pace	Learns short routines, beginning to match pace	Begin to learn short routines, beginning to match pace	Moves to music Copies basic actions	Take part in action songs	
	Begin to improvise independently to create a simple dance Real PE: perform dances using simple movement patterns	Begun to replicate 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 Autumn: call and response, warming up voice, how to stand and to sing not shout	Sings in a group, trying to keep in time	Sings in a small group Knows some words when singing	Join in with songs and rhymes (making noises)	
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	Participates in small world play related to rhymes and stories	Simple small world (farm, cars, trains, dolls)	Start to develop pretend play	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources				
	Children are exposed to using	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers		Thick and thin paintbrushes, thin chinks, thin wax crayons, thin		Palm brushes, Large chinks, Whiteboard pens, chunky wax	

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Resources	different materials	(supervise), cotton buds, cotton wool, foil, art straws	pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	crayons, chunky pencil crayons, pencils, Pre-mixed paint, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper
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