



## EARLY YEARS FOUNDATION STAGE

### Expressive Arts and Design



FS1 3 – 4 years	Term 1	Term 2	Term 3
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Use pre-made paints and are able to name colours.</li> <li>• Can hold a paintbrush in the palm of their hand.</li> <li>• Enjoys using hands, feet and fingers to paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with large blocks and larger sponges. Can use thick brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with small blocks, small sponges, fruit, shapes and other resources.</li> <li>• Can use thin brushes to add detail.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Makes marks.</li> <li>• Draws circles and lines.</li> <li>• Draws potato people (no neck or body)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws faces with features and draws enclosed shapes, giving meaning.</li> <li>• Children are able to draw things that they observe.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to draw simple things from memory.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Use glue sticks with support.</li> <li>• Use glue spatulas with support.</li> <li>• Product is all one texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use glue sticks and glue spatulas independently.</li> <li>• Join items with glue or tape.</li> <li>• Adds other materials to develop models (tissue paper, glitter...).</li> <li>• Additional textures – children describe as smooth or bumpy.</li> <li>• Beginning to weave (gross motor).</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the vocabulary smooth, rough, bendy, hard.</li> <li>• Beginning to Weave (fine motor)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Builds towers by stacking objects.</li> <li>• Explores clay</li> </ul>	<ul style="list-style-type: none"> <li>• Builds walls to create enclosed spaces.</li> <li>• Makes marks in clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds simple models using walls, roofs and towers.</li> </ul>
<b>Music, Singing and Dancing</b>	<ul style="list-style-type: none"> <li>• Moves to music.</li> <li>• Enjoys listening to music.</li> <li>• Beginning to watch performances for short periods of time.</li> <li>• Knows some words when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies basic actions.</li> <li>• Responds to music.</li> <li>• Watches dances and performances.</li> <li>• Sings in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays instruments with control and is beginning to name them (drum, tambourine, maraca, triangle...).</li> <li>• Shares likes and dislikes about dances/performances.</li> <li>• Sings in a group, trying to keep in time, remembering entire songs.</li> </ul>
<b>Role Play</b>	<ul style="list-style-type: none"> <li>• Joins in with stories led by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays with familiar resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in small world play related to rhymes and stories.</li> </ul>

FS2 4 – 5 years	Term 1	Term 2	Term 3
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Can hold a paintbrush using a tripod grip.</li> <li>• Colour matching to a specific colour and shade.</li> <li>• Mix primary colours to appropriate consistency.</li> <li>• Create patterns or meaningful pictures when printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to mix primary colours to make secondary colours.</li> <li>• Add white or black paint to alter tint or shade.</li> <li>• Can independently select additional tools (stamps, rollers etc) to improve their painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draws bodies of an appropriate size for what they're drawing.</li> <li>• Children are beginning to draw self-portraits, landscapes and buildings/cityscapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws with detail (bodies with sausage limbs and additional features).</li> </ul>	<ul style="list-style-type: none"> <li>• Children draw portraits, detailed pictures, landscapes, buildings and cityscapes.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Knows how to improve models (scrunch, twist, fold, bend, roll).</li> <li>• Improved vocab – flexible, rigid.</li> </ul>	<ul style="list-style-type: none"> <li>• Join items in a variety of ways – Sellotape, masking tape, string, ribbon Knows how to secure boxes, toilet rolls, decorate bottles.</li> <li>• Joins items which have been cut, torn or glued.</li> </ul>	<ul style="list-style-type: none"> <li>• Make collages with clear intentions using a variety of materials.</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Builds simple models using walls, roofs and towers.</li> <li>• Manipulates clay (rolls, cuts, squashes, pinches, twists...)</li> </ul>	<ul style="list-style-type: none"> <li>• Builds models which replicate those in real life. Can use a variety of resources – loose part play.</li> <li>• Makes something that they give meaning to.</li> <li>• Improve models by adding texture</li> </ul>	<ul style="list-style-type: none"> <li>• Makes something with clear intentions.</li> <li>• Use a variety of natural, recycled and manufactured materials to sculpt.</li> <li>• Use a variety of techniques and shapes to sculpt.</li> </ul>
<b>Music, Singing and Dancing</b>	<ul style="list-style-type: none"> <li>• Learns short dance routines, beginning to match pace.</li> <li>• Talks about how music makes them feel.</li> <li>• Replicates dances and performances.</li> <li>• Sings in a group, trying to keep in time</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones).</li> <li>• Plays a given instrument to a simple beat Learns longer dance routines, matching pace.</li> <li>• Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.</li> <li>• Begin to improvise independently to create a simple dance</li> </ul>	<ul style="list-style-type: none"> <li>• Selects own instruments and plays them in time to music.</li> <li>• Can change the tempo and dynamics whilst playing.</li> <li>• Knows how to use a wide variety of instruments.</li> <li>• Beginning to write own compositions using symbols, pictures or patterns.</li> <li>• Sings in tune and to the correct beat.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>

			<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<b>Role Play</b>	<ul style="list-style-type: none"> <li>• Participates in small world play related to rhymes and stories with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses own experiences to develop storylines.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>