

WRENBURY PRIMARY SCHOOL EYFS – Expressive Arts and Design			
	3-4 Years	Reception	ELG Checkpoint
Art and Design (Art)	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	Creating with Materials 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.
	Correctly holds and uses a fine and thick brush to paint. Mixes primary colours (red, yellow and blue) to appropriate consistency. Paints/draws potato people with no body or missing arms/legs. Paints/draws simple shapes for other objects. Paints/draws bodies and shapes for objects that are an appropriate size and have some features. I can print simple shapes with adult prompting for instructions. I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns. Draw, colour, print and paint. Draws self-portraits and uses ideas from objects or pictures in own work. Begins to weave. Joins items in a variety of ways, Sellotape, hole punches, string, glue, masking tape and ribbon. Creates my own piece of art with some details, and I begin to self-correct any mistakes. I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	Uses <u>good</u> control to correctly hold and paint carefully in the lines. Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers. Uses primary colours to make secondary colours, e.g. green, orange and purple. Adds white or black to alter a shade or tint of paint. Paints/draws with detail including finer details such as fingers, ears, hair styles or items onto features. Paints/draws from observation by making a careful study and then includes features and details in the pictures. I can independently print clear representations to create full pictures, without any support and add details Makes collages/mosaics and joins items which are cut, torn and glued. I review my own work. I discuss strengths and areas for improvement. I can make something with clear intentions from start to finish. I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	Readiness for Y1 Holds objects with increased precision, such as scissors, paintbrushes, and pencils, and uses them safely. Experiments with many every day and artistic materials to investigate colour and texture. Uses drawing, painting, and sculpture as a way to express their thoughts and imagination. Identifies and investigates the colour, patterns, and shapes used by other artists. Talks about their creations and shares their work with others. Experiments with colour mixing. Experiments with a variety of methods of painting, drawing, printing, and sculpting in order to make art.

	I can make something and give meaning to it.		
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Design Technology	<i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>Develop their own ideas and then decide which materials to use to express them.</i> <i>Join different materials and explore different textures.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively sharing ideas, resources and skills.</i>	<u>Creating with materials</u> 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.
	I can develop and share my ideas with support from my peers or an adult. I can work independently to develop my ideas. I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further. I can make enclosed spaces and shapes such as walls, tunnels, and houses. I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. I can make something and give meaning to it. I can snip the paper and move the scissors forward. I am beginning to cut along the paper with support from a helping hand holding the paper. Joins items in a variety of ways, Sellotape, hole punches, string, glue, masking tape and ribbon. Creates my own piece of art with some details, and I begin to self-correct any mistakes. I can stir, spread, knead and shape a range of food and ingredients. I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively. I can adapt and improve my models with added features. I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale. I can make something with clear intentions from start to finish. I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model. I can cut a curved line. I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape. Joins items which are cut, torn and glued. I review my own work. I discuss strengths and areas for improvement. I can measure and weigh food items, non-standard measures, e.g., spoons, cups.	<u>Readiness for Y1</u> Constructs meaningfully with a clear direction of what they want to make/build/construct, who for and why. Makes or build structures using a variety of materials in accordance with a design brief that they have been given or created. Uses a variety of materials to construct/build/make and can join materials together in a variety of ways. Talks about how they made their end products, what they like about their end product, what could be better and if it fits the purpose they wanted. Is imaginative and creative in their ideas, using a variety of materials and tools. Recognises which foods are healthy and which are not. Confidently uses basic cutlery.

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Narrative Play (Drama/Role play)	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Develop storylines in their pretend play.	<u>Being Imaginative and Expressive</u> 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. <u>Readiness for Y1</u> Uses wide range of props for play which encourage imagination. Encouraged to solve conflicts and decide the narrative of play between themselves. Opportunities for children to go to a live performance, such as a play.
	I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories. I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines. I can enhance my Role Play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories.	I can use small world resources to retell a familiar event or known story in the correct sequence. I can use my imagination to develop complex storylines. I can develop storylines and characters into my pretend play. I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	
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Sound and Music (Music)	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.	<u>Being Imaginative and Expressive</u> 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. <u>Readiness for Y1</u> Joins in with singing familiar songs and rhymes and makes up their own.

	I can experiment with changing my voice. I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group. I can sing a whole familiar nursery rhyme and familiar song. I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow. I can experiment with playing percussion and body instruments. I respond when I listen to music. I can talk about how music makes me feel. I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch. I can sing in a group. I am beginning to sing in tune and keep to the beat. I can show some control in playing percussion instruments to create changes in dynamics and tempo. I can listen to pieces of music and recognises some familiar instruments that are playing. I can express my opinion on a piece of music. I can talk about what a piece of music reminds me of.	Matches the pitch of the music they are singing with their own voice. Have been exposed to a variety of genres of music, lyrics, rhymes and instruments. Talks about the emotions and images that various types of music evoke. Dances and moves to a range of songs, synchronising his or her steps to the rhythm and rhymes of the music. Uses a variety of instruments to enhance songs and rhymes and can use the correct names for some. Investigates a variety of sounds created by various instruments.
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