

Progression in drawing

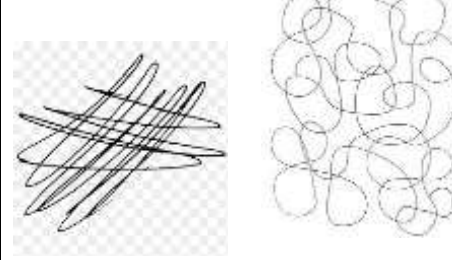
Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says, action songs.



Messy play- strengthen arms with both hands moving and squeezing.



Scribbles made with lines, then lines and enclosed spaces.



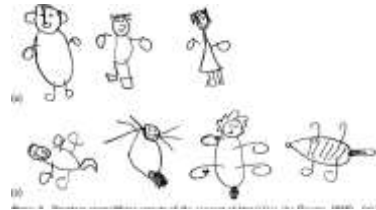
Finger isolation activities- finger painting, finger action songs
Pincer grip activities- peg boards, geoboards, threading.



Oversimplified representation of a person.



Begin to look closely at objects, animals and people and add key features to their drawing including emotions.



Simple pictures of familiar objects using shapes beginning to choose colours for the purpose.



More detailed representation of a person.



Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people.



More complex representations of multiple objects. Colours chosen for the purpose.



Create detailed observational drawings with accurate shapes, colours and patterns.



Progression in printing

Explore the marks they can make with their hands and fingers when pressing and holding them still. Name colours.



Explore making marks with objects. Talk about what happens when objects are pressed, moved up and down, side to side, and twirled. Talk about what the marks look like, Name ready mix paint colours.



Choose printing materials to make simple patterns.



Uses printing materials to copy pictures. Chooses appropriate shapes and begins to choose colours for purpose. Uses simple forms. Begins to reflect on their ideas and talk about ways to improve.



Chooses resources to create repeating patterns. Check work with support and amend. Begin to explain their ideas to others.



Use real objects as a stimulus for their artwork. Select appropriate shapes to print with. Think about the form on the page. Check work with support and amend any mistakes.



Chooses tools and resources to create patterns. Talks about their ideas, reflecting and improving their work with support. Checks their work and amends mistakes.



Use their own ideas in printing. Choose appropriate patterns or shapes for the task. Talks about their ideas, reflecting on and improving their work with support. Checks their work and amend any mistakes.



Progression in Small World Play

Participate in imaginative play



Make sounds as they participate in imaginary play.



Using familiar stories to join in with retelling a story, adding missing words.



Talk about what they are doing describe their actions and share their ideas in pretend play. Use their imagination to begin to make characters talk.



Create simple stories with characters, settings.



Create a story with characters, setting, problems and solutions
Begin to use story language.



Create a detailed story. Use story language and descriptive language.



Work well with others, collaborating and building on ideas to create a complex small world that links to stories or real life



Progression in Malleable Materials

Squash- squeeze in fist
Stretch- hold in both hands and pull
Pinch- fingers and thumb



Make models by pushing objects into the dough
Make patterns with everyday objects, wheel cutters, hammers and stamps.



Roll the dough into cylinder shapes
Use knives and scissors to cut
Roll into various-sized balls.



Begin to use imagination to create simple 3D models.



Make simple 3D models by joining playdough balls and adding purposeful materials eg. eyes.



Roll dough using various types of rolling pins.
Use scissors to cut, holding them with their finger and thumb.



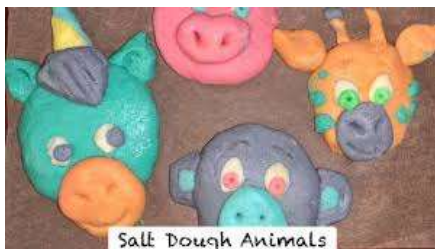
Make 2D shapes using cutters, adding various materials
Make other shapes using cutters



Explore mark-making with more refined tools and shapes
Begin to make repeating patterns



Make playdough/ salt dough.
Choose appropriate colours to paint after baking if using salt dough.



Make 2D objects with dough using various shapes.
Add purposeful materials
Press tools and objects to create texture and pattern for the dough.



Make 3D models using dough
Pinch to refine shapes
Press tools and objects to create texture and pattern eg. spikes.



Progression in Role Play

Participate in role play alongside others



Make sounds as they participate in role play. Dress up in any costume



Pretend to be a character and join in retelling a focus story using repeated phrases
Select masks/costumes purposefully



Talk about what they are doing and share ideas in domestic roleplay.
Begin to use character language



Retell a simple familiar story. Begin to build the setting.
Select masks/ costumes for a purpose.



Share ideas in imaginary role-play.
Use props provided. Use furniture to create their own setting



Use resources to create their own setting and begin to create props
Use their imagination to pretend to be a character verbally and visually



Act out a more complex story
Create the setting and props and choose their mask/ costume to become a character in the story



Create a detailed story with characters, setting, problem and solution. Create the setting and props and choose their costume. Pretend to be a character in the story.



Progression in Painting

Use paint brushes to make marks with ready mixed paint
Use a fist grip with both hands then move to use one hand
Name colours.



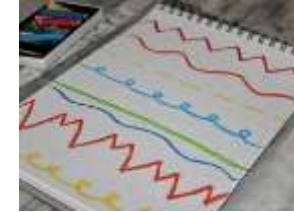
Move the brush in different ways
Press, move up and down side to side and twirl around.
Describe the marks they make



Make marks with various sizes of paintbrushes and sponges in ready mixed paint, powder paint and paint blocks. Talk about the marks made.
Begin to hold smaller brushes in their fingers and thumb.



Make choices about the types of marks they want to create eg dot, line, circle and which tool to use.



Think of their own ideas and make marks for purpose eg circle for the head, dots for eyes. Create simple representations of objects animals and people.



Use various types of paint on various textures eg tin foil, salt dough, and clay. Mix materials with paint eg sand/ glitter.



Begin to add more detail to their painting selecting the correct tools for the purpose. Mix colours for purpose. Talk about their work and begin to think of ways to improve.



Experiment with painting techniques for a purpose eg select appropriately sized brushes, colour mixing, printing, and patterns. Explain their ideas and reflect on ways to improve.



Create detailed observational paintings of objects, people and animals. Experiment with paint techniques for a purpose. Explain their ideas and reflect on ways to improve.



Thinks of own ideas for their artwork. Selects appropriate tools and techniques for a purpose eg selects appropriately sized brushes, colour mixing, printing, and patterns. Thinks carefully about details to enhance their artwork. Talks about their work and begins to think of ways to improve independently.



Progression in sand play

Explore both wet and dry sand. Explore the effects of adding water to sand. Use hands to mould and manipulate



Use large moulds, spades, buckets to mould and shape the sand. Make piles and hide objects



Use small spoons, scoops and small moulds to shape. Use jugs to pour. Use resources to make imprints such as numicon, shells, pinecones



Select tools purposefully. Add interesting shapes to their build eg. Windows and doors. Develop manipulative skills eg. Making sandcastles independently



Use teaspoons, lollipop sticks, golf tees etc. to add texture. Know to add water to mould and shape.



Use comparative language to discuss size, shape and texture. Take turns and work cooperatively



Make own resources to add to their sand sculpture eg. Flag. Discuss what they are making



Design and create environments to retell stories by adding further materials to create a setting. Add small world characters purposefully



Progression in water play

Pouring, filling and emptying a range of containers



Use a range of tools to scoop, stir and whisk



Explore a range of containers and use appropriate vocabulary to discuss capacity and volume



Engage in pretend role play eg. Making the water tray into the sea! Adding small world objects and characters to enhance their role play



Pushing objects down to explore floating and sinking, testing a range of objects



Explore best ways to transfer water with minimal spillages eg. Using drain pipes and channels



Explore forces by finding what makes things move eg, making waves, moving containers. Explore direction of water flow and speed



Create own small world resources to add to water role play such as creating boats out of junk modelling



Transfer water appropriately and purposefully such as using a watering can to water plants or filling a spray bottle to clean paint wall



Ways to promote curiosity and discovery:

- Add ice
- Add sensory experiences such as fruit, tea bags, food colouring, bath bombs or salts, soap
- Add block play to encourage team work- making a bridge
- Add bubble wands and washing up liquid to make bubbles
- Add aqua beads
- Add small world characters to scoop out eg counting bears
- Add small world/ babies to wash- peg clothes on washing line
- Add flowers and leaves



Progression in large construction play

Stacking blocks to make a tower.
Moving and gathering a range of construction materials



Using a range of blocks to create an enclosure eg. Building a 'wall' around small world animals or making a 'stage' to perform on



Exploring a range of construction materials to create different enclosures, towers and learn how to use them effectively considering size and shape



Collaborate with others when engaging in construction play learning to take turns, listen to each other's ideas and cooperate



Creating a 'building' that has similarities to real life considering symmetry, pattern, colour, shape and purpose
Testing ideas and making decisions



Making changes to a construction considering how to make it better eg. Adding windows and doors. Seeking further materials to enhance their construction such as material, pegs, small world items



Using mathematical language to compare constructions including size and shape. Using tape measures/ rulers to measure the length and height. Using scales to find the heaviest/ lightest block



Making a plan of action and sharing with others before construction begins. Recording on whiteboard or chalk board by drawing/ writing plan. Sharing and helping others how to make their construction



Progression in mud kitchen play

Exploring a range of pans, pots and utensils to add, mix and pour soil and water



Work collaboratively with others to mirror a real life kitchen such as baking 'cakes' or making 'soup' carefully considering what tools to use



Consider carefully how materials can be transported to the mud kitchen including water and soil



Explore, use senses add additional materials to the mud kitchen such as grass, leaves, acorns, herbs. Use scissors to cut and add herbs



Begin to clean up own mess such as 'washing up' muddy pans. Begin to understand and manage own hygiene independently including washing hands



Follow a 'recipe' which contains several instructions including what ingredients and utensils are needed and follow in order step by step



Enhance role play by considering cooking process such as using an 'oven', considering 'time' to bake, serving the food on plates at the table etc.



Create and share their own recipes with others and create their own recipe cards by writing and drawing pictures.



Progression in musical expression

Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



Listen to, move to and talk about music, expressing their feelings and responses to others.



Explore and engage in music making, singing and dancing. Following beats and pace of others. Perform solo or in groups.

Work collaboratively, increasingly matching the pitch and following the melody of others.

Make up their own dance moves, using some of the steps and techniques they have learnt and share/ teach others



Perform as part of a big group taking on a role such as singing, dancing or playing an instrument



Organise a 'show' taking on different roles eg. Making signs, selling tickets, setting up seats, performing in the band, finding/ making costumes

