



Curriculum Progression Map for EYFS-EAD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	<p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p> <p>At Ghost Hill our EAD curriculum is covered through a mixture of carpet sessions, adult-led groups and continuous provision, across the year and as part of our themes.</p>					
Themes	Guess Who?	Winter Wonderland	Roars and claws	Eye Spy	Telling Tales	What a Splash!
Nursery SPECIFIC AREA Expressive Arts and Design (EAD) - Creating with materials -Being imaginative and expressive.	Creating with materials: Explore different materials freely, to develop their ideas about how to use them and what to make. Use a comfortable grip with good control when holding pens and pencils. Create closed shapes	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face	Explore different materials freely, to develop their ideas about how to use them and what to make. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore different materials freely, to develop their ideas about how to use them and what to make. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Explore different materials freely, to develop their ideas about how to use them and what to make. Choose the right resources to carry out their own plan.

	with continuous lines and begin to use these shapes to represent objects.		with a circle and including details.			<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explain what they are making and which materials they are using.</p> <p>Create their own songs or improvise a song around one they know.</p>
	<p>Being imaginative and expressive:</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore and play with clay and playdough to make child-led creations. Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Explore how things work. Explore and talk about different forces they can feel.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

<p>Healthy Eating is covered in PSED as part of the Jigsaw module: Healthy Me.</p>	Explore and try fruit and vegetables at snack time.	Explore and try fruit and vegetables at snack time.	Explore and try fruit and vegetables at snack time. Begin to talk about where fruit and vegetables come from.	Explore and try fruit and vegetables at snack time. Begin to talk about where fruit and vegetables come from.	Explore and try fruit and vegetables at snack time. Begin to talk about where fruit and vegetables come from. Know that they need food and drink to stay healthy.	Explore and try fruit and vegetables at snack time. Begin to talk about where fruit and vegetables come from. Know that they need food and drink to stay healthy.

Reception SPECIFIC AREA Expressive Arts and Design (EAD) - Creating with materials -Being imaginative and expressive.	Creating with materials Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use adhesives to join materials.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Start to build structures, joining components together. Begin to use scissors to cut straight and curved edges and hole punchers to punch holes.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Create collaboratively, sharing ideas, resources, and skills. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Share their creations, explaining the process they have used.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Begin to show accuracy and care when drawing. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Select materials from a limited range that will meet simple design criteria. Explore and engage in music making and dance, performing solo or in groups.

	<p>Being imaginative and expressive:</p> <p>Explore different ways to use paint and a range of media according to their interests and ideas.</p>	<p>Explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>Learn rhymes, poems and songs.</p>	<p>Explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Explore different ways to use paint and a range of media according to their interests and ideas.</p>	<p>Explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen,</p> <p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Begin to talk about their designs as they develop and identify good and bad points.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>

<p>Healthy Eating is covered in PSED as part of the Jigsaw module: Healthy Me.</p>	Eat fruit and vegetables at snack time.	Eat fruit and vegetables at snack time.	<p>Eat fruit and vegetables at snack time.</p> <p>Talk about where certain fruit and vegetables come from.</p>	<p>Eat fruit and vegetables at snack time.</p> <p>Talk about where certain fruit and vegetables come from.</p>	<p>Eat fruit and vegetables at snack time.</p> <p>Talk about where certain fruit and vegetables come from.</p> <p>Begin to understand through discussions why it is important to eat a variety of foods to stay healthy.</p>	<p>Eat fruit and vegetables at snack time.</p> <p>Talk about where certain fruit and vegetables come from.</p> <p>Begin to understand through discussions why it is important to eat a variety of foods to stay healthy.</p>

End of Reception year Early Learning Goals:

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.

Being imaginative and expressive

- 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