



EYFS Expressive Arts & Design Progression of Knowledge & Skills

Statutory Guidance from the EYFS Framework for Expressive Arts & Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

This document maps out the progression of Knowledge and Skills for Expressive Art & Design for children at St. Gregory's Catholic Primary School. Knowledge and Skills for 2*3 years old children have been included throughout to help staff to meet the children where they are developmentally, as we know that not all children progress at the same speed and some children may still be working at this level when they join us in Nursery.

Literacy Early Learning Goals:

Creating with Materials ELG:

- 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 ELG:

- 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.



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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|---|---|--|---|---|---|
| Calendar Celebrations & Experiences: | Starting School 3 rd September 2025, Harvest, Autumn September - November Diwali 20 th October 2025, | Halloween 31 st October 2025, Bonfire Night 5 th November 2025, Remembrance Day 11 th November 2025, Christmas 25 th December 2025 | New Year 1 st January 2026 Valentine's Day 14 th February 2026 Pancake Day 17 th February 2026, | Chinese New Year 17 th February – 3 rd March World Book Day 5 th March 2026, Mother's Day 15 th March 2026, St. Patrick's Day 17 th March 2026, Eid 20 th March Easter 5 th April 2026 | Earth Day 22 nd April 2026, St. George's Day 23 rd April 2026, Cinco de Mayo 5 th May 2026, day | World Cup 11 th June – 29 th July 2026 Father's Day 21 st June 2026, Wimbledon 29 th June*12 th July |



EYFS Expressive Arts & Design Progression of Knowledge & Skills

Creating with Materials

Progression of Knowledge and Skills

2-3years Nursery

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | <u>End of Stage</u> |
|---|---|--|--|---|---|---|
| Exploring Through Senses * Use hands and simple tools to explore materials (paint, dough, sand, water). * Enjoy making marks and noticing the effects of their actions. * Begin to show preferences for textures and colours. | Exploring Colour & Sound * Notice and show curiosity about colours and sounds. * Begin to experiment with colour through paint or collage. * Explore sound*making with everyday objects and simple instruments. | Mark Making & Patterns * Enjoy making purposeful marks and patterns (lines, dots, swirls). * Begin to talk about what they have made ("That's mummy," "My car"). * Use a range of tools with growing confidence. | Building & Constructing * Begin to stack, join, or arrange materials with intent. * Explore different ways of fixing or combining (tape, glue, Velcro). * Show satisfaction in completing something. | Exploring Shape & Form * Manipulate malleable materials like dough, clay, and foam. * Create simple shapes and press objects to make prints. * Explore cause and effect in creative play. | Creating and Sharing * Begin to make deliberate creative choices (colours, materials). * Talk about or show pride in their creations. * Show curiosity about others' work and join in shared creative play. | Children explore and experiment with different materials, colours, and textures. They enjoy making marks and simple creations using their hands and tools, showing curiosity and pride in what they make. |

Creating with Materials

Progression of Knowledge and Skills

3 – 4 years Nursery

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | <u>End of Stage</u> |
|---|---|---|--|---|---|--|
| INTENT | | | | | | |
| Exploring Materials & Tools * Explore paint, glue, crayons, dough, collage, and natural materials. * Begin to experiment with making marks using different tools. * Develop curiosity about textures and colours. | Exploring Colour & Texture * Begin to identify and name colours. * Explore textures: smooth, rough, soft, bumpy. * Use a variety of tools for mark*making (brushes, sponges, sticks). | Joining & Constructing * Experiment with joining techniques (tape, glue, stapler with support). * Begin to plan what they want to make before creating it. * Combine materials for a purpose. | Exploring Form & Shape * Develop skills in shaping and moulding materials (clay, dough, papier*mâché). * Begin to represent real objects or ideas in 3D form. * Talk about textures, | Combining Techniques & Developing Ideas * Choose materials independently to express ideas. * Combine techniques (paint, collage, drawing, printing). * Use tools with more control (scissors, glue spreaders, brushes). | Creating with Purpose & Confidence * Create art and models based on their own ideas or experiences. * Reflect on what they have made and describe it to others. * Show persistence and pride in their work. | Children create with confidence, curiosity, and independence, showing an emerging ability to plan, adapt, and evaluate their work. |



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shapes, and materials used.

IMPLEMENTATION

Daily access to a range of creative materials; paints, chalks, crayons, dough, glue, paper, fabric, cardboard, and natural materials. Sensory play with sand, water, dough. Collage with leaves and natural objects. Colour mixing activities. Fine and gross motor mark making opportunities. Modelling mark making. Model language linked to texture.

Printing with sponges and other materials. Encourage discussion linked to textures; texture trays/texture rubbings. Sorting and matching activities. Naming colours in everyday contexts. Gross motor mark making with sticks, brushes, rollers etc. Sensory trays with rice, ice, gloop etc.

Provide a variety of joining tools: tape, PVA glue, glue sticks, stapler. Model safe use of each tool and allow children to practice freely. Encourage experimentation; 'what happens if we use tape instead of glue?' Model discussing ideas on what to make and talk through actions.

Printing with shaped objects. Provide a range of malleable materials: clay, play dough, salt dough. Model techniques such as rolling, pinching, pressing, coiling, and flattening. Open*ended exploration to encourage experimentation; 'what happens if you roll it into a ball?' Model vocabulary for texture, shape, and form.

Mixed-media artwork. Large-scale group artwork. Exploring junk modelling. Encourage children to select materials themselves and express ideas. Offer prompts to stimulate creativity; 'what would you like to create today?' Encourage children to talk about why they selected particular materials. Model combining techniques. Provide a range of creative tools; scissors, glue spreaders, brushes of different sizes, rollers, sponges, stamps. model safe use of each tool. Offer opportunities to practice control and precision through structured and

Sharing and talking about their creations. Ask open-ended questions; 'tell me about your model, Encourage children to describe materials, techniques, shapes, and colours.



EYFS Expressive Arts & Design Progression of Knowledge & Skills

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| | | | | open-ended activities. | | |
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EYFS Expressive Arts & Design Progression of Knowledge & Skills

Creating with Materials

Progression of Knowledge and Skills

4 – 5 years * Reception

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | <u>ELG</u> |
|--|--|---|---|---|---|---|
| INTENT | | | | | | |
| <p>*Explore and experiment with different tools, textures, and media (paint, collage, clay, natural materials).</p> <p>*Learn to mix colours and explore how materials can be combined.</p> <p>*Begin to use lines and shapes to represent objects and people.</p> | <p>*Combine media and tools to create simple patterned or festive designs (e.g. collage, printing, clay decorations).</p> <p>*Experiment with light, colour, and shape to create atmosphere (lanterns, shadow art).</p> <p>*Begin to plan and describe what they want to make.</p> | <p>*Select and use appropriate tools and joining techniques for a purpose (tape, glue, folding, cutting).</p> <p>*Build and adapt simple junk models, structures, and environments.</p> <p>*Explore form and function — what their creations can <i>do</i>.</p> | <p>*Represent story characters or scenes using drawing, painting, collage, and sculpture.</p> <p>*Refine their ability to plan and adapt — “I wanted to make it taller, so I added more blocks.”</p> <p>*Explore texture and form through natural and recycled materials.</p> | <p>*Use a range of materials to represent nature, places, and the environment (natural collages, 3D landscapes).</p> <p>*Explore printing, rubbing, and painting from observation.</p> <p>*Begin to evaluate and talk about their creations using descriptive language.</p> | <p>*Combine and refine skills and ideas developed throughout the year to produce imaginative, detailed artwork.</p> <p>*Work independently on projects that show purpose, planning, and evaluation.</p> <p>*Choose materials and techniques to achieve a specific effect.</p> | <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> |
| IMPLEMENTATION | | | | | | |
| <p>*Provide open*ended art and sensory play: paint mixing, clay, collage, junk modelling.</p> <p>*Model vocabulary: <i>smooth</i>,</p> | <p>*Explore festive crafts (Diwali lamps, Christmas decorations, shadow art).</p> <p>*Teach safe use of tools (scissors, glue, tape).</p> | <p>*Junk modelling challenges (build a vehicle, bridge, house).</p> <p>*Teach techniques: cutting, folding, slotting, gluing, taping.</p> | <p>*Create characters using clay, collage, or painting.</p> <p>*Explore mixed media for storytelling scenes.</p> | <p>*Create nature collages, rubbings, and prints.</p> <p>*Explore land, sea, and sky colours through paint and pastels.</p> | <p>*Independent creative projects (e.g. model of favourite place, end*of*year self*portrait).</p> <p>*Encourage planning, revising, and</p> | |



EYFS Expressive Arts & Design Progression of Knowledge & Skills

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| <p><i>rough, sticky, shiny, mix, texture.</i></p> <p>*Introduce simple colour mixing and pattern exploration.</p> <p>*Encourage talking about their creations: <i>"Tell me about your picture."</i></p> | <p>*Encourage planned designs before making.</p> <p>*Explore light/dark colour palettes and reflective materials.</p> | <p>*Encourage evaluation: <i>"What could make it stronger?"</i></p> | <p>*Encourage planning and revising artwork.</p> | <p>*Encourage group projects (large murals, class garden sculptures).</p> | <p>reflecting: <i>"What will you need to make it?"</i></p> <p>☑*Showcase artwork in a class exhibition.</p> | |
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Being Imaginative and Expressive Progression of Knowledge and Skills 2*3years Nursery

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | <u>End of Stage</u> |
|--|--|--|--|--|--|--|
| <p>Exploring Sound & Movement</p> <p>* Respond physically to music and rhythm.</p> <p>* Enjoy moving, clapping, and dancing spontaneously.</p> <p>* Begin to imitate sounds and simple actions.</p> | <p>Familiar Songs & Rhymes</p> <p>* Join in with parts of familiar songs.</p> <p>* Use simple instruments with enjoyment.</p> <p>* Begin to match actions to words.</p> | <p>Pretend Play Beginnings</p> <p>* Begin to use objects symbolically (a block as a phone).</p> <p>* Copy adults' actions in pretend play.</p> <p>* Engage in short role play with adults or peers.</p> | <p>Imitating & Inventing</p> <p>* Act out simple familiar scenarios (cooking, shopping, driving).</p> <p>* Start to link a few actions into a short pretend sequence.</p> <p>* Enjoy making animal or vehicle noises in play.</p> | <p>Expressing Through Music & Dance</p> <p>* Move rhythmically to music and respond with actions.</p> <p>* Begin to choose instruments or sounds to represent ideas.</p> <p>* Show awareness of tempo and volume.</p> | <p>Sharing Imaginative Experiences</p> <p>* Begin to play imaginatively with others.</p> <p>* Join in short performances or story songs.</p> <p>* Express feelings through movement, song, or play.</p> | <p>Children enjoy singing, dancing, and pretending in their play.</p> <p>They use their imagination to act out simple experiences and begin to express their ideas through movement, sound, and role play.</p> |



EYFS Expressive Arts & Design Progression of Knowledge & Skills

Being Imaginative and Expressive Progression of Knowledge and Skills 3 – 4 years Nursery

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End of Stage |
|---|--|---|---|--|---|--|
| INTENT | | | | | | |
| Exploring Sounds & Movement * Enjoy moving to music and responding to rhythm. * Experiment with sound using instruments and objects. * Begin to express feelings through movement. | Rhymes, Songs, and Storytelling * Join in with simple songs and nursery rhymes. * Begin to use voice expressively. * Use small*world play to act out familiar stories. | Imaginative Role Play * Begin to take on roles in pretend play. * Use props to enhance imaginative play. * Recreate experiences from home or stories. | Storytelling Through Music & Movement * Express ideas and characters through movement, gesture, and sound. * Begin to invent simple storylines or performances. * Respond to music through dance. | Developing Performance and Expression * Sing with growing confidence and control. * Remember and perform short sequences, songs, or dances. * Use imagination to create new songs or dances. | Expressing Feelings and Ideas Creatively * Use imagination to share personal stories and emotions. * Combine song, movement, and role play in performance. * Show confidence performing in front of others. | Children express themselves imaginatively through play, music, movement, and story, showing creativity, confidence, and emotional awareness. |
| IMPLEMENTATION | | | | | | |
| Alfocalm (Nursery Rhymes) is used daily. Nursery Rhymes Progression is mapped out – see separate document | | | | | | |
| Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | |
| Music and movement sessions. Exploring loud/quiet, fast/slow. Action songs and rhymes.. Introduce movement games: marching,, tiptoeing, jumping,, stretching to music. Use scarves, or ribbons to explore movement in rhythm. | Daily songs and rhymes, encouraging children to join in with words and actions. Clapping, stamping, or using simple instruments to accompany songs. Encourage children to vary their voice when singing, storytelling, | Role play in home corner/shop/doctor's surgery. Story*inspired small*world play. Dressing up and imaginative play outdoors.. Support narrative development with prompts. Model role*taking and collaborative play for group activities. | Group performances for peers. Encourage children to use their body and voice to represent characters, animals, or ideas; hopping like a frog, tiptoeing like a mouse, or making stormy sounds. Model expressive | Music performances. Create and perform short plays. Explore different musical styles or world music. Daily singing opportunities with familiar songs, rhymes, and chants. Model clear singing, | End*of*year performance. Reflecting on favourite songs and creative moments. Support children in expressing ideas through gesture, facial expression, sound, or movement. Praise effort, creativity, | |



EYFS Expressive Arts & Design Progression of Knowledge & Skills

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| <p>Encourage children to copy, improvise, and explore movement patterns.</p> | <p>or making sounds (high/low, loud/quiet, fast/slow). Model expressive vocal sounds in songs, rhymes, and stories. Provide vocal exploration activities: 'can you make a sound like a bird?' 'sing the line slowly, then quickly.'</p> | | <p>gestures and sounds to demonstrate storytelling through movement. Offer opportunities for group or solo performances where children can express themselves physically and vocally.</p> | <p>using gestures or visual cues to support pitch and rhythm. Encourage children to experiment with loud/soft and high/low sounds. Offer solo, small*group, and whole*class singing opportunities to build confidence.</p> | <p>and bravery,.</p> | |
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EYFS Expressive Arts & Design Progression of Knowledge & Skills

Being Imaginative and Expressive

Progression of Knowledge and Skills

4 – 5 years * Reception

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> | <u>ELG</u> |
|---|---|--|---|--|---|---|
| INTENT | | | | | | |
| <p>*Join in with familiar songs, rhymes, and movement games.</p> <p>*Begin to act out simple stories or routines through play.</p> <p>*Express feelings and ideas through movement, mark making, and sound.</p> | <p>*Explore music and movement linked to celebrations and festivals (Diwali, Christmas, Bonfire Night).</p> <p>*Retell simple stories using props, instruments, or role play.</p> <p>*Start to perform to small groups with growing confidence.</p> | <p>*Develop role play linked to familiar experiences or jobs (builders, shopkeepers, doctors).</p> <p>*Express ideas through storytelling and small*world play.</p> <p>*Use music and dance to represent movement, work, or sound effects.</p> | <p>*Invent and retell own stories through role play, puppets, or music.</p> <p>*Explore how emotion can be shown through voice, movement, and sound.</p> <p>*Perform familiar stories, songs, or poems with expression.</p> | <p>*Create movement and sound inspired by nature, journeys, or feelings.</p> <p>*Explore how music, dance, and art can communicate mood or atmosphere.</p> <p>*Collaborate to make group performances or large artworks.</p> | <p>*Perform songs, dances, or stories to an audience with confidence.</p> <p>*Create original narratives or performances inspired by their interests or transitions (“going to Year 1”).</p> <p>*Reflect on how art, music, and performance can express identity and feeling.</p> | <p>* Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well*known nursery rhymes and songs</p> <p>*Perform songs, rhymes, poems and stories with others, and* when appropriate – try to move in time with music.</p> |
| IMPLEMENTATION | | | | | | |
| Alfocalm (Nursery Rhymes) is used daily. Nursery Rhymes Progression is mapped out – see separate document | | | | | | |
| Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | Maestro Music Programme Weekly lesson | |
| *Daily music and movement sessions (rhymes, echo songs, dancing). | *Learn and perform seasonal songs and dances. | *Themed role play (builders, shop, doctors, post office, space station) | *Retell familiar tales with props and puppets. (See Drawing Club for key texts) | *Create music and movement inspired by seasons, weather, and animals. | *Prepare and perform a class assembly.. | |



EYFS Expressive Arts & Design Progression of Knowledge & Skills

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| <p>*Role play areas linked to "All About Me" theme (home, family, school).</p> <p>*Encourage use of props and instruments to act out familiar experiences.</p> | <p>*Act out cultural stories/celebrations (Bonfire Night, Diwali).</p> <p>*Explore sound patterns and rhythm with percussion instruments.</p> | <p>*Model story starters and character voices.</p> <p>*Introduce movement games related to jobs and actions.</p> | <p>*Create new storylines using imaginative small*world play.</p> <p>*Add sound effects and movement sequences to match story moods.</p> | <p>*Encourage storytelling through nature walks and outdoor play.</p> <p>*Explore how different sounds and movements can show mood.</p> | <p>*Sing, dance, and act for an audience.</p> <p>*Revisit favourite songs, dances, and imaginative play themes from the year.</p> | |
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The Reception Year provides the foundation for skills the children will build upon in Year one.

Where are they going?

Y1 Expectations:

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| <p><u>Art and Design – Year 1 National Curriculum</u> Pupils should be taught: *To use a range of materials creatively to design and make products *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> | <p><u>Design and Technology – KS1 National Curriculum</u> Design* Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock*ups and, where appropriate, information and communication technology Make *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria</p> | <p><u>Music – KS1 National Curriculum</u> Pupils should be taught to: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes *Play tuned and untuned instruments musically *Listen with concentration and understanding to a range of high*quality live and recorded music *Experiment with, create, select and combine sounds using the inter*related dimensions of music</p> |
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EYFS Expressive Arts & Design Progression of Knowledge & Skills

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| | Technical knowledge *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | |
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