

Small Steps Progression Document - Reception

<u>Expressive Arts and Design</u>			
<u>Nursery</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<u>Creating with Materials</u>			
Explore different materials feely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join materials and explore different textures. 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. Show different emotions in their drawings - happiness, sadness, fear, etc.	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.	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.	<u>KS1 Art and Design National Curriculum</u> -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. <u>KS1 Design and Technology National Curriculum</u> -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. -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. -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria. -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.

Being Imaginative			
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. Listening 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. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	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>KS1 Music National Curriculum</u> 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 interrelated dimensions of music. <u>KS1 PE National Curriculum</u> Perform dances using simple movement patterns.