

## Meadow View Primary EYFS FSO Progress Curriculum in EAD

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<b>EAD - Art</b>		
	<u>Pencil</u> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> </ul>	<u>Pencil</u> <ul style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>
	<u>Paint</u> <ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies.</li> </ul>	<u>Paint</u> <ul style="list-style-type: none"> <li>Explore paint, using brushes and other tools</li> </ul>
	<u>Clay/Play dough Sculpture (malleable)</u> <ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> </ul>	<u>Clay/Play dough Sculpture (malleable)</u> <ul style="list-style-type: none"> <li></li> </ul>
	<u>Evaluation Skills</u>	<u>Evaluation Skills</u>
<b>EAD - Music</b>		
	<ul style="list-style-type: none"> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>Show attention to sounds and music.</li> <li>Move and dance to music.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Play voice matching games</li> <li>Respond to changes in music</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Respond to changes in music with increased awareness and confidence</li> <li>Create body percussion</li> </ul>
<b>EAD – Imaginative Play</b>		
	<ul style="list-style-type: none"> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul>
<b>EAD – Designing and Making</b>		
	<ul style="list-style-type: none"> <li>Use their imagination as they consider what they can do with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple models which express their ideas</li> </ul>

<b>Universal Pathway</b>		
	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to an inclusive curriculum'</b>		
	<ul style="list-style-type: none"> <li>*Maintain close involvement with parents/ carers</li> <li>Adults to scaffold and support in continuous provision – support with tools and mark making skills</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>*Maintain close involvement with parents/ carers</li> <li>Adults to scaffold and support in continuous provision – support with tools and mark making skills</li> <li>*Provide ideas to support parents/ carers</li> </ul>
<b>Emerging/ Additional Needs Pathway</b>		
	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>*Continue discussion with SENCO</li> <li>*Work in partnership with any external professionals already involved – contribute to assessments as needed</li> <li>*Carry out 1:1 specialist programmes as needed</li> <li>*Maintain close involvement with parents/ carers</li> <li>*Provide ideas to support parents/ carers</li> </ul>
<b>Composite:</b> Begin to enjoy using imagination and new skills in creative work and begin to engage in simple collaborative play, ready to share ideas together.		

## Meadow View Primary EYFS FS1 Progress Curriculum in EAD

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<b>EAD - Art</b>		
<u>Pencil</u> <ul style="list-style-type: none"> <li>Begin to identify and name colours (DM)</li> <li>Draw simple forms</li> <li>Begin to see that colours can be used for a purpose.</li> </ul>	<u>Pencil</u> <ul style="list-style-type: none"> <li>Begin to draw a range of objects linked to widening experiences looking at some detail</li> <li>Create closed shapes using these to represent objects</li> </ul>	<u>Pencil</u> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail such as representing a face (DM)</li> </ul>
<u>Paint</u> <ul style="list-style-type: none"> <li>Begin to experiment with paintbrushes</li> <li>Beginning to experiment with paint, including early colour mixing.</li> <li>Begin to identify and name colours (DM)</li> <li>Begin to see that colours can be used for a purpose.</li> <li>Draw simple forms</li> <li>Begin to follow the painting area routine</li> <li>Be introduced to simple printing</li> </ul>	<u>Paint</u> <ul style="list-style-type: none"> <li>Begin to show control with paintbrushes.</li> <li>Can confidently name and select colours and continue to explore colour mixing (DM)</li> <li>Exploring early printing methods using different objects to print</li> <li>Show understanding of the painting area routine</li> </ul>	<u>Paint</u> <ul style="list-style-type: none"> <li>Continue to develop confidence in handling paintbrushes.</li> <li>Begin to understand colours can be mixed to make new ones and be able to discuss the colours they have made.</li> <li>Use the painting area with increasing independence and understanding</li> </ul>
<u>Clay/Play dough Sculpture (malleable)</u> <ul style="list-style-type: none"> <li>Beginning to experiment with a range of tools</li> <li>Make simple marks in play dough.</li> <li>Begin to explore materials (DM)</li> </ul>	<u>Clay/Play dough Sculpture (malleable)</u> <ul style="list-style-type: none"> <li>Free play and explore play dough</li> <li>Make simple marks in play dough</li> <li>Manipulate play dough into simple shapes</li> </ul>	<u>Clay/Play dough Sculpture (malleable)</u> <ul style="list-style-type: none"> <li>Using a rolling tool to roll play dough flat</li> <li>Continue to develop play dough skills including rolling, cutting and imprinting</li> </ul>
	<u>Evaluation Skills</u> <ul style="list-style-type: none"> <li>Begin to talk about the art they have produced.</li> </ul>	<u>Evaluation Skills</u> <ul style="list-style-type: none"> <li>Talk about the art they have produced and begin to say what they like about their art.</li> </ul>
<b>EAD - Music</b>		
<ul style="list-style-type: none"> <li>Begin to move to music</li> <li>Begin to enjoy joining in with singing songs (DM)</li> <li>Begin to be aware of pitch and melody in some songs</li> <li>Experiment with music making using instruments.</li> <li>Explore instruments in provision</li> <li>Play sound match games</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to move rhythmically to music.</li> <li>Using instruments in response to music.</li> <li>Remember and sing simple songs (DM)</li> <li>Show an increased awareness of pitch and melody in some songs</li> <li>Begin to understand different instruments produce different sound</li> <li>Play sound match games with instruments</li> </ul>	<ul style="list-style-type: none"> <li>Join in with set dances to music.</li> <li>Sing songs together, listening more closely to the music.</li> <li>Create own songs (DM)</li> <li>Play instruments with increasing control (DM)</li> <li>Clap a simple beat</li> <li>Copy a simple beat</li> <li>Listen to, and talk about, own, recorded music</li> </ul>
<b>EAD – Imaginative Play</b>		

<ul style="list-style-type: none"> <li>• Beginning to join in with others' play.</li> <li>• Take part in simple pretend play alongside others (DM)</li> <li>• Be introduced to small world play to allow story telling for key texts</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to contribute ideas towards collaborative play.</li> <li>• Use small world and role play areas to retell a simple story.</li> <li>• Develop symbolic play.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop complex small world play (DM)</li> <li>• Make imaginative and complex small worlds with blocks and construction kits (DM)</li> </ul>
<b>EAD – Designing and Making</b>		
<ul style="list-style-type: none"> <li>• Begin to explore a range of different materials freely</li> <li>• Begin to experiment joining different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and join different materials freely and develop ideas about how to use them and what to make</li> <li>• Box modelling exploring sticking and gluing</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with joining different materials for a purpose</li> <li>• Using glue stick with increasing control</li> </ul>
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to an inclusive curriculum'</b>		
*Initiate contact with parents/ carers Adults to scaffold and support in continuous provision – support with tools and mark making skills *Provide ideas to support parents/ carers	*Maintain close involvement with parents/ carers Adults to scaffold and support in continuous provision – support with tools and mark making skills *Provide ideas to support parents/ carers	*Maintain close involvement with parents/ carers Adults to scaffold and support in continuous provision – support with tools and mark making skills *Provide ideas to support parents/ carers
<b>Emerging/ Additional Needs Pathway</b>		
*Initiate discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Composite:</b> Begin to enjoy using imagination and new skills in creative work and begin to engage in simple collaborative play, ready to share ideas together.		

## Meadow View Primary EYFS FS2 Progress Curriculum in EAD

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<b>EAD - Art</b>		
<p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Begin to include detail in their own art, moving on from simple representations</li> </ul>	<p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Look closer and include finer details in their art through observational drawing</li> </ul>	<p><u>Pencil</u></p> <ul style="list-style-type: none"> <li>Include fine detail in work encouraging close care and precision</li> </ul>
<p><u>Paint</u></p> <ul style="list-style-type: none"> <li>Build on previous colour mixing learning for a specific purpose</li> <li>Handle paintbrushes with increasing tripod control.</li> </ul>	<p><u>Paint</u></p> <ul style="list-style-type: none"> <li>Begin to explore shade and tone</li> </ul>	<p><u>Paint</u></p> <ul style="list-style-type: none"> <li>Use shades and tones freely in pieces</li> <li>Handle paintbrushes and tools with confidence and control.</li> <li>Use printing techniques with increased control</li> <li>To combine crayon and paint to produce pictures in relief</li> </ul>
<p><u>Clay Sculpture</u></p> <ul style="list-style-type: none"> <li>Manipulate clay to make a simple model – use tools.</li> <li>Learn how to paint a clay and salt dough model</li> </ul>		<p><u>Clay Sculpture</u></p> <ul style="list-style-type: none"> <li>Rehearsing and refining rolling, shaping and clay modelling</li> </ul>
<p><u>Evaluation Skills</u></p> <ul style="list-style-type: none"> <li>Talk about how to refine and improve my own art</li> </ul>	<p><u>Evaluation Skills</u></p> <ul style="list-style-type: none"> <li>Begin to talk about features of works of famous artist.</li> <li>Begin to celebrate theirs and others work</li> <li>Continue to look at work of famous artist and compare to one looked at before.</li> </ul>	<p><u>Evaluation Skills</u></p> <ul style="list-style-type: none"> <li>Critique the work of others and offer suggestions</li> </ul>
<b>EAD - Music</b>		
<ul style="list-style-type: none"> <li>Be introduced to music and dancing from around the world</li> <li>Move freely and expressively to music</li> <li>Learn, remember and perform entire songs, beginning to note pitch, dynamics, tempo and melody</li> <li>Choose instruments to add to songs with some awareness of the qualities of different instruments</li> <li>Begin to copy the dances of others, picking out certain repeated steps/ actions</li> <li>Begin to notice and clap a steady beat whilst singing, moving to music and creating own music</li> <li>Watch and talk about performance art</li> <li>Explore dynamics and tempo in songs and pieces of music</li> <li>Name a wide range of instruments</li> </ul>	<ul style="list-style-type: none"> <li>Further explore music and dancing from around the world comparing and contrasting to other styles that have been learned</li> <li>Learn, remember and perform entire songs paying closer attention to pitch, melody, dynamics and tempo</li> <li>Identify some favourite songs or pieces of music.</li> <li>Move to music using rhythm and develop own dances to perform for themselves and others</li> <li>Copy the dances of others, picking out certain repeated steps/ actions</li> <li>Play instruments using different dynamics and tempo</li> <li>Remember and sing favourite songs, whilst learning new ones</li> <li>Create own music using instruments</li> <li>Choose instruments to add to songs with increased awareness of the qualities of different instruments</li> <li>Continue to clap and recognise a beat in a song</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own with increasing pitch and melody match and being increasingly able to identify tempo and dynamic</li> <li>Replicate choreographed dances to perform for themselves and others with confidence</li> <li>Sing songs together, listening more closely to the music (DM)</li> <li>Talk about music, expressing feelings and responses (DM)</li> <li>Perform music and dance confidently with imagination (DM)</li> <li>Move and respond to changes in pulse</li> <li>Create music to perform to others</li> <li>Play instruments using different dynamics, pitch and tempo</li> <li>Be increasingly aware of some different types of music from around the world</li> </ul>

<b>EAD – Imaginative Play</b>		
<ul style="list-style-type: none"> <li>Engage in simple collaborative play to share ideas to keep play going.</li> <li>Begin to develop storylines in play using a range of props</li> <li>Build on previous experiences to enhance storylines and storytelling</li> <li>Use the skills of imaginative play to use objects to represent other objects</li> </ul>	<ul style="list-style-type: none"> <li>Extend storylines in play using the ideas of others</li> <li>Use new experiences to extend imaginative play.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy working together on a desired outcome</li> <li>Drawing on experiences from across the year to create extended and complex play</li> </ul>
<b>EAD – Designing and Making</b>		
<ul style="list-style-type: none"> <li>Continue to develop different joining techniques – including using PVA glue and tape.</li> </ul>	<ul style="list-style-type: none"> <li>Independently select joining techniques</li> <li>Select and construct with a range of junk materials</li> <li>Investigate folding skills</li> <li>Experiment with model making using joining</li> </ul>	<ul style="list-style-type: none"> <li>Select and construct with a range of junk materials with purpose and independence</li> <li>Using and refining skills and techniques to make box models</li> <li>Choose appropriate materials for model making</li> </ul>
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to an inclusive curriculum'</b>		
*Initiate contact with parents/ carers Allow and encourage children to access creative work in provision with adult as scaffold *Provide ideas to support parents/ carers	*Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers Allow and encourage children to access creative work in provision with adult as scaffold	*Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers Allow and encourage children to access creative work in provision with adult as scaffold
<b>Emerging/ Additional Needs Pathway</b>		
*Initiate discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Final Milestone ELG Composite</b> <u>Creating with Materials ELG</u> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <u>Being Imaginative and Expressive ELG</u> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>		