



	Minimum Expectations for nursery (Bunnies)		Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum
Painting	Use pre-made paints and are able to name colours	Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours		Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade	Colour matching, altering tint and shade Warm/Cool colours
	Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing		Print with a variety of resources
Drawing	Makes marks. Draws circles and lines.	Draws faces with features and draws enclosed spaces, giving meaning	Draws potato people (no neck or body)		Draws bodies of an appropriate size for what they're drawing	Draws with detail (bodies with sausage limbs and additional features)	Children must be exposed to models and be able to identify key features of living things
	Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children draw portraits, detailed pictures, landscapes, buildings and cityscapes
Collage	Use glue sticks with support	Use glue spatulas with support	Use glue sticks and glue spatulas independently		Join items with glue or tape	Join items in a variety of ways - Sellotape, masking tape, string, ribbon	Joins items which have been cut, torn or glued
			Adds other materials to develop models (tissue paper, glitter...)		Smooth, rough, bendy, hard Weave (fine motor)	Improved vocab - flexible, rigid	Improve models by adding texture
	Product is all one texture		Additional textures - children describe as smooth or bumpy Beginning to weave (gross motor)		Smooth, rough, bendy, hard Weave (fine motor)	Improved vocab - flexible, rigid	Make collages and mosaics using different materials Weaves items
Sculpture	Builds towers by stackings objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers.		Builds models which replicate those in real life. Can use a variety of resources - loose part play		Use a variety of natural, recycled and manufactured materials to sculpt
	Explores clay	Makes marks in clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)		Makes something that they give meaning to	Makes something with clear intentions	Use a variety of techniques and shapes to sculpt
Music	Enjoys listening to music	Responds to music	Talks about how music makes them feel		Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Expresses their opinion
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat		Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	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.	
Singing and	Moves to music	Copies basic actions	Learns short routines, beginning to match pace		Learns longer dance routines, matching pace		Put a sequence of actions together
	Beginning to watch performances for short periods of time		Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances		Begin to improvise independently to create a simple dance
	Knows some words when singing	Sings in a small group	Sings in a group, trying to keep in time		Sings in a group, matching pitch and following melody	Sings by themselves, matching pitch and following melody	Sings in tune and to the correct beat



Role Play	Plays with familiar resources		Uses own experiences to develop storylines	Uses experiences and learnt stories to develop storylines	Uses imagination to develop own storylines	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. 	To take part in a simple role play of a known story
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories	Children enhance small world play with simple resources	Enhance with resources that they pretend are something else		
Independence	One piece of paper provided to child	Choose a piece of paper from a selection of 2/3 colours	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials - card, fabric, clay			Reviews own work and makes improvements
	Creates their own piece of art	Creates their own piece of art and gives meaning	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve			
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together	cc			
Resources (not provided)	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments		Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws			Children are exposed to using different materials