



ART & DESIGN CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's creative knowledge, practical skills, subject vocabulary and artistic behaviours develop from Nursery to Reception at Park Road Academy. It links directly to the themes in the Art and Design Long-Term Overview and establishes secure foundations for the Year 1 Kapow Primary units: Drawing: Exploring line & shape; Painting: Learning about paint and brush control; and Sculpture and 3D: Paper play.

EYFS curriculum position

Expressive Arts and Design and Physical Development

Art and Design is taught primarily through Expressive Arts and Design: Creating with Materials and Physical Development: Fine Motor Skills. It also strengthens Communication and Language, Personal, Social and Emotional Development and Understanding the World. Child-initiated learning is highly valued and is complemented by carefully sequenced adult modelling, guided practice and repeated access to high-quality materials.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children investigate materials, tools and processes through purposeful play and sensory exploration.	Experiences recur across themes so control, detail, vocabulary and independence develop over time.	Adults model techniques and precise language while encouraging children to explain their ideas and choices.	Personal responses, experimentation and multiple possible outcomes are valued rather than identical products.

Curriculum strands

Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	Generating Ideas	Artists, Reflection & Evaluation
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Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new subject language in context and encourage children to describe what they notice, do, choose and change.



EYFS Art & Design Curriculum Map

Themes, creative opportunities and progression emphasis

How the map should be used

The half-termly themes provide meaningful contexts for creative learning. The examples below are not a restrictive activity list: teachers should retain flexibility for children's interests while ensuring that the identified progression emphasis is taught, revisited and evidenced.

Nursery

Half term	Theme	Core art experiences	Progression emphasis	Links to strands
Autumn 1	What makes me special?	Self-portraits using mirrors and photographs; family pictures; large and small mark-making; skin, hair and clothing colours; collage faces.	Intentional marks; naming colours; noticing features; tool grip; personal choice.	Drawing; Painting; Ideas
Autumn 2	What do I celebrate?	Diwali, Christmas and Lunar New Year crafts; printing; repeated pattern; decoration; collaborative family and celebration displays.	Pattern and repetition; joining and decorating; selecting colour and material for a purpose.	Craft; Painting; Evaluation
Spring 1	Can you tell me a tale?	Character drawings; puppets; masks; story props; book-inspired collage; collaborative story scenes.	Imagination and representation; combining materials; explaining a story or character.	Drawing; Sculpture; Ideas
Spring 2	What do you see on the Farm?	Animal observation; texture rubbings and printing; collage fur and feathers; small-world models; farm scene painting.	Observation and detail; textural marks; simple form; matching materials to an idea.	Drawing; Mixed media; 3D
Summer 1	Who are our helping heroes?	Portraits of community helpers; thank-you cards; posters; role-play props; collaborative community artwork.	Art for communication; recognisable features; simple symbols; audience and purpose.	Drawing; Craft; Purpose
Summer 2	Where shall we travel to?	Flags, postcards, maps, global patterns, transport models and a collaborative world map.	Pattern and place; map-like marks; construction; curiosity about art from different cultures.	Craft; Drawing; Culture



Reception Art & Design Curriculum Map

Themes, creative opportunities and progression emphasis

Reception progression

Reception revisits the creative experiences established in Nursery with greater observation, control, planning, independence and reflection. The examples remain flexible enough to respond to children's interests while securing readiness for Year 1 Art and Design.

Reception

Half term	Theme	Core art experiences	Progression emphasis	Links to strands
Autumn 1	Who am I? / Who lives around me?	Self-portrait gallery; class photo studio; family and community drawings; observational portraits; special-occasion cards.	Closer observation; facial detail; proportion awareness; controlled tools; talking about identity.	Drawing; Painting; Ideas
Autumn 2	Where will my imagination take me?	Fantasy illustrations; costume and prop design; loose-parts models; large-scale collaborative painting; imaginary worlds.	Sustaining an idea; composition and scale; combining techniques; independent material choices.	Craft; Painting; Evaluation
Spring 1	What happens in our world?	Outdoor nature art; weather and seasonal images; recycled-material sculpture; environmental posters and collaborative work.	Natural colour and texture; transformation of materials; visual messages; care for resources.	Drawing; Sculpture; Ideas
Spring 2	Do I want to be a knight? / How did people from the past get around?	Castle and shield designs; cardboard vehicles; museum-inspired drawings; printing motifs; historical story props.	Designing for a purpose; stable construction; pattern and symbol; looking at artefacts and images.	Drawing; Mixed media; 3D
Summer 1	Where do animals live? / Are minibeasts like me? / How does your garden grow?	Minibeast hunts and observational drawing; flower printing; animal patterns; natural collage; garden design.	Fine detail; texture and pattern; colour mixing; revising work after close looking.	Drawing; Craft; Purpose
Summer 2	Do I want to be a pirate?	Treasure maps; flags; props; model-making; class ship installation; story illustration and display.	Planning and combining processes; symbols and maps; scale, space and collaborative presentation.	Craft; Drawing; Culture



EYFS Art & Design Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

A concise overview of the key progression expected across Park Road Academy EYFS. It reflects Kapow Primary's core areas of generating ideas, making skills, formal elements, knowledge of artists and evaluating, while recognising that learning is revisited through adult-guided teaching, continuous provision and child-initiated play.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Drawing	Explores marks, lines and shapes using a range of tools. Draws from experience and imagination and begins to add meaning and detail.	Uses drawing tools with increasing control. Observes more closely and varies line, shape, tone and detail for a purpose.	Creates intentional observational or imaginative drawings using varied lines, shapes, tone and increasing detail.	mark, line, shape, detail, observe, tone
Painting & mixed media	Explores paint, colour mixing, printing and collage through sensory play. Chooses and combines materials freely.	Mixes colours more purposefully, controls brushes and printing tools, and layers media to create an intended effect.	Mixes and applies colour with growing control and combines paint, print or collage for a simple purpose.	colour, mix, brush, print, collage, layer
Sculpture & 3D	Manipulates clay, dough, paper, card and loose parts. Rolls, pinches, stacks, joins and builds simple forms.	Plans and constructs more stable forms, selecting joining and shaping methods and considering different viewpoints.	Makes a purposeful 3D form using suitable shaping, joining and construction techniques.	3D, form, model, join, build, balance
Craft & design	Explores pattern, printing, collage, textiles and decoration when making props, cards, objects and displays.	Repeats motifs and patterns, selects materials for a purpose and adapts a design while making.	Uses pattern, texture and chosen materials to create a simple decorative or functional outcome.	design, pattern, repeat, texture, material, purpose
Generating ideas & creative process	Develops ideas through play, stories, experiences and talk. Tries materials and returns to work with adult support.	Records and develops ideas through drawing, talk, photographs and material tests. Makes choices and simple improvements.	Explores, plans, makes and revisits an idea, explaining key choices and responding to feedback.	idea, explore, choose, plan, change, improve
Artists, makers & evaluation	Looks at a range of art, objects and cultural examples. Notices features and expresses simple preferences.	Discusses artists, materials and effects using growing subject language. Compares work and reflects on choices.	Talks about artists and own work, describes techniques and identifies what was successful or could change.	artist, designer, artwork, compare, technique, evaluate
Formal elements & subject language	Begins to notice and name colour, line, shape, pattern, texture and form during looking and making.	Uses formal-element vocabulary more accurately when describing, selecting and combining visual qualities.	Recognises and applies colour, line, shape, pattern, texture, tone and form in practical work and discussion.	colour, line, shape, pattern, texture, tone, form

Implementation note: Children do not progress through a fixed sequence of identical products. Progress is shown through richer exploration, greater control, more purposeful choices, increasingly precise language and growing independence.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar tools, materials, vocabulary and creative behaviours.	2 MODEL THE NEW STEP Demonstrate a technique or way of looking, then allow practice and exploration.	3 PLAN FOR PROVISION Revisit learning through accessible resources, meaningful contexts and child-led choices.
4 ASSESS PROCESS Notice what children know, choose, explain and improve, not only the final product.	5 BUILD LANGUAGE Model precise vocabulary through conversation, questioning and shared reflection.	6 SUPPORT INDEPENDENCE Adapt tools and routines so every child can participate, make decisions and succeed.

What progression should look like in children's learning

KNOW MORE Recalls more names, properties, techniques and examples.	DO MORE Uses tools and materials with greater control and coordination.	CHOOSE MORE Selects materials and methods with a clearer purpose.	EXPLAIN MORE Uses richer subject language to describe ideas and effects.	IMPROVE MORE Revisits work, solves problems and responds to feedback.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children describe what they noticed, chose, made and changed?	PROCESS & OUTCOMES Do observations and work show increasing control, choice and independence?	PROVISION & TEACHING Are techniques, vocabulary and safe routines modelled and revisited?	TRANSITION Does evidence show readiness to explore, make, discuss and improve in Year 1?
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End-of-Reception readiness for Year 1 Art and Design

DRAWING Draws intentionally using varied lines, shapes, tone and detail.	PAINTING & MIXED MEDIA Mixes colour and combines media with growing control.	SCULPTURE & CONSTRUCTION Shapes, joins and constructs a purposeful 3D form.
DESIGN & PURPOSE Uses pattern, texture and materials for a simple intention.	ARTISTS & LANGUAGE Talks about artists and work using developing subject vocabulary.	REFLECTION & INDEPENDENCE Makes choices, solves problems and identifies an improvement.

This document should be read alongside the Art and Design Long-Term Overview, EYFS medium-term planning, the continuous-provision plan, assessment evidence and the whole-school Art and Design Curriculum Progression.