



EARLY YEARS FOUNDATION STAGE PROGRESSION OF SKILLS

EYFS progression map from birth to the end of Reception year					
Area of Learning Expressive Arts and Designs					
Concept: Being Imaginative and Expressive Educational Programme from the EYFS framework: 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.					
Progression steps to enable typical progression within this concept 	Narratives		Singing	Music and Performance	ELG
	Birth – 3	I can begin to develop pretend play, pretending that one object represents another.	I can show I am anticipating phrases and actions in rhymes and songs. I can explore my own voice and enjoy making a variety of sounds. I can begin to join in with songs and rhymes, making some sounds. I can begin to make rhythmical and repetitive sounds.	I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move about when music is played. I can explore a range of sound makers and instruments and play them in different ways. I enjoy taking part in action songs such as <i>Twinkle Twinkle</i> .	Children at the expected level of development will: 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
	3-4 yrs	I can take part in pretend play, using objects to represent other objects. I can begin to develop imaginative and complex stories using small world equipment.	I can remember and sing entire nursery rhymes. I can sing the pitch of a tone sung by another person (pitch matching) I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs I can create or improvise a song around one that I know (after this has been modelled)	I can listen with increased attention to sounds. I can respond to the music and sounds that I hear – expressing my thoughts and feelings.	
	Reception	I can develop imaginative story lines in my pretend play using a wide range of props. I can take part in the group re-telling of a well-known story. I can adapt well known stories either with my peers or with a teacher.	I can sing in a group or on my own with and increasing ability to match the pitch and follow the melody. I know a wide variety of well-known nursery rhymes and can learn some new songs as well.	I can listen attentively, move to and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, expressing my feeling and responses. I can perform poems, songs and rhymes as part of my class/group. I can attempt to move in time with music.	