




Progression of Skills in Continuous Provision in the Reception Class

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Construction Area</u></p> 	<ul style="list-style-type: none"> • Learn the rules of the area, e.g. put the resources away when finished. • Large wooden building blocks and arches, Mobilo building pieces, Duplo Lego, Stickle Bricks plastic tools. • Be beginning to share the resources with adult support. • Starting with larger building equipment: • Build simple models with walls, roofs and towers. 	<ul style="list-style-type: none"> • Know and follow the rules independently. • Brio building equipment, large and small wooden blocks, marble run, Magni-tiles. • Take turns and share the resources independently. • Moving to smaller building equipment: • Design and construct with a purpose, using a wide range of resources such as Lego. • Use and combine materials to create new structures • Adding a story line to play. • Use language of length and size. • Developing positional language 	<ul style="list-style-type: none"> • Whiteboards and pens, mini bricks and building equipment, smaller Lego, Kinects. • Create collaboratively, sharing ideas with others. • Moving to more advanced building equipment: • Build, adapt and refine their models. • To test them and make them better. • To return to and build on previous learning. • Share the knowledge and skills of the processes used with others. • Continue to develop a story line in play • Investigating what will happen to an object when you manipulate it.
<p><u>Small World Area</u></p>	<ul style="list-style-type: none"> • (Generalised baskets/tubs) Animals tub, People tub, vehicles tub, Grass 	<ul style="list-style-type: none"> • Vehicles tub, People tub, Pets tub, farm animals tub, wooden blocks, 	<ul style="list-style-type: none"> • Fabrics, vehicles and signs, trees, fences, wood, pets, farm animals,



- tub, Conkers basket, general wood basket, pinecone basket, shells basket.
- To take part in simple, familiar, pretend play (using familiar resources such as farm, cars, dolls.)
 - Participate in small world play related to rhymes and stories.
 - Using the vocabulary of objects.

- logs, road signs, fences, trees, grass, natural wood tubs.
- Build complex small worlds using a wide range of resources.
 - Enhance small world play with simple resources.
 - Use acquired knowledge and new vocabulary to develop story lines in their play with others.
 - Confidently talk about their small worlds and storyline.
 - Project themselves into feelings, actions of others (links to own interests e.g. character from TV).
 - Develop 1-1 correspondence.
 - Place furniture in the correct rooms of the house.
 - Start to introduce story line into role-play.
 - Begin to show initiative when developing ideas.
 - Re-enact special occasions.

- woodland animals, hot place animals, cold place animals, fairy tale characters, people, wooden blocks and shapes.
- Begin to show initiative when developing ideas.
 - Compare and contrast small worlds they have created some influenced from topics and stories such as Handa's Surprise and the Arctic.
 - Enhance small world play with resources that they pretend are something else.
 - Use a wide range of vocabulary developed throughout the year in their play.
 - Invent and recount narratives in small world.
 - Play with others.
 - Show initiative when developing ideas.

Investigation Area



- Mirrors, teeth displays, Magnifying glasses, autumn themed curiosity cubes, timers, colour wheels, colour sorting, and autumn hunt sheets.
- Information books.
- Show curiosity and use all their senses with hands on exploration of resources.
- Beginning to have their own ideas.
- Explore collections of materials with similar and/or different properties.

- Horseshoe magnets, materials to explore, natural materials, magnifying glasses, springs and slinkies, globe, atlas, local maps.
- Topic artefacts e.g. Chinese New Year, Spring, Tadpoles.
- Information books.
- Describe and look closely at what they see, hear, feel when exploring.
- Have their own ideas.
- Explore materials, and describes the properties/changes they have observed.

- Pull back toys, pop-up toys, whiteboards and pens, magnifier pots, bug catchers, identification charts, seeds, lifecycle images or real life representations, tweezers.
- Information books.
- Explore the environment, making observations and drawing pictures of their investigations.
- Explore materials and develop ideas of grouping, sequences, cause and effect.

- Talk about the differences between materials and the changes they observe.
- Explore how things work and question why things happen.
- Explore simple tools and equipment and how to use them.
- Be beginning to use some science words.
- Be beginning to develop and share their ideas.
- To have a simple guess – What might happen? (may not be realistic).
- To use large tweezers to transfer objects.

- Make links and notice patterns in their exploration and learn by trial and error.
- Use simple tools and equipment safely.
- Be beginning to ask simple questions.
- Use some scientific vocabulary.
- Work with others, copy ideas and develop skills together.
- Be beginning to predict what will happen.
- To use small tweezers to transfer objects.

- Find ways of solving problems, new ways to do things and find methods to test their ideas.
- Answer how and why questions in detail.
- Explain why things occur and the changes they observe.
- Explain similarities and differences in a variety of materials.
- Use simple tools and equipment safely and with confidence.
- Be beginning to record their findings.
- Ask simple questions.
- Use a wide range of scientific vocabulary.
- Work independently to develop skills and can share these skills with others.
- Make a simple prediction about what will happen based on previous knowledge/ learning.

Malleable Area



- Yellow light strength therapeutic putty.
- Dough, boards, pattern makers, rolling pins, cutters, bun cases, cake decorating materials, baking tins.
- Be developing muscle control by manipulating clay/playdough by rolling, cutting, pinching etc.
- Poke the playdough/clay with tools.
- Bang and pound the clay/playdough to form different shapes.
- Use simple tools such as a rolling pin and cutters.

- Green medium strength therapeutic putty.
- Dough, Boards, Lolly sticks, matchsticks, Kitchen utensils, wooden objects, extruders.
- Make something that they can give meaning to.
- Have developed some fine motor skills e.g. twist, pull, pinch, poke etc.
- Develop a variety of techniques.
- Can join shapes together to create recognisable forms.
- Roll a sausage shape into a coil and roll dough/clay into a ball.

- Blue high strength therapeutic putty
- Dough, boards, bowls, flour, salt, water, food colouring, blunt knives, shape cutters, numeral cutters, real kitchen utensils and baking resources.
- Variety of techniques and shapes to sculpt.
- Have developed good control over skills such as twisting, pulling, poking, pinching etc.
- Uses tools such as plastic knives to cut and mould.

	<ul style="list-style-type: none"> • Rolling out and cutting out forms and begin to “pretend” with them. • Roll a sausage shape. • Use palm of hand to mostly flatten and roll dough. • Experiencing texture. • Experiencing cause and effect. • Develop sensory experiences. 	<ul style="list-style-type: none"> • Add details such as mouth and eyes. • Use tools to cut dough, mostly in linear fashion. • Develop rolling skills with a roller. • Using play dough cutters appropriately. • Making specific shapes. • Use tools to add texture – textured rollers). • Use scissors along a line. • Using materials to problem solve. • Developing imagination and fantasy (make cakes, buns). • Collaboration. • Develop representational skills. • Represent and name 2D shapes. • 1-1 correspondence. 	<ul style="list-style-type: none"> • Create people and things in a vertical position and become skilled in joining and forming clay/playdough. • Pay attention to details and create designs that have patterns. • Use tools to make small and complex shapes. • Using tweezers with fingers. • Using scissors along a pattern. • Show good control and coordination in small movements. • Choosing the resources needed. • Discussing plans for creations. • Develop language about length (comparison). • Use materials to add texture. • Use material to add details. • Add a story line to developments. • Develop descriptive language. • Language- knead, mould, coil. • What would happen if...? • Write lists, captions and instructions. • Experiment to create different textures. • Count irregular arrangements of objects and give the number that is one more or one less.
<p><u>Mark Making Area</u></p>	<ul style="list-style-type: none"> • Larger pencils, triangular pencils, pens, chalk, clipboards, A4 paper, mark making patterns to copy, stencils, large crayons, chalkboards, white boards and thick dry wipe 	<ul style="list-style-type: none"> • Larger pencils, colouring pencils, pens, chalk, magnetic whiteboards, pens and rubbers, blank cards, A4 and A5 paper, envelopes, phonics sound mats, common exception 	<ul style="list-style-type: none"> • Larger and smaller pencils, pens, chalk, Lined paper, phonic sound mats, common exception word cards, clipboards, lined whiteboards, tags, coloured card,



marker pens, tags, trays of sand / glitter and sticks, paint brushes, blank folded Christmas cards.

- Name cards and phones.
- Learn the rules of the area.
- Use the resources in the area and be supported in using the resources in other areas.
- Use a comfortable grip showing a preference for a dominant hand when holding pens and pencils.
- Write some letters accurately
- Write some or all of their name.
- Begin to use some of their print and letter knowledge in their early writing, e.g. writing a list that starts at the top of the page.
- Writing an initial letter sound/s.
- Meaning attached to marks made
Some identifiable shape
- Large scale marks
- Mostly clockwise movements and vertical marks

word cards, clipboards, post it notes, phonic pebbles, phones.

- Know and follow the rules.
- Be aware the resources can be used in other areas but must be replaced.
- Develop the foundations of a good handwriting style.
- Be beginning to show some control when writing/ drawing.
- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound/s.
- Write short sentences with capital letters and full stops. Some words are spelt correctly and others are phonetically plausible.
- Re-read what they have written to check that it makes sense.
- Write some common exception words.
- Smaller and more controlled marks.
- Hearing initial sounds.
- Hearing sounds in set 1 cvc words
- Writing/building set 1 cvc words sequence a story.
- Retell a story.

envelopes, blank templates linked to recently read texts, phones.

- Can independently select and use the resources in the area and realise the resources can be used in other areas but must be replaced.
- Hold a pencil effectively in preparation for fluent writing, (tripod grip).
- Show accuracy and care when writing/ drawing.
- Write recognisable letters most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Write irregular high frequency words.
- Hear sounds in set 2 words.
- Build set 2 words.
- Use full stops and finger spaces.

Reading Area

- Phonic books, number books, 'Books we Know Well', Autumn topic books, non-fiction, comics, phonic cards, puppets relating to current class story, new vocabulary hanging lists relating to topic and current story
- Enjoy stories and books.
- Look after books.

- Phonic books, Number books, Books we Know Well, Spring topic books, non-fiction, comics, phonic cards, set 1 word cards, decodable books, puppets relating to current class story. New vocabulary hanging lists relating to topic and current story and teacher box.

- Phonic books, Number books, Books we Know Well, Summer topic books, non-fiction, comics, phonic cards, set 2 word cards, decodable books, puppets relating to current class story, new vocabulary hanging lists relating to topic and current story and teacher box.

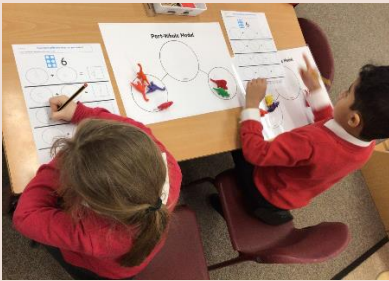


- Realise that print has meaning.
- Name different parts of a book and realise we read English text from left to right, top to bottom.
- Act out/ use puppets to recreate familiar stories.
- Realise the difference between fiction and nonfiction books.

- Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary.
- Act out/ use puppets to retell a variety of stories, with attention to detail regarding characters etc.

- Talk about and discuss a variety of fiction/nonfiction books using a wide range of vocabulary.
- Have built up a knowledge of new vocabulary such as glossary, contents etc. associated with nonfiction books.
- Select non-fiction books and use their knowledge to find out information independently.
- Invent their own stories and/or adapt known stories and act them out.

Maths Area



- Number line, various counters, Multi link, Numicon, bucket scales, number cards, number carpet tiles, 2d and 3d shapes. Dominoes.

Number

- Listen and respond to instructions.
- Take part in finger rhymes with numbers.
- Realise/react to changes of amount in a group of up to three items.
- Count in everyday contexts Learn the rules of the area.
- Have fast recognition of up to 3 objects without having to count them individually ("subitising").
- Recite numbers past 5.
- Say one number for each item in order.
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- (cardinal principle).
- Show" finger numbers" up to 5.

- Number line, various counters, Multi link, Numicon, bucket scales, number cards, number carpet tiles, 2d and 3d shapes. Dominoes.

Number

- Count objects, actions and sounds.
- Subitise.
- Link numeral with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the one more/one less than relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.

Shape Space and Measure

- Be beginning to describe solid 3D shapes and flat 2D shapes using mathematical language.

- Number line, various counters, Multi link ,Numicon, Rekenrek, bucket scales, number cards, number carpet tiles, 2d and 3d shapes.

Number

- Have developed a greater understanding of number to 10, including the composition of each number.
- Subitise up to 5.
- Automatically recall (without counting or other prompts) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.

Shape Space and Measure

- Link numerals to amounts.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language, more than/fewer than.

Shape Space and Measure

- Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, pointy and round etc.
- Select shapes appropriately, flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones, an arch, a bigger triangle etc.
- Understand position through words alone, no pointing/prompting.
- Describe a familiar route and discuss routes and locations using words like in front of and behind.
- Make simple comparisons between objects relating to size, length, weight and capacity.

Pattern

- Talk about and identify the patterns around them e.g. spots, stripes, designs on wallpaper etc.
- Extend and create patterns such as leaf, stick, leaf, stick.
- Be beginning to notice an error in a repeating pattern.

- Use mathematical names for some solid 3D shapes and flat 2D shapes.
- Select particular named shapes.
- Select, rotate and manipulate shapes and be developing spatial reasoning skills.
- Compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can.
- Compare length, weight and capacity.
- Use everyday language related to time.
- Be beginning to use everyday language related to money.


Pattern

- Continue, copy and create repeating patterns.
- Notice an error in a repeating pattern and correct it.

- Discuss and describe the properties of solid 3D shapes and flat 2D shapes using mathematical language.
- Use mathematical names for solid 3D shapes and flat 2D shapes.
- Have a good understanding of spatial reasoning skills.
- Compare and discuss length, weight and capacity.
- Confidently use everyday language related to time and money.

Pattern

- Verbally count beyond 20 recognising the pattern of the counting system.
- Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

	<ul style="list-style-type: none"> • Be beginning to describe a sequence of events using the words such as first, then etc. 		
<p><u>Role Play Area</u></p> 	<ul style="list-style-type: none"> • House- Kitchen area, food, utensils, cutlery, plates, babies, bottles, bibs, apron, parental dressing up, occupational dressing up, pets, dog bed, bowl. • Ice cream parlour, till, scoops, tubs, bowls, cones, spoons. • Play with familiar resources. • Be beginning to use their own experiences to develop an idea and intention. • Recreate familiar roles such as mum, dad, pets etc. • Play out a role alongside others using familiar vocabulary. • Pretend an object represents something else even though they are not similar, with reference to their own experiences. • Develop Curiosity. • Develop relationships. • Play alongside others. 	<ul style="list-style-type: none"> • Vets - occupational dressing up, x-ray images, first aid kit, bandages, prescriptions, get well soon cards, babies, bed, teeth model, toothbrushes. • Chinese restaurant- Chopsticks, menu, note pads, plates and bowls, till money etc. • Recreate real life experiences/ events such as doctors, restaurant, dentist etc. • Extend and elaborate their play ideas and intentions. • Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline. • Use child centred vocabulary. • Develop positional language • Create props and resources • Develop coordination when setting the table, pouring from teapots • Develop an awareness of how to care for animals through play. • Develop mark making creating lists, stories, price lists. • Care for equipment. • Develop negotiation skills. • Include others in play, sharing ideas. 	<ul style="list-style-type: none"> • Gingerbread Man Bakers- till, money, shopping baskets, lanyards, rolling pins. • Use their imagination to develop their own storylines. • Take account of every one's ideas. • Develop and act out a narrative with others. • Invent, adapt and recreate narratives and stories based on a stimulus such as a favourite film or character. • Make use of props and materials when role playing characters. • Use and understand a wide range of vocabulary that has been introduced over the Autumn and Spring. • Include feelings/emotions in play. • Play collaboratively. • Resolve disagreements.
<p><u>Sand Area</u></p>	<ul style="list-style-type: none"> • Learn the rules of the area. • Large tubes, large buckets, large moulds, large scoopers, large rakes, 	<ul style="list-style-type: none"> • Know and follow the rules Independently. • Various sized 2 handled sieves. 	<ul style="list-style-type: none"> • Explain the reasons for the rules. • Thin plastic tubes, small buckets, small scoopers, miniature tools





large wooden sticks, large stones,

- Use words to describe sand – smooth, cold, wet
- Develop manipulative skills
- Develop 1:1 correspondence.
- Experience the therapeutic nature of sand.
- Explore both wet and dry sand
- Exploring what happens when water is added to sand and talking about its properties.
- scoop up sand with hands to build mound or transport into container (e.g. bucket)
- large shells, large vehicles, plastic animals and people stones with sounds and numbers on them
- Pour sand using hands and large jugs.
- Use a one- handed tool, large shovel etc to fill a bucket or container.
- Dig with hands, shovels, buckets.
- Model using hands and simple tools.
- Bury objects using hands, large shovels.
- Move their hands and fingers without having to use their shoulders.
- Be beginning to comment on what they have made and how they have made it.
- Developing social skills
- Share equipment and space
- Explore shape and form

- Enclose /bury.
- Making shapes in a confined space
- Build more defined shapes (e.g. /house using hands and spades to shape.)
- Funnels, varied sized buckets, varied sized scoopers, varied sized rakes, varied sized shells, varied sized stones, varied sized wooden or natural resources.
- Pour sand using spades and shovels
- Select an appropriate size of spade or shovel to fill their bucket or container.
- E.g. Small bucket, small spade.
- Dig with spades and large spoons.
- Model with shaped containers, make a sand castle.
- Bury objects using spades, large spoons etc.
- Develop fine motor skills.
- Add other materials for purpose to their sand creation.
- Tip sand off a spoon by moving and rotating just their wrist.
- Comment on what they have made and explain how.
- Uses words to describe the movement of sand – flows, pours, sieve, funnel
- Talk about shapes
- Create a repeating pattern
- Sand properties- Vocabulary:
 - Descriptive language- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy
- Observe shapes made

- (rakes, spades and scoopers), natural resources, pirate coins, variety of shells, stones and animals, stone with common exception words on and numbers beyond 10.
- Pour sand using a funnel or tubing.
- Be skilled in using a range of one-handed tools such as a rake, shovel, scoop etc.
- Use small scoops and teaspoons to fill pots and moulds, carefully and with good hand and eye coordination.
- Dig using teaspoons, measuring spoons and forks.
- Use small resources such as lolly sticks, twigs, matchsticks etc. to add definition and design to the things they are creating in the sand.
- Bury objects using teaspoons and small utensils.
- Explain to others the methods and processes they have used.
- Share their skills with others.
- Developing language linked to capacity: Full, empty, nearly full, nearly empty, half full, half empty, capacity,
- Observe patterns-vary in height/ speed of sand falling and comparative language.
- Develop the vocabulary to compare up to 3 items e.g. heavy, heavier, heaviest.
- Predict which bucket holds the most/least.

	<ul style="list-style-type: none"> • Name equipment -bucket, tray, spade, sieve, funnel etc Pour, fill, flow through • Develop 1:1 correspondence 		<ul style="list-style-type: none"> • Developing social skills through planning play together. • Share ideas and agree on props. Design and create environment for their stories/play. • Comparative language-compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/ lightest? Largest, smallest, most, least, heaviest, lightest. • Create own patterns and discuss.
<p style="text-align: center;"><u>Water Area</u></p> 	<ul style="list-style-type: none"> • Learn the rules of the area. • Water, large water tubes, large buckets, large jugs, metal bowls, metal whisks, large stones, large shells, boats. • Pour from large jugs with some accuracy. • Fill and empty a large bucket or container. • Be beginning to transfer water using a large container and use guttering. • Be beginning to understand the concept of floating and sinking. • Using small world animals, boats, stones etc. • Use sponges. • Observing the changes-ice/water • Developing vocabulary warm, cold, wet. • Name equipment -jug, funnel • Etc Pour, fill, flow through • Talks about going under or on top when discussing floating and sinking 	<ul style="list-style-type: none"> • Know and follow the rules independently • Varied sized; water tubes, buckets, jugs, bowls, varied sized containers, funnels, shells, stones, coloured gems and sponges. • Pour from a teapot or watering can. • Fill and empty cups and various sizes of container. • Be beginning to measure capacity and use tubing, bottles and guttering to transfer water. • Experiment with floating and sinking using a variety of resources and materials and can comment on their findings. • Be beginning to have an awareness of how materials behave in water. • Investigate the buoyancy of objects • Water properties- Vocabulary Descriptive language- wet, cold, bubbly, clear, waves, splashing, swirling 	<ul style="list-style-type: none"> • Explain the reasons for the rules • Smaller; tubes, buckets, jugs, funnels, bowls, containers, floating and sinking materials, sea creatures, sponges. • Pours accurately from a cup, glass or bottle. • Uses a funnel correctly. • Fill and empty bottles of various sizes. • Measure capacity and manage bottles with different lids. • Use tubing, guttering and small utensils (spoons) effectively to transfer water and can adapt their techniques appropriately. • Experiment, explain and comment on floating and sinking using natural materials and resources, considering the properties of the materials used e.g. the absorption/ waterproof factors. • Exploring the movement of water.

		<ul style="list-style-type: none"> • Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity • Uses words float and sink 	<ul style="list-style-type: none"> • Change the property of water. • Predict that will hold the most/least • Predict what will happen – using the language melt, ice, drip, • Challenge their perception of buoyancy – do big/large items always sink? • Predict if something floats or sinks. • Developing language - properties of water Ice, solid, liquid. • Comparative language-Compare container, which is the largest/smallest? Which will hold the most/least? More than/less than? largest, smallest, most, least, heaviest, lightest. • Explain why they are doing what they are doing.
<p><u>Creative Area</u></p> 	<ul style="list-style-type: none"> • Paper, card, Scellotape, glue sticks, lolly sticks, string, scissors, pom-poms, feathers, pipe cleaners, pasta, card tubes water colours and large paint brushes, water pots. <p>Collage</p> <ul style="list-style-type: none"> • Use a glue stick appropriately, twist and replace the lid. Use a glue spreader. • Share resources with support after modelling by an adult. • Use a tape dispenser to cut the correct amount of tape. 	<ul style="list-style-type: none"> • Paper, card, tracing paper, sellotape, masking tape, glue sticks, PVA glue, hole punch, stapler, pipe-cleaners, string, scissors, matchsticks, feathers, pom-poms, poster paints, mixed paint brushes, boxes and recycled materials and oil pastels. <p>Collage</p> <ul style="list-style-type: none"> • Be beginning to use tools with control and use materials and resources with a purpose. 	<ul style="list-style-type: none"> • Paper, card, cardboard and plastic materials, glue stick, PVA, sellotape, tape dispenser, masking tape, hole punch, string, beads, staplers, treasury tags, matchsticks, poster paints, colour wheels, mixed paint brushes. oil pastels, ribbons <p>Collage</p> <ul style="list-style-type: none"> • Remember the knowledge and skills acquired in Autumn and Spring. • Share ideas, resources and skills.

- Use easy-grip scissors and/or child scissors (which may not be held correctly).
- Be beginning to use materials for a purpose.
- Use simple cutting and sticking techniques.
- Be beginning to use relevant vocabulary.
- Add other materials to develop models such as tissue paper, glitter etc.
- Name equipment.
- Vocabulary, pat, squeeze, flat, cut, roll, mix.
- Language – join, fringe.
- What are you doing?
- Tell me about it?
- Pulling / tearing and ripping

Paint/Draw

- Know what a paint brush is used for.
- Use a thick paintbrush.
- Wash and replace the resources used with adult support.
- Identify colours.
- Explore the texture of paint.
- Finger painting.
- Hand painting.
- Painting on flat surfaces.
- Painting in 1 colour.
- Give meaning to the marks they make.
- Paint/draw lines and circles to represent an object or person.
- Draw/paint simple things they observe.

- Share ideas, resources and skills with little support.
- Be beginning to talk about the materials they have used and why.
- Be beginning to talk about the process/techniques they have used.
- Use the relevant vocabulary.
- Develop the ability to refine their ideas, build on their models and know how to improve them (scrunch, twist, fold, roll.)
- Be beginning to join resources together in a variety of ways using string, hole punches, tape etc.
- Consider the placing of resources to create simple representations.
- Begins to hold scissors correctly
- Begins to make snips

Paint/Draw

- Use thick/thin paintbrushes.
- Wash and replace the resources used with little prompting.
- Mix and explore primary colours.
- Paint/draw bodies of an appropriate size with some extra details.
- Draw/paint simple things from memory and beginning to draw self-portraits, buildings and landscapes.
- Print with small blocks and sponges.
- Exploring primary colours.
- Represent real or imagined objects Investigate shapes and symbols and composition (grass/sky).

- Have clear intentions and evaluate, adapt, improve and test their models.
- Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc.
- Have extended their vocabulary in describing materials/textures. Such as rough, smooth, rigid, flexible.
- To improve models by adding texture.
- Adapt the materials and resources used, such as cutting things to the correct size and shape.
- Holds scissors correctly.
- Cut up and along in a linear fashion
- Begin to follow an outline.
- Cut a range of materials, e.g. card, yarn, playdough, straws.

Paint/Draw

- Use thick and thin paintbrushes for a purpose, adding detail.
- Independently wash and replace the resources used.
- Colour match to a specific colour and shade.
- Paint/draw with detail (bodies with sausage limbs and additional (features).
- Draw/paint self-portraits, landscapes and buildings.
- Create patterns/ meaningful pictures when printing and print with a variety of resources.
- Experiment what happens when colours are mixed.

<ul style="list-style-type: none"> • Engage in mark making. • Express their emotions through drawings/paintings. • Print with blocks and sponges. • Use tools for a purpose (with support.) • Squeeze a paint bottle (with support) to get the correct amount of paint into a palette. Adult to model Initially. 'Dip dip scrape scrape, stroke stroke.' 		<ul style="list-style-type: none"> • Explore the effects of adding texture to paint by adding glue, glitter, sand, sawdust.
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Outdoor Area



<ul style="list-style-type: none"> • Balance boards, Helmets, plastic rackets and large soft balls, beanbags, cones, hoops, large building crates, occupation roleplay equipment, outdoor hunting sheets Autumn, Mud Kitchen. • Learn the rules of the area. • Be developing balance and can stand on one foot for a couple of seconds, can walk along a low, wide balance beam. • Jump off a low object with both feet off the ground and jump over a small stationary object. • Throw a ball underhand. • Begin to throw a ball overhand. • To scoot and ride scooters and trikes. • Use large muscle movements to wave flags, scarves etc. • Go up steps and stairs, climb on apparatus using alternate feet. • Be developing physical skills to match tasks, such as deciding whether to crawl, walk or run across 	<ul style="list-style-type: none"> • Balance boards, helmets, plastic rackets and tennis balls, beanbags, dice, numbered cones, hoops, roleplay dressing up clothes, planks, wheels, trolleys, den building equipment, natural materials baskets, outdoor hunting sheets – Spring, Mud Kitchen. • Know and follow the rules. • Hold a controlled, static balance on one leg and walk along a low, narrow balance beam. • Jump forward, taking off and landing on 2 feet, hop on one foot 3-5 times. • Developing confidence to throw a ball forwards in the air using an appropriate technique such as moving arms up and back, using upper trunk rotation, with arms and legs moving in opposition. • Develop overall body strength, balance, coordination and agility. • Use a large range of large and small apparatus, alone and in a group. 	<ul style="list-style-type: none"> • Balance boards, helmets, skipping ropes, tennis rackets, tennis balls, beanbags, cones, numbered floor spots, hoops, gardening equipment, open ended clothing e.g. coloured materials, coloured t-shirts. Outdoor hunting sheets – Summer and bugs. Mud Kitchen. • Explain the reasons for the rules. • Balance on an unstable surface with increasing control. • Jump and turn in the air, able to hop on alternate feet up to 10 times. • Has confidence to throw with some accuracy, can throw a tennis ball and hit a large target using underhand toss. • Pedal and maintain balance on a trike/bike while manoeuvring around obstacles, negotiating space with consideration for themselves and others. • Demonstrate strength, balance and coordination with confidence.
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	<p>a plank, depending on its length, width.</p> <ul style="list-style-type: none"> • Choose the correct resources to carry out ideas for example choosing a spade to enlarge a small hole. • Be beginning to collaborate with others to manage large items such as moving a long plank safely. • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Create natural art. • Talk about what they see and be beginning to develop a wide vocabulary. • Plant seeds and care for growing plants. • Be beginning to understand the key features of the life cycle of a plant and an animal. • Be beginning to understand the need to respect and care for the natural environment and all living things. • Talk about the differences they notice between materials and changes they notice. • Be beginning to put on coat, zip it up with support. • Be beginning to manage own needs, washing hands etc and have an awareness of the importance of regular physical activity. • Describe a familiar route and discuss routes and locations. • Talk about and identify patterns around them. 	<ul style="list-style-type: none"> • Explore the natural world around them and describe what they see, hear and feel outside. • Have developed a wide vocabulary. • Understand and talk about the key features of the life cycle of a plant and an animal. • Show respect and care for the natural environment and all living things. • Draw information from a simple map. • Recognise different environments. • Understand the effect of changing seasons on the natural world around them. • Create natural creations and can talk about it. • Independently put on coat and zip it up. • Manage their own hygiene needs and can talk about the importance of regular physical activity. • Develop spatial reasoning skills. • Continue copy and create repeating patterns using natural materials. • Practise shelter building with support. • Continue using tools and equipment safely. • Developing self-confidence and a sense of responsibility. • Begins to run skilfully and negotiates space successfully. Changing direction and avoiding obstacles. • Can stand momentarily on one foot when shown. 	<ul style="list-style-type: none"> • Use a range of large and small apparatus safely and shares skills with others. • Revise and refine the fundamental skills they have acquired. • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Have developed a wide and varied vocabulary. • Describe their environment, drawing on knowledge from stories, non-fiction texts and maps. • Create natural art, share their creations and explain the processes they have used. • Independently manage own hygiene needs and can explain the reasons why. • Can discuss and explain the reasons for regular physical activity. • Subitise up to 5. • Use natural materials/resources to explore and represent patterns within numbers up to 10, including evens and odds, double facts and
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	<ul style="list-style-type: none"> • Extend and create ABAB patterns using natural materials/resources. • With support can build a basic outdoor shelter. • Awareness of basic tools and how to use them safely. • Fire safety introduced, observing toasting etc. • Move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Draws lines and circles using gross motor movements in the air. 	<ul style="list-style-type: none"> • Can catch a large ball. • Draw lines and circle using tools (Paint brushes, chalk, sticks). • Taking turns. • Changing speed. • Jumping and hopping. • Landing safely. • Following instructions. 	<p>how quantities can be distributed evenly.</p> <ul style="list-style-type: none"> • Construct a simple tripod structure, may need some support. • Use tools and equipment independently. • Be confident in trying new activities and show independence, resilience and perseverance in the face of challenge. • Throwing to a target. • Throwing a ball to a partner. • Catching. • Balancing over obstacles. • Negotiate space showing consideration of others. • Making up a game/rules. • Bouncing a ball. • Skipping with a rope.
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