

Progression of Skills in the Continuous Provision Document

Art Studio		
Autumn	Spring	Summer
<p>DT:</p> <ul style="list-style-type: none"> • Listen to instructions and follow the rules. • 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. • Use Easi-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. • Beginning to use relevant vocabulary. • Add other materials to develop models such as tissue paper, glitter etc. 	<p>DT:</p> <ul style="list-style-type: none"> • Beginning to use tools with control and use materials and resources with a purpose. • Share ideas, resources and skills with little support. • Beginning to talk about the materials they have used and why. • 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.) • 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. 	<p>DT:</p> <ul style="list-style-type: none"> • Remember the knowledge and skills acquired in Autumn and Spring. • Share ideas, resources and skills. • 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
<p>Painting/Drawing:</p> <ul style="list-style-type: none"> • Know what a paint brush is used for. • Use a thick paintbrush. • Wash and replace the resources used with adult support. • Identify colours. • Paint/draw lines and circles to represent an object or person. • Paint a picture of their face • Draw/paint simple things they observe • Engage in mark making. • Express their emotions through drawings/paintings. • Print with natural materials – leaves, apples etc. • 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. 	<p>Painting/Drawing:</p> <ul style="list-style-type: none"> • 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. • Beginning to draw buildings and landscapes. • Print with small blocks and sponges. 	<p>Painting/Drawing:</p> <ul style="list-style-type: none"> • 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.

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Malleable Play Area Playdough/Clay		
Autumn	Spring	Summer
<p>Sculpture/Playdough:</p> <ul style="list-style-type: none"> • Learn the rules. • 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. • Rolling out and cutting out forms and begin to “pretend” with them. • Roll a sausage shape. 	<p>Sculpture /Playdough:</p> <ul style="list-style-type: none"> • Know and follow the rules. • 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. • Add details such as mouth and eyes. 	<p>Sculpture/Playdough:</p> <ul style="list-style-type: none"> • Explain the reasons for the rules. • Make something with clear intentions using a 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. • 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.

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Construction and Small World Area		
Autumn	Spring	Summer
<p>Construction</p> <ul style="list-style-type: none"> • Learn the rules of the area, e.g. Put the resources away when finished. • Beginning to share resources with adult support. • Use large blocks, cubes, cuboids and can join using sets such as duplo etc. • Build simple models with walls, roofs and towers. 	<p>Construction</p> <ul style="list-style-type: none"> • Know and follow the rules independently. • Take turns and share the resources independently. • Use smaller blocks, bricks to construct. • Uses various shaped blocks such as cylinders etc. • Build models which replicate those in real life using a variety of resources. • Design and construct with a purpose, using a wide range of resources such as Lego and Moblo. • Beginning to use screws/ nuts & bolts. 	<p>Construction</p> <ul style="list-style-type: none"> • Explain the reasons for rules. • Create collaboratively, sharing ideas with others. • Use very small bricks/blocks and Lego in various shapes. • Build, adapt and refine their models. • Test their models and make them better. • To return to and build on previous learning. • Share the knowledge and skills of processes used with others. • Use screws/nuts and bolts with precision and control.
<p>Small world</p> <ul style="list-style-type: none"> • Learn the rules of the area. • 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. • Build simple, familiar small worlds and recreate familiar experiences using figures (dolls house etc) • Know the names of familiar small world figures. • beginning to use talk to organise themselves in their play. 	<p>Small world</p> <ul style="list-style-type: none"> • Know and follow the rules independently. • 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 storylines. 	<p>Small World</p> <ul style="list-style-type: none"> • Explain the reasons for rules. • Compare and contrast small worlds they have created. • 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.

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Sand Area and Water Area		
Autumn	Spring	Summer
<p>Sand:</p> <ul style="list-style-type: none"> • Learn the rules of the area. • Pour sand using hands and large jugs. • Use a one- handed tool, 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. • Beginning to comment on what they have made and how they have made it. 	<p>Sand:</p> <ul style="list-style-type: none"> • Know and follow the rules independently. • 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 sandcastle. • Bury objects using spades, large spoons etc. • Tip sand off a spoon by moving and rotating just their wrist. • Comment on what they have made and explain how. 	<p>Sand:</p> <ul style="list-style-type: none"> • Explain the reasons for the rules. • 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.
<p>Water:</p> <ul style="list-style-type: none"> • Learn the rules of the area. • Pour from large jugs with some accuracy. • Fill and empty a large/small bucket or container – beginning to explore capacity. • Beginning to transfer water using a large container and use guttering (outdoors). • Beginning to understand the concept of floating and • Sinking using small world animals, boats, stones etc. • Use sponges. 	<p>Water:</p> <ul style="list-style-type: none"> • Know and follow the rules independently. • Pour from a teapot or watering can. • Fill and empty cups and various sizes of container. • 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. • Beginning to have an awareness of how materials behave in water. 	<p>Water:</p> <ul style="list-style-type: none"> • Explain the reasons for the rules. • 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.

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Role Play Area		
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<ul style="list-style-type: none"> • Learn the rules of the area. • Play with familiar resources. • 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. 	<ul style="list-style-type: none"> • Know and follow the rules independently. • 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 to develop a storyline. • Use child centred vocabulary. 	<ul style="list-style-type: none"> • Explain the reasons for the rules. • Use their imagination to develop their own storylines. • Take account of the ideas of others. • 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 year.

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Writing Area		
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<ul style="list-style-type: none">• 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.	<p>Know and follow the rules. Develop the foundations of a good handwriting style 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 high frequency words.</p>	<p>Explain the reasons for the rules. Can independently select and use the resources in the area. 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 high frequency words (initial code).</p>

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Reading Area		
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<ul style="list-style-type: none"> • Learn the rules of the area. • To use pictures to tell stories. • To independently look at a book, holding it the correct way and turning pages. • Enjoy stories and books. • Look after books. • Realise that print has meaning. • Realise the difference between fiction and nonfiction books. 	<ul style="list-style-type: none"> • Know and follow the rules. • Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary. • Name different parts of a book and realise we read English text from left to right, top to bottom. • To begin to predict what might happen next in a story. • To suggest what might happen at the end of a story. • To retell a story they have heard • Act out/ use puppets to retell a variety of stories, with attention to detail regarding characters etc. 	<ul style="list-style-type: none"> • Explain the reasons for the rules. • 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. • To use a book to find the answer to a given question. • Invent their own stories and/or adapt known stories and act them out.

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Maths Area		
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<p>Number & Numerical Patterns To explore numbers 1 – 5:</p> <ul style="list-style-type: none"> - Subitising - Representing - Counting - Composition - Matching numeral and quantity - 1:1 correspondence and developing understanding of cardinality (final number they say tells them the total number of objects in the set. - 1 more and 1 less 	<p>Number & Numerical Patterns To explore numbers 0-10:</p> <ul style="list-style-type: none"> - Subitising - Representing - Counting - Composition - Matching numeral and quantity - 1:1 correspondence and developing understanding of cardinality (final number they say tells them the total number of objects in the set. - 1 more and 1 less - Odd and even - Double - Addition - Number bonds – 2 and 3 parts. 	<p>Number & Numerical Patterns To explore numbers to 20:</p> <ul style="list-style-type: none"> - Building numbers - Counting/counting patterns - Adding - Taking away - Sharing and grouping - Doubles <p>To make connections between all the aspects of maths that have been covered through the year. Deepening understanding through developing children’s reasoning and problem-solving strategies.</p> <p>To explore and investigate relationships between numbers, shapes and patterns.</p>
<p>Shape Space and Measure</p> <ul style="list-style-type: none"> • To match sort and compare – objects and pictures. • To talk about measures and patterns. • To Identify and name circles and triangles • To compare circles and triangles • To explore shapes in the environment • To describe position • Identify and name shapes with 4 sides • To combine shapes with 4 sides • To explore time through daily routines - my day and night. 	<p>Shape Space and Measure</p> <ul style="list-style-type: none"> • To explore and compare mass, length, height and capacity. • To talk about time – seasonal changes, days of the week, today, tomorrow, at the weekend, next week. • To order and sequence time – Calendars, counting down to special events, pointing out the time of key events during the day on the clock. • To recognise and name 3-D shapes • To find 2-D shapes within 3-D shapes • To use 3-D shapes for tasks • To find 3-D shapes in the environment • To Identify more complex patterns • To copy and continue patterns • To explore patterns in the environment 	<p>Shape Space and Measure</p> <ul style="list-style-type: none"> • To Identify units of repeating patterns • To create own pattern rules • To explore own pattern rules • To replicate and build scenes and constructions • To visualise from different positions • To describe positions • To give instructions to build • To explore mapping • To explore and investigate relationships between numbers, shapes and patterns.

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Outdoor Area		
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<ul style="list-style-type: none"> • 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 ride scooters and trikes/bikes. • Use large muscle movements to wave flags, scarves etc. • Go up steps and stairs, climb on apparatus using alternate feet. • Developing physical skills to match tasks, such as deciding whether to crawl, walk or run across a plank, depending on its length or width. • 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 bulbs and care for growing plants. • 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. • Notice and talk about seasonal changes – Autumn. • Be beginning to put on coat and zip it up with support. • Beginning to manage own needs, washing hands etc and have an awareness of the importance of regular physical activity. • Subitise • Describe a familiar route and discuss routes and locations. • Talk about and identify patterns around them. • Extend and create patterns using natural materials/resources. • With support can build a basic outdoor shelter. • Awareness of basic tools and how to use them safely • Be beginning to build self confidence 	<ul style="list-style-type: none"> • 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. • Balance and manoeuvre a bike/trike, scooter around corners. • Develop overall body strength, balance, coordination and agility. • Use a large range of large and small apparatus, alone and in a group. • 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. • Subitise • 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. 	<ul style="list-style-type: none"> • 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. • 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 • Use natural materials/resources to explore and represent patterns within numbers, including evens and odds, double facts and how quantities can be distributed evenly. • 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

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