Woodthorpe C of E Primary School

Reception Environment – Progression of skills

The following information is an overview of the common progression of skills and resources in key areas of the EYFS environment. This list is not exhaustive and may be adapted and developed throughout the year to include enhancements based on children's interests.

Writing			
Skill	Autumn	Spring	Summer
Attention C&L	- Focusing attention (3-4 years) Environmental sounds, familiar rhymes (QR codes?), familiar stories CHECK LAUNCHPAD FOR ATTENTION STEPS	- Two channelled attention (4-5 years) - Dictated sentence?	- Integrated attention (5-6 years)
Dexterity Fine motor	- Wrist Pivot - Fine motor movements - Letter formation – name? - Recognisable figures, objects and letters - Smaller and more controlled marks - Draws circles, lines, and other pre writing patterns QR codes for funky fingers activities? Fine motor adult initiated activities	- Dip and pip joint movements - Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers) - Letter formation	- Intricate Fine motor movements
Pencil grip	- Splayed finger grip (3-4 years) Check Mary's pp	- Static tripod grip (4-6 years)	- Dynamic tripod grip (6-7 years)
Writing	- Hearing initial sounds	- Tricky words - Writing/building phase 2 cvc words	- Hear sounds in phase 3 words - Build phase 3 words

	- Hearing sounds in phase 2 cvc words (oral blending and segmenting – Aspect 7) - Writing/building phase 2 cvc words - Rhyming words - Draws circles, lines, and other pre writing patterns - Beginning to write for a purpose e.g. name writing, labels, cards (Christmas),	- Build a sentence - Story scribing - Sequence a story - Retell a story - Write for a purpose e.g. captions, speech bubbles, labels, lists, invitations	- Break flow of speech into words - Use full stops and finger spaces - Write a story - Write a recount - Letter writing - Describing words
RESOURCES	Plain paper, large paper, wallpaper, coloured paper, colouring sheets, booklets, clipboards, name writing cards, pencil control sheets, writing pencils, colouring pencils, crayons, rubbers, pencil sharpeners, hole punches, fine motor cube, sound/word/tricky mats Phase 2, present tags, cards, alphabet stamps, alphabet magnetic letters, mirrors, drawing instruction cards, tweezers, hammers	Shaped paper, smaller sized paper (A6), sugar paper, worksheets, lined paper, felt tips, rulers, notebooks, writing prompts, sound/word/tricky mats Phase 3, cards, list templates, whiteboards & pens, booklets, masking tape to write along a line.	Textured paper, handwriting lined paper, gel pens, purple pens, writing prompts (sentence building), sticky notes, dot to dots,
Reading			
Skill	Autumn	Spring	Summer
Reading	- Holding attention for story - Recognising rhyming words - Predicting - Realise that print has meaning - Name different parts of a book and notice reading from left to right, top to bottom.	- Reading using phonics - Reading CVC, CCVC, CVCC words. - Reading tricky words	- Comprehension in reading e.g. answering complex questions at the end of the story. - Reading sentences - Reading with increased fluency. - Beginning to sight read HFW.
PSED	- Learn the rules of the area - Look after books	- Know and follow the rules - To know why looking after books is important	- Explain reasons for rules - To select books for specific purpose in mind e.g. find out more information about their interests

Communication & Language	- Enjoying listening to books for independence and pleasure - Use key vocabulary associated with story - Joining in with repeated phrases - Answer simple questions about the story e.g. who is - Retelling stories	- Recap key events in the story e.g. beginning middle end - Ask questions about stories - Predict what will happen next - Retelling stories - Using learnt vocabulary and begin to use in everyday language	- Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary - Invent their own stories and/or adapt known stories and act them out.
Mark making	- Draw own story (Drawing Club) - Discuss stories (TT)	- Draw and label own story (TT) - Draw characters from stories	- Create speech bubbles - Label puppets
RESOURCES	Drawing Club, Tales toolkit drawing sheets, core book baskets, QR codes to listen to core books, Phase 2 phonics books, transition books, picture books, story spoons, Christmas books,	Puppet templates, TT sheets, changed core book baskets & QR codes, character sheets, story spoons, Phase2/3 phonics books, non-fiction books	Book review sheets, non-fiction books, recipe books, bookmarks,
Creative *also see Long Term Plan (artists)			
Skills	Autumn	Spring	Summer
Painting Mark making mixing	- Know what a paint brush is used for - Uses thick paintbrush - Paints in random directions, circles/lines (prewriting patterns) - Paint/draw lines and circles to represent an object or person - Draw/paint simple things familiar/observed - Identifies colours - Experiments with colour mixing and beginning to mix 2 colours to create a certain colour - Engage in mark making - - Use tools for a purpose (supported)	- Creates patterns - Uses primary colours to mix secondary colours - Explores the properties of colours as they mix - Mixes colour for a desired purpose - Uses horizontal and vertical brush strokes to paint - Paints a desired picture - Gives meaning to marks made - Use thick/thin paintbrushes - Paint/draw bodies of an appropriate size with some extra details - Draw/paint simple things from memory	- Experiments with different tones and shades - Use thick and thin paintbrushes for a purpose, adding detail - Makes choices about what colours they will mix - Mixes an intended colour for an intended purpose - Express their thoughts and ideas with paint - Observes objects on display when painting and responding with paint - Uses a range of movements and brush strokes to paint - Colour match to a specific colour and shade

	- Squeeze a paint bottle (with support) to get the correct amount of paint into a palette		- Paint/draw with detail (bodies with sausage limbs and additional features) - Draw/paint self-portraits, landscapes and buildings
Printing	- Printing using a variety of large objects - Explores and recreated textures and patterns with range of large materials. - Relief printing – string card etc - Prints randomly on paper	- Creates patterns /meaningful pictures when printing and print with a variety of resources - Understand various materials can be combined to create new effects - Paints onto chosen printing tool before printing - Takes time when printing	- Replicating techniques used by notable artists and designers - Prints to create patterns and pictures - Prints with a range of colours - Carefully plans where they will print and what they will print
Cutting	- Uses scissors with two hands to cut a piece of paper - Tears materials to make them the desired size/ shape - Begins to make snips in paper	- Cut along pattern designs curved/zigzag scissors - Some control over scissors to cut materials - Holds scissors correctly	- Use come ideas for artists to create own piece - Uses scissors with increased control to cut out a desired shapes - Uses scissors to cut thicker materials such as card
Joining / Collage	- Explores fastening resources together using sellotape/glue - Use a glue stick appropriately, twist and replace the lid - Use a glue / spreader to attempt to stick (may not be secure) - Sticks objects randomly onto paper/ card - Use a tape dispenser to cut tape - Explore and use range of scissors (may not be held correctly) - Be beginning to use materials for a purpose	- Tearing paper/card - Fastens paper and card together with success - Beginning to explore techniques to join thicker materials e.g. stitching - Able to use glue/tape to fasten thicker materials together - Sticks carefully selected items together to achieve desired purpose - Uses sticking resources to explore creating different textures	- Replicating techniques used by notable artists and designers - Select the most appropriate tool to shape assemble and join - Creates representations of events, people, and objects - Plans how they will fasten things together and checks that fastening is secure - Controls glue spatula to spread glue - Makes decisions about what the correct amount of tape/ glue to use is
PSED	- Learn rules for area	- Knows and follows rules for area - Follows instructions to make powder paint	- Explains rules for area

	- Share resources with support after modelled - Take into account others ideas - Welcomes praise - Be proud of models - Selects correct resources needed - Washes and replaces the resources used (adult support)	- Develop the ability to refine their ideas their models and know how to improve them (scrunch, twist, fold, roll) - Wash and replace the resources used with little prompting	- Make decisions about what they will use to stick - which will be most effective way to stick? - - Independently wash and replace the resources used
Communication & Language	- Repeats Tier 2/3 vocabulary in modelled sentences - Comments on resources used - Comments on likes/dislikes of artwork by notable artists	- Be beginning to talk about materials used and why - Be beginning to talk about the process/techniques used - Use the relevant vocabulary - Describes work of notable artists	- Use newly learned vocabulary in correct contexts - Discuss why something works / does not work - Articulation of thought process and plans
RESOURCES	Large paintbrushes, vertical paint surface, large paper, different surfaces (playground, boards, cardboard, wood), ready mixed paints, primary colours, white and black, large mixing trays, colour mixing poster/display basic (green, purple, orange), colour shades poster/display, mud, water, outdoor powder paint, variety of household resources for painting, cleaning brushes, string, sponges, toothbrushes, squeezy scissors, spring scissors, templates for cutting lines/simple shapes, glue sticks, cellotape and dispenser, masking tape, folding card / paper, tabletop hole punch (bodyweight), sticky tack, pom pom making, scrap paper	Rulers, charcoal, water colours, step by step drawing instructions, simple complete the drawing, handheld hole punch, images of notable artists displayed painting, powder paints, ingredient/ instructions for powder paints, colour wheel, tone paint strips (paint tester strips), variety of thinner paintbrushes, range of materials for cutting (thicker), elastic bands and large paper clips, stitching – hole punch and lace/wool/string, large needles / straws, treasury tags, examples of folding and tearing techniques, glue spreaders, handheld hole punches, card with holes, lacing/early sewing large needles/straws, split pins/ circle card to make colour wheels	Complex dot to dots, complete the picture (half image shown), clear grid overlay method of drawing each area of image, oil pastels, images of paintings by notable artists and designers, basic colour wheel, empty colour wheels, watercolours, oil paints, powder paints, scissors, hole punch, cello tape, masking tape, stapler paper clips, treasury tags, glue/ PVA glue, range of paper/card, lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons, Stitching – large blunt ended darning needle and embroidery thread, split pins, small paperclips Glue gun?
Role Play Small World			

Skill	Autumn	Spring	Summer
Communication & language	- Introduces new storyline/narrative into their play - Use talk in pretending that objects stand for something else (eg 'This box is my castle') - Take on role in familiar home role play (mum, dad, baby etc)	- Stick to main theme or intention - Use past, present and future tense form accurately - Start to use complex sentences (and, because) - new/exciting objects to talk about with peers - Explore fantasy world play - Use language to plan and create a role / setting	- Take on a role that involves imagination (eg. Role that does not link to direct experiences) - Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time. - Describing and explaining the structure and scenario set. - Articulation of thought process and plans. - Asking questions and recognising they can be answered in different ways. - Use a wide range of vocabulary developed throughout the year in their play.
PSED skills	- Care for equipment - Develop negotiation skills - Include others in play - Share ideas	- Include feelings/emotions in play - Play collaboratively	- Resolve disagreements and create a story collaboratively. - Work and play safely at all times.
Mark making / creative	- Create pictures/labels - Begin to create decorations for key events e.g. Christmas - Begin to draw/write lists, labels,	- Create decorations - Create props/resources - Develop mark making creating lists, stories, pricelists -	- Design purposefully and create based on design - Create map of familiar areas/stories
Cognitive skills	- Develop mathematical concepts in meaningful context (counting & sequencing/time) - Develop 1-1 correspondence. - Project themselves into feelings, actions of others (links to own interests e.g. character from TV). - Place furniture in the correct rooms of the house	- Develop literacy skills in meaningful context (see Literacy skills) - Take on a role in imaginative play (Fantasy – fairies, wizards etc.) - Solving problems - Use one object to represent another - Develop positional language - Develop coordination when setting the table, pouring from teapots	- Develop coordination when dressing, dressing dolls, fastening buttons. - Develop mathematical concepts in meaningful context (measure, money) - Know about different occupations and the roles they involve - Know some vehicles are connected to certain scenes.

	- Start to introduce story line into role-play. - Show initiative when developing ideas - Re-enact special occasions.	- Develop an awareness of how to care for animals through play. - Explore world maps and globes	- Improvise with materials using imagination - Use imagination to build a scene - Name and identify some countries and places. - Discuss why something does not work - Develops an understanding of growth and decay
RESOURCES:	Small world Dolls, small people (children's own pics), dolls house, artificial grass, vehicles, animals, Role play Selection of play food, household objects e.g. pots and pans, bowls, plates etc. Familiar dress up clothes e.g. princess dresses/doctors uniform, baby clothes,	Small world Small people, coloured fabric, scenes from familiar stories, dolls house, animals, vehicles, Role play Suitcase of clothes, clothes too big/small, developed household objects e.g. brush and dustpan, (begin to introduce more open-ended resources)	Small world Wooden figures, loose parts e.g. pine cones, rocks, pebbles, buttons, lollipop sticks, sticks, peg dolls, foliage, cardboard box, Role Play Pieces of material, string, scarves, cloaks hats, ties, bags, purses, jewellery, suitcase of clothes (developed)
Construction			
Skill	Autumn	Spring	Summer
Building (Physical Development)	- Using blocks and small parts to create with a purpose in mind - Build a simple, vertical tower - Develop fine motor skills	- Add detail to models e.g. connects buildings and structures (putting roads between buildings) - Good control and coordination in small movements - Positions resources both vertically and horizontally - Create buildings with a purpose in mind - Handling tools and equipment effectively - Select appropriate sized blocks/construction resources for their chosen purpose/workspace	- Add moving parts to models - Change or adapt model to serve its purpose - Combines resources to create a structure - Builds more elaborate structures e.g. pathways, roads, bridges etc.) and adds detail to structure - Ensures model is stable
PSED	- Sharing - Take into account others ideas - Welcomes praise - Be proud of models	- Taking turns and working cooperatively - Be aware of others feelings - Encourages peers to join in	- Evaluate models and alter them if needed - Resolving conflict with others

	- Selects correct resources needed		- Talk about what they are making - like and dislike
Communication & Language	- Repeating modelled new vocabulary - Add a storyline to their play - Names resources needed	- Talk about the models they make to their peers or familiar adult - Developing positional language - Organises thoughts of design process through talk	- Discuss why something works / does not work - Describe and explain the scenario set - Uses correct positional language and new vocabulary - Articulation of thought process and plans
Mark making	- Draws roads - Prints with car wheels	- Create simple maps for vehicles - Design simple models to replicate - Writing signs and captions - Labelling designs - Writing instructions	- Writing a model recount - Create developed designs and labels - Review designs
Cognitive	- Investigate what happens to an object when manipulated - Explore how weight and shape effects movement and motion. - 1-1 correspondence	- Investigate how weight and shape can effect movement and motion to achieve a desired outcome - Counting on - Design and create structures - Collecting information through observations	- Experience scale - Explore fractions - Measure time - Counting 1 more or 1 less
RESOURCES	Duplo, Stickle bricks, Mobilo, magnetic shapes, small blocks, large blocks, large paper, wallpaper, ink, vehicles,	Duplo -> Lego, coloured blocks, bigger area, cardboard, wallpaper, squared paper, K-Nex, silhouettes (and labels),	Nuts and bolts, handles, wheels and axels, squared paper/design sheets, design review sheets
Malleable			
Skills	Autumn	Spring	Summer
Physical Development *See DC progression	- Use tools to cut dough, mostly in linear fashion - Develop rolling skills - Revise patting, squashing, bending, twisting and stretching - Using play dough cutters appropriately - Making specific shapes - Use tools to add texture	- Use fingers and thumb to make smaller, complex shapes (spikes, horns beginning vertical positioning) - Manipulate thicker dough - Using tweezers with palm grip - Using scissors along vertical/horizontal and curved lines - Tougher malleable materials e.g. clay	- 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 - Create in a vertical position and become skilled in joining and forming

	- Introduce tougher malleable materials e.g. clay		
PSED	- Taking turns - Compare with peers - Relating to previous experience - Demonstrate perseverance when problems arise	- Playing cooperatively - Sharing ideas - Take into account others ideas when organising an activity - Share by approximate size - Choosing appropriate resources needed	- Negotiation - Reasoning - Sharing using scales
Communication and Language *See DC progression	- Discuss different textures of playdoh - Create simple story lines - Repeat new vocabulary - Show curiosity when exploring new materials, experiences, textures	- Discussing plans for creations - Developing comparative language - Add a story line to developments - Develop descriptive language - Describe what they see, hear, feel, smell and taste	- Review their findings - Develop a narrative or storyline into their play - Make predictions and test ideas - Describe problems they encounter and suggest ways to solve them - Explain what they see, hear, feel, smell and taste
Cognitive	- Using materials to problem solve - Creates familiar objects (make cakes, buns) - Collaboration - Develop representational skills - Represent and name 2D shapes - 1-1 correspondence *Mark making; draw labels, initial sounds, lists	- Emerging prediction skills - Use materials to add texture - Use material to add details - Develop imaginative play - Represent and name 3D shapes - Compare size and weight - Count irregular arrangements of objects *Mark making; write labels, lists and captions	- Join clay using water - Replicate techniques used by notable artists - Create a planned model - Create a detailed model using plan - Reflex on skills and tools used - Explore fractions - Experiment to create different textures - Count irregular arrangements of objects and give the number that is one more or one less *Mark making; write instructions, measurements,
RESOURCES	Textured rollers, scissors, muffin tins, metal trays, cookie cutters, rolling pins, dough stampers, bowls and dishes,	Clay tools, extruders with patterned ends, plastic knives, metal trays and tins in different sizes, list templates,	Clay tools, clay boards, water - (to be used to shape and mould clay), lollipop sticks,

	Soft Dough, Herbed dough, Jelly Dough, Ice	Marshmallow dough, Tree bark dough, Salt Dough, Porridge Dough, Sand Mousse, Bread Dough, Clay	tweezers, matchsticks, cotton buds, loose parts Putty – variety of types, Rubbery dough, Plasticine, Clay
OUTDOOR			
Sand			
Skill	Autumn	Spring	Summer
Sandiness of sand	- Discuss the effects and properties of wet and dry sand	- Recognise that damp sand holds shape - Recognises that dry sand falls freely through fingers/ sieve	- Know to add water to dry sand to aid moulding
Physical Development Mould / Manipulate Dig / Pour / Fill	- Making shapes in a confined space - Pushes foot into wellies - Fills containers/ buckets with sand - Pats down sand to make it smooth - Begins to use specific sand moulds - Digs using hands - Sifts sand through fingers	- Makes impressions using hands, fingers, knees, arms - Pulls wellies on with hands - Moves sand from A to B using a spade - Loses little sand off the spade - Digs deep, stable hole in sand - Uses hands to make shapes, heaps and tunnels - Fills moulds and shapes and turns over to make shape - Bury objects	- Develop manipulative skills (filling buckets, turning them over and making sand castles independently) - Using other objects as moulds - Digs with control - Sieves sand for a desired effect and purpose - Sieves sand to filter out larger objects - Uses spades/ scoops to bury objects - Uses spades/ scoops/ buckets to make sand into desired shapes
Communication & Language	- Repeats Tier 2/3 vocabulary in modelled sentences - Talk about their experience of sand play - Discuss the best size spade to fill the bucket - Talks about shapes and sizes - Show interest in different manipulations of sand	- Uses Tier 2/3 vocabulary during play - Recognising and naming shapes - Develop capacity vocabulary (full / empty) - Develop comparative language - Take part in imaginative play and vocabulary - Discuss what they are making (likes and dislikes) - Develop descriptive language (wet, cold etc)	- Independently uses Tier 2/3 vocab during play - Predict which container will hold more - Comparative language e.g. the size of spoons and scoops / bigger and smaller – heavier /lighter - Discuss why it does work / does not work - Design and create environments for their stories. - Retell a story in sequence

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PSED skills	- Develop turn taking and sharing - Follow instructions (Can you fill 3 buckets?)	- Take turns and work cooperatively - Follow 2 step instructions	- Taking others ideas into account. - Manage feelings and behaviours
Cognitive skills	- Develop early concept of forces and energy - Develop early concepts of time - Develop 1-1 correspondence - Explore and represent familiar objects in 3D form - Develop observational skills - Add other materials to their build for purpose - Explores sieves	- Observe patterns made - Accurately count objects and sand shapes - Revise concept of forces e.g. pushing too hard on the sandcastle - Adds detail to models e.g. shells on sandcastle	- Count objects and shapes and add one more / one less - Selects the most appropriate scoop/ spade for digging - Digs for a desired purpose - Uses a range of containers/ moulds to create intricate sand creations
RESOURCES	Large spades, large buckets, sand moulds, large jugs, large scoops (long and short handled), sieves	Small spades, table spoons, fine 1 handed sieve, scoops, cups, differing sized moulds, small jugs, small buckets, buckets/jugs with handles, diggers, vehicles, shells,	Tea spoons, lolly sticks, log slices, buckets/jugs with small handles/spouts, potato mashers colander, kitchen utensils, different sized containers, sieves with small holes/ large holes, water dispenser,
Water			
Skill	Autumn	Spring	Summer
Properties of water	- Emerging skills of exploring absorbency (sponges) - Experience the force of water - Observes the way water moves	- Explore temperature of water - Discover some objects float - Explore ice and develop some appropriate vocabulary - Manipulate water to create different movement e.g. mixing	- Discover not all heavy objects sink - Explore ice and the properties of melting - Explore evaporation
Physical Development	- Tips to pour from large jugs - Attempts to transport water (spills) - Fills containers	- Pour with more accuracy and purpose and less spillage occurs - Pouring from a range of utensils - Explores using a range of resources and techniques to transfer water	- Pour water with accuracy, to and from a range of containers (including water from a large container into a smaller container)

Transporting / pouring / filling / mixing	- Holds waterproofs correctly to begin to put on independently	- Fills containers with increasing control and desired amount - Pulls waterproof sleeves the right way to put on	- Using pipettes and fine motor skills to transport water - Create a device to transport water from one place to another without being carried by child (e.g. linking together piping so water can flow to new destination) - Independently puts waterproofs on
Communication & Language	- Repeats Tier 2/3 vocabulary in modelled sentences - Talk about their experiences of water e.g. bath, beach, swimming - Respond to simple instructions - Comment on resources used - Show interest	- Uses Tier 2/3 vocabulary during play - Develop capacity vocabulary - Develop comparative vocabulary - Discuss size of containers and select appropriate one - Take on role in play	- Independently uses Tier 2/3 vocab during play - Add a story line to play. - Make predictions and test ideas - Predict which will hold the most / least. -
PSED skills	- Develop turn taking and sharing - Follow instructions (Can you fill 3 buckets?) - Learn rules for area - Recognise appropriate clothing needed for water play	- Take turns and work cooperatively - Follow 2 step instructions - Know and follow rules of area - Manage appropriate clothing needed for water play	- Taking others ideas into account - Manage feelings and behaviours - Collaborate as a small group - Explain reasons for rules - Confidently select and reason appropriate clothing needed for water play
Cognitive skills	- Describe the weather - Develop 1-1 correspondence - Drops objects into the water - Observes as they pour water from container to container	- Use imagination - Develop fine motor skills to facilitate prewriting. - Estimate whether the filled container will fit in a new container. - How many small containers fill a large container - Uses water with a purpose in mind e.g. mixing to make potions	- Gathering and recording data - Recognise different shapes can have the same volume. - Using standard measurements on jugs etc. - Count and add one more / one less - Plans and uses the most effective ways to transport water to avoid spillages
RESOURCES	Sponges, large containers, large beakers, buckets, water wheel,	Pipets, syringes, spoons, different sized containers, pots/pans, colanders, kitchen utensils, natural materials, funnels	Spoons with slots and holes, measuring spoons, different sized spoons, jugs with spouts, jugs with handles, piping, pipettes, basters,
Mud Kitchen			

Skills	Autumn	Spring	Summer
Physical development	- Splatting/splashing, emptying, filling, pouring - Holds waterproofs correctly to begin to put on independently - Pushes foot into wellies - Uses hands to transport/mould mud	- Scooping, stirring, mixing, transferring, patting/smoothing, adding, picking, chop - Pulls waterproof sleeves the right way to put on - Pulls wellies on with hands - Uses utensils to transport/mould mud	- Sharing out, serving, ladling, whisking, moulding, crushing, mashing, measuring, sieving - Independently puts waterproofs and wellies on
Communication & Language	- Asks for help with new equipment - Comments on what they are making and names ingredients used -	- Can follow a recipe that use pictorial representations - Has an end goal in mind and can talk about ingredients and actions needed to reach goal	- Can follow a recipe that uses simple language and words in line with phonic knowledge
PSED	- Learns rules for area - Creates familiar everyday meals pies, cake, soup - Develop turn taking and sharing - Recognise appropriate clothing needed for mud kitchen	- Knows rules for area - Takes turns and works collaboratively - Share ideas with peers - Manage appropriate clothing needed for mud kitchen	- Explains reasons of rules for area - Taking others ideas into account - Manage feelings and behaviours - Collaborate as a small group - Confidently select and reason appropriate clothing needed for mud kitchen
Cognitive	- Explores how new resources work and incorporates them into play - Develops 1-1 correspondence -	- Adds imagination to what they create e.g. worm pie, slime cake, eye ball soup - Uses trial and error multiple times to effectively use a new piece of equipment - Uses mathematical understanding to follow simple recipes	- Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines - Uses new equipment in a variety of scenarios - Works through all stages of process of making something combing ingredients, cooking and serving *Mark making; Creates own recipes
RESOURCES	Mud, saucepans, bowls, big spoons, water,	Recipes (pictorial), scoops, wooden/metal spoons, bowls, herbs, vegetables/fruit, flowers, petals,	Recipes, ladles, whisks, moulds, pestle and mortar, masher, measuring cups/spoons, measuring jugs/scales, sieve

Large Physical			
Skills	Autumn	Spring	Summer
Body movement Motor	- Draw lines and circle using tools - Changing direction - Makes attempts to jump/skip/hop - Throws, rolls a ball - Begin to catch a ball - Jump on and off a small step - Use large muscle movements to wave materials - Be developing physical skills to match tasks e.g. deciding whether to crawl, walk or run across a plank, depending on length/width	- Throwing to a target - Balancing a bean bag/ball - Hop/skip with increasing control - Moving equipment safely - Landing safely - Changing speed - Jump across stepping stones - Wave material with greater control - Develop overall body strength, balance, coordination and agility - Use a large range of large and small apparatus, alone and in a group	- Confidently throw a ball with accuracy to another person - Confidently catch a ball from another person - Bouncing a ball - Roll with control, confidence and precision - Walk for longer periods and aware of space - Jump on 2 feet with control, confidence and for longer periods - Jump and spin - Begin to jump with a rope - Can adjust and stop speed - Revise and refine the fundamental skills acquired
Balance and coordination	- Can stand momentarily on one foot when shown - Can catch a large ball - Avoiding obstacles - Rides a scooter or a tricycle with some assistance - Can copy sequences and patterns of movements	- Stand on one leg for a longer period - Begin to hit a ball with a bat - Catch a ball with increasing accuracy - Travelling over obstacles - Ride a scooter or a tricycle with increasing control - Able to use and remember sequences and patterns of movements	- Balance on an unstable surface with increasing control - Hop/skip with greater balance, control and for longer periods - Hit a ball with a bat with greater accuracy - Balancing over obstacles - Can run avoiding obstacles, with greater control, adjust and stop speed - Confidently ride scooter/bikes/trikes - Balances and manoeuvres a trike, scooter around obstacles - Negotiate space showing consideration of others - Create own sequence and pattern of movement

Communication & Language	- Talk about what they see and be beginning to develop Tier 2 vocabulary - Comment on resources used - Talk about the differences between materials and changes noticed	- Describes what they see, hear and feel outside using new vocabulary - Uses sentences to manage thoughts/resources - Talks about preferred materials to use for specific purposes	- Have developed a wide and varied vocabulary - Describes environment, drawing on knowledge from stories/non-fiction - Makes up a game/rules - Evaluates creations and makes alterations
PSED	- Learn rules for area - Taking turns - Following instructions - Be beginning to build self confidence - Beginning to manage own needs, washing hands etc and have an awareness of the importance of regular physical activity	- Knows and follows rules of area - Collaborate with others to manage moving large items safely - Developing self-confidence and a sense of responsibility - Manage own hygiene needs and can talk about the importance of regular physical activity	- Explains rules of area - Shares newly acquired skills with others and advises ways to achieve - Be confident in trying new activities and show independence, resilience and perseverance to challenges - Independently manage own hygiene needs and can explain reasons why
RESOURCES	Scooters, bikes, trikes, balance bikes, helmets, tunnels, dens, tents, large boxes, crates, tyres, balance beams, logs, large building blocks, balls, paintbrushes, chalk, sticks, flags, scarves,	Stilts, bats, quoits, scooters, bikes, trikes, helmets, tunnels, dens, tents, large boxes, crates, tyres, balance beams, stepping stones, logs, climbing equipment/frame, large/small building blocks, guttering, balls, scarves, flags, streamers, hoops, skittles, parachute, slopes, hills, steps	Stilts, bats, quoits, scooters, bikes, trikes, helmets, tunnels, dens, tents, large boxes, crates, tyres, balance beams, stepping stones, logs, climbing equipment/frame, large/small building blocks, guttering, balls, scarves, flags, streamers, hoops, skittles, parachute, slopes, hills, steps

Investigation?

Maths

Vocab/sentence plan e.g. A1: comment on resources, Sp I am using Su I will use…OR..