

**Dover Park EY Skills Progression 2024-2025**

**Reception Class**

**Early Years Foundation Stage Aims:**

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.




The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported

**Dover Park Primary Progression of Communication and Language**



Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b>Listening, Attention and Understanding</b></p>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges</p>


							with their teacher and peers.
 <b>Speaking</b>	To talk in front of a small group	To answer questions in front of whole class.	To develop the confidence to talk to other adults they see on a daily basis	To share their work to the class- standing up at the front	To link statements and stick to a main theme	To talk to different adults around the school	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.


	<p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	<p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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**Dover Park Primary Progression of Personal, Social and Emotional Development**


<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
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<p><b>Self-Regulation</b></p> 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow onestep instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p><b>Managing Self</b></p> 	<p>To wash hands independently</p> <p>To put coat and on independently</p> <p>To explore different areas within the Year R environment</p> <p>To put apron on independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put wellies on independently for water and mud kitchen</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practice doing up a zipper</p> <p>To practice doing buttons</p> <p>To practice doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as PE, overalls for the mud kitchen</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	To use the toilet independently					To put uniform on and do up zippers, buttons and buckles with minimal support	
<p><b>Building Relationships</b></p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<b>Dover Park Primary Schools Progression of Physical Development</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>

<p><b>Gross Motor Skills</b></p> 	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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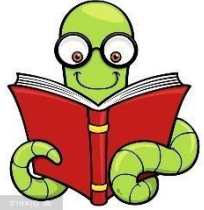
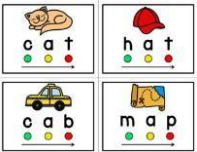
				<p>To create short sequences linking actions together and including apparatus</p>	<p>through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>and keeping score</p> <p>To work cooperatively as a team</p>	
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<p><b>Fine Motor</b></p>  <p><b>Skills</b></p>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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	<p>make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>					
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**Dover Park Primary Schools Progression of Literacy**

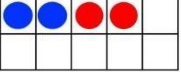
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
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<p><b>Comprehension</b></p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
 <p><b>Word Reading</b>(see RWI progression)</p>	<p>To recognise their name</p> <p>To recognise taught Set 1 sounds</p>	<p>To recap set 1 sounds, focus special friends</p> <p>Starting to blend CVC words Word time 1.1-1.4</p> <p>To start to read Red words</p>	<p>To recap set 1 sounds, focus special friends</p> <p>Blending word time 1.5-1.6</p> <p>To read Red words that match ditty sheet</p>	<p>To recap set 1, focus special friends</p> <p>Blending word time 1.6-1.7</p> <p>To read Red words that match red ditties</p>	<p>To recognise set 2 sounds</p> <p>Green words blending</p> <p>To read Red words that match green ditties</p>	<p>To recognise set 2 sounds</p> <p>Green words Speedy read</p> <p>To read Red words that match green/purple ditties</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

		<p>Words <b>the you I put</b></p> <p>To begin reading captions using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>Words <b>(the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</b></p> <p>To read words with double letters</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read books matching their phonics ability</p>	<p>Words <b>(the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</b></p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>Words <b>(the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</b></p> <p>To begin to read longer words</p> <p>To begin to read compound words</p> <p>To read books matching their phonics ability</p>	<p>Words <b>(the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</b></p> <p>To read longer words</p> <p>To read compound words</p> <p>To read books matching their phonics ability</p> <p>To read longer sentences containing Tricky Red Words</p>	
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<p><b>Writing</b></p> 	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p>	<p>To write their name</p> <p>To start to use the correct letter formation of taught letters</p> <p>To begin to write CVC words using taught sounds</p> <p>To label using taught sounds</p>	<p>To more consistently form lowercase letters correctly</p> <p>To write words that are phonetically plausible</p> <p>To begin to write CVC words using taught sounds</p> <p>To begin to write short captions using taught sounds</p> <p>To understand that sentences start with a capital letter and end with a full stop</p>	<p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write captions starting to use finger spaces</p> <p>To spell words using taught sounds</p> <p>To start to spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p><b>Skill</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>	<p><b>Early Learning Goal</b></p>
 <p><b>Number</b></p>	<p>Subitising within 3.</p> <p>Explore how all numbers are 1s.</p> <p>Focus on composition of 3 and 4.</p>	<p>Focus on the five-ness of 5 using one hand and the die pattern.</p> <p>Explore the concept of whole and part.</p> <p>Composition of 3, 4, and 5.</p>	<p>Subitise within 5 focusing on die patterns</p> <p>Composition of 5.</p> <p>Composition of 6 and 7 as 5 and a bit.</p>	<p>Composition of 7</p>	<p>Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>


	Subitise objects and sounds.				Composition – ‘5 and a bit’  Composition - of 10		Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
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<p><b>Numerical Patterns</b> <b>Doubles</b> <b>2 + 2 = 4</b></p> 	<p>Comparison of sets just by looking.</p> <p>Using comparison vocab- more/fewer than.</p> <p>Focus on counting skills.</p>	<p>Focus on counting skills.</p> <p>Verbal counting beyond 20.</p> <p>Comparison of sets by matching. Use the language more than/fewer than and equal number.</p> <p>Match numerals to quantities to 10.</p>	<p>Match numerals to quantities within 5.</p> <p>Counting – focus on ordinality and the ‘staircase’ pattern.</p> <p>See that each number is one more than the previous number</p> <p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i></p> <p>Make unequal sets equal</p>	<p>Focus on the ‘staircase’ pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8 Use language of <i>less than</i></p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p>			<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<p><b>Shape, Space and Measure</b></p> 	<p><b>Talk about measure and patterns</b></p> <p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, size</p>	<p><b>Circles and triangles</b></p> <p><b>Shapes with 4 sides</b></p> <p>To recognise and name square rectangle circle and triangle</p>	<p><b>Mass and Compacity</b></p>	<p><b>Length height and time</b></p> <p>To order objects by height and length</p> <p>To use time vocabulary</p>	<p><b>Manipulate, compose and decompose shapes</b></p> <p>To make pictures with shape arrangements</p>	<p>To make rules for repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have</p>
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	<p>To finish a repeating pattern of 2 objects or colours</p>	<p>To compare 2D shapes</p> <p>To describe 2D shapes</p>		<p><b>Explore 3D shapes</b></p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p> <p>To describe the properties of 3D shapes</p>			<p>experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>
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<b>Doverpark Primary Schools Progression of Understanding the World</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>

<p>Past and Present</p> 	<p>Topic: All about me</p> <p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To know what I can do now</p> <p>To think about what I will do in the future</p> <p>To talk about the lives of the people around us.</p>	<p>Topic: People Who Help us</p> <p>To know that the emergency services exist and what they do.</p> <p>To know about the important people in my life</p> <p>To know some similarities and differences between families in the past and now, drawing on experiences and what has been read in class (celebrations)</p>	<p>Topic: Transport on the IOW</p> <p>To know about different transport from the past.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>Topic: Animals around the world</p> <p>To know about animals from the past- extinction</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Topic: Growth and Change</p> <p>To know about the changes that occur to plants, food, animals and humans.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>Topic: Minibeasts</p> <p>To know about growth and change through different life cycles</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
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<p><b>People, Culture and Communities</b></p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know about features of the immediate environment.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that there are many countries around the world.</p>	<p>To talk about Chinese New Year.</p> <p>To know that people around the world have different religions</p>	<p>To know that Christians celebrate Easter.</p> <p>To know that people around the world have different religions</p>	<p>Remembering - Jewish Traditions - Special Times – Shabbat</p> <p>To know about people who help us within the local community,</p>	<p>Special Thing exploring what it means to Christians and Jewish people</p> <p>To know that people around the world have different religions, beliefs, ideals</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
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<p><b>The Natural</b></p>  <p><b>World</b></p> <p><b>Longitude study: observing tree in park during seasons walk</b></p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To know about and recognise the signs of Spring</p> <p>To know some important processes and changes in the natural world including states of matter</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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				<p>To know the different between herbivores and carnivores</p>	<p>To know about different habitats</p>	<p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	
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<p><b>Technology</b></p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about esafety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>
<b>Doverpark Primary Schools Progression of Expressive Arts and Design</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>

**Creating with Materials**



<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p> <p>To use different construction materials</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
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**Being Imaginative and Expressive**

