EYFS Progression of skills and knowledge - Continuous Provision

RWI – Phonics					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Early Phonological Awareness Listening to environmental sounds Enjoying musical instruments and sound-making activities Joining in with nursery rhymes Recognising rhythm and rhyme Playing simple listening games	**Phonological Awareness** Hearing and identifying rhyme Completing rhyming strings Recognising initial sounds in words Clapping syllables Playing alliteration games	**Oral Blending and Segmenting** Hearing sounds in simple words Joining sounds together orally (c-a-t = cat) Breaking simple words into sounds **Pre-Writing Skills** Developing tripod grip Drawing lines, circles and simple shapes Name recognition Recognising some environmental print	**Set 1 Sounds** Children begin learning the Read Write Inc. Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk Children Learn To: Recognise sounds quickly Form letters correctly Blend sounds to read words Segment words for spelling Read simple "green words" **Example Skills** m-a-t → mat s-i-t → sit p-i-n → pin	**Consolidation of Set 1 Sounds** Children begin reading simple books matched to their phonic knowledge. **Fred Talk** Children learn to: Blend sounds automatically Read simple captions and sentences Write simple CVC words **Red Words** Children begin learning common exception words such as: the to I no go **Writing Skills** Writing simple sentences Using finger spaces Beginning capital letters	**Set 2 Sounds** Children are introduced to longer vowel sounds: ay ee igh ow oo oo ar or air ir ou oy **Reading Skills** Increased fluency Reading longer words Understanding what they read Answering questions about texts **Writing Skills** Spelling phonetically plausible words Writing short sentences independently Re-reading work for meaning

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Writing – Mark making					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
• Show an interest in mark making • Pick up and hold a range of media to mark make on a surface • Children spend time in the mark making area inside/outside • They explore different media and hold it in either or both hands to make marks on paper or a surface • Children enjoy sensory activities for mark making	• Draw a picture and tell us what they have drawn (give meaning) • Draw identifiable marks using rounds/lines – vertical/horizontal • Children may show a preference for a dominant hand • Grip may vary at this stage, working toward a pincer type grip (see grip styles poster) • Children talk about the colours/ media they have used, using some colour names correctly	• Draw recognisable pictures e.g. of a house or a person, point out and talk about different features and talk about what they have drawn. • If they have drawn a person, talk about the person and their features • May show more preference for a dominant hand, using a comfortable pincer type grip (see grip styles poster) • Start to use colours for the correct purpose e.g. yellow for the sun • Talk about colours they have used, name them correctly	• Draw a recognisable picture/self-portrait, using a mirror • Use a pincer type grip - 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.	- 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 irregular common words.	- 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.

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Reading - Stories					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
• Sit and listen to a story book with an adult 1:1 • Show an interest in the pictures, point to pictures and comment • Listen to the adult reading the words. • Choose a book they would like read to them	• Sit and listen to a story with a group of children • Join in with actions and/or repeated refrains as demonstrated by the adult • Children sit alongside others and listen to an adult reading a book or telling a story with props • Show an interest in the story, comment and ask questions and/or talk about what they can see	• Sit, listen and follow the storyline to an adult tell a story without props • Begin to understand the structure of a story • Take part in a helicopter story and with encouragement contribute their own ideas in the group writing (adult scribe on large piece of paper) • Share their own ideas about how the story may develop/end • When group story is complete the children can act out the story	- They have their own book and will talk about the story and describe what happens on each page. Enjoy stories and books. - Look after books. - 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 non-fiction books.	- Engage in and talk about selected fiction/ non-fiction 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/non-fiction books using a wide range of vocabulary. - Have built up a knowledge of new vocabulary such as glossary, contents etc. associated with non-fiction 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.

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Maths - Patterns					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
• Children put toys e.g. cars into a line when playing • They show an interest when an adult points to each item, counting them each in turn. • The child may attempt to copy or say number names • They look at patterns in books or the world around them e.g. stripes or beads on a necklace • The children listen when an adult names colours, they may use some colour names themselves	• Joins in with repeated sounds and action patterns during a circle time session • Count to five with an adult supporting • Recite 1, 2, 3, 4, 5 • Children join in with songs or rhymes which have repeated refrains/patterns • Start to predict what the next action will be • They follow an adult counting to five using their fingers, attempting to join in with the counting and putting up one more finger each time as they count • Children begin to notice familiar and repeating patterns in nature and the world around them.	• Count 3 objects correctly • Children will initially copy a pattern demonstrated by an adult or on a card • Then, with more practise they are able to continue the pattern by predicting what will come next • Can continue a simple repeated pattern using two different colours e.g. beads on a string, red, blue, red, blue, red, blue…. • They will then be able to verbalise the pattern out loud to peers or an adult saying "red, blue, red, blue….." • They attempt to count the number of beads, pointing to each as they count, showing 1-1 correspondence for numbers 1 to 3	- 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. - 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. - Talk about and explore 2D and 3D shapes (E.g. Circles, rectangles, triangles and cuboids) using informal and mathematical language:	- 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. - Be beginning to describe solid 3D shapes and flat 2D shapes using mathematical language. - 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	- 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. - 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.

			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. - 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. - Be beginning to describe a sequence of events using the words such as first, then etc.	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. - Continue, copy and create repeating patterns. - Notice an error in a repeating pattern and correct it.	- Confidently use everyday language related to time and money. - 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.

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Creative – Art/Craft skills					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Show an interest in art and craft activities • Children choose to come over to the arts and crafts table or activity. • Sit with an adult when asked to participate in a craft activity. • They select their own materials and using fine motor skills to pick up a range of materials and tools e.g. pencil, paintbrush, googly eyes, sequins • Use gross/big motor skills to draw big circles, lines etc • Join indoor and outdoor activities with paintbrushes and water.	Complete a simple threading activity e.g. threading cotton reels on a shoelace • Children use their fine motor skills and hand and eye coordination to select materials such as cotton reels or beads and thread them onto a shoelace or piece of string. • Children show determination and self efficacy to persevere and overcome any difficulties they may have. • They see the activity through to completion.	Children show increasing fine motor skills and hand/eye coordination to thread smaller beads on a string, ribbon or pipe cleaner • Children show increasing control over simple tools to make changes in materials e.g. scissors to cut into smaller pieces • Join the pieces together with glue, Sellotape, string or staples, children select materials they need and problem solve to find the best way to fix their materials together • Children may still need support from adults initially, especially with stronger materials such as card.	- Make a dreamcatcher to be presented at the end of year cohort/leavers celebration. 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. - Be beginning to use relevant vocabulary. - Add other materials to develop models such as tissue paper, glitter etc.	- Be beginning to use tools with control & use materials/ resources with a purpose. - 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 and 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.	- 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.

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Music – Songs & rhymes					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Show an interest in songs and rhymes including number rhymes • Children sit with an adult or in a small group • Children can listen to a simple song/rhyme and react appropriately e.g. they may move their body to the movements or join in with actions • Children may follow a rhyme in a book looking at the illustration, they may point to familiar objects	Sit at circle time and join in with some simple songs and number rhymes • Children sit and are engaged for 5 minutes. They attempt to say/sing some of the words (particularly with repetitive/familiar words and phrases) • The children will watch other children and adults and join in with the actions.	Sit and are engaged for an extended time (10 mins) during circle time. • Join in songs, remembering more words/lyrics/ actions/numbers • They begin to sing songs by themselves remembering some words/actions etc • Children choose a song/rhyme of their choice and sing it independently, remembering most of the words and actions. • Sing a number rhyme using number names correctly and in order • Children will choose to perform to the other children during a group time or to an adult or a few children in a more informal setting •	- Children take part in the end of year celebration. Performance. Be beginning to remember and sing a large repertoire of songs. Be beginning to sing the pitch of a tone sung by another person, ("pitch match") - Be beginning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Be beginning to create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. Enjoy music and respond to music. - Name a variety of instruments. - Play a given instrument to a simple beat.	- Remember and sing a large repertoire of songs. - Listen carefully to rhymes and songs paying particular attention to how they sound. - Sing in a small group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making, performing solo or in groups. - Select their own instruments and play them in time to the music. - Express their feelings and responses to music. - Learn short routines and be beginning to match pace. - Develop control and grace in movement and are increasingly able to use and remember sequences and patterns of movement. - Watch dances and performances.	- Have built up a large repertoire of songs, poems and rhymes. - Sing in a group or on their own matching pitch and following melody. - Know how to use a variety of instruments and can change the tempo and dynamics whilst playing. - Be beginning to compose their own simple tunes and create sound effects. - Understand emotion through music and can identify if music is sad, scary etc. and express their opinion. - Learn longer dance routines, matching pace and putting sequences together. - Replicate some dances and performances. - Combine different movements with ease and fluency, developing overall body strength, coordination and balance.

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Investigation – Growth & decay					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
• Show an interest in nature • Hands on exploration, children explore natural materials like seeds, soil and plants • Dig in soil using spades, trowels etc • Jumping and running in leaves on walks in their local environment • Notice things growing in the world around them	• Observe and recognise changes in the natural environment, e.g. leaves falling off trees • Take part in planting activities-planting seeds/bulbs and caring for growing plants. • Beginning to understand what plants need to grow and what will happen to them if these things are not available • Look out for signs of things growing/decaying in their environment/on a nature walk (dependant on the time of year)	• Observe the life cycle of a plant or animal • Beginning to understand the concept of change and development • Children are able to talk about what they see and experience • Developing a wider vocabulary of words related to growth, decay and changes over time e.g. can name parts of a plant, leaf, flower, roots, or can name the changes in a life cycle, eggs, caterpillar, chrysalis, butterfly • Understand what plants need to grow and what would happen if these things were not available	• Children can name what the animal or plant needs to grow and talk about what happens if those things are not available • Children can talk about what they would see if they went for a walk, in different seasons, talking about what the main differences would be - Show curiosity and use all their senses in hands on exploration of resources. - Be beginning to have their own ideas. - Explore collections of materials with similar and/or different properties. - Show curiosity and use all their senses in hands on exploration of resources. - Be beginning to have their own ideas. - Explore collections of materials with similar and/or different properties.	- 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. - 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.	- Explore the environment, making observations and drawing pictures of their investigations. - Explore materials and develop ideas of grouping, sequences, cause & effect. - 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 share these skills with others. - Make a simple prediction about what will happen based on previous knowledge/ learning.

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Outside – Forest/walks					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
• Participate in a walk around the village. Either in a pushchair or holding an adult's hand • Children are happy to sit in a pushchair for a group walk • On a shorter work children may not need the pushchair and will instead hold an adult's hand • Children will need to show cooperation and that they can listen to simple rules e.g. stop • The children will follow the lead of the adult who is guiding them • They show an interest in the world around them, using words to name things they see.	• Listen carefully and follow instructions during the walk to keep themselves safe when walking on the off the road • Begin to understand that the side of the road is the safe place to walk (when there is not a pavement) and not to climb on the verges • Children show understanding by positioning themselves in a safe place and maintain this for the duration of the walk • Children follow their peers and adult safely • Listen to instructions and respond quickly and appropriately • When asked the children stop immediately and stay still whilst a vehicle or horse travels by	• Each child has an opportunity to be the 'leader' of the group • The leader, leads from the front of the group with an adult • Recall and talk about the rules to keep themselves safe • Explain to their peers how to be safe, where to stand/walk, what to do if a car/horse comes by • If the children attend on a forest school day, they will be the leader for the entire day at the woods (otherwise they are the leader for the duration of the walk) • The leader will set a good example to the rest of their peers, show they know how to walk appropriately and demonstrate they know how to position themselves on the road to be safe (not be distracted by other children who have not learned yet)	- To scoot and ride scooters and trikes. - 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 a plank, depending on its length, 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 seeds and care for	- Balance and manoeuvre a 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	- 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.

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			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. - With support can build a basic outdoor shelter. - Awareness of basic tools and how to use them safely - Fire safety introduced, observing toasting etc. - Be beginning to build self -confidence.	- 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. - Realise the importance of fire safety and have knowledge of toasting etc. - Developing self-confidence and a sense of responsibility.	- 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. - Construct a simple tripod structure, may need some support. - Use tools and equipment independently. - Continue to develop fire safety and explain the reasons. - Be confident in trying new activities and show independence, resilience and perseverance in the face of challenge.

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Fine motor					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Drawing with chunky crayons Finger painting Painting with large brushes or sponges Playdough squeezing, poking, and rolling Popping bubble wrap Using finger puppets Scooping and pouring sand, rice, or water Filling and emptying containers Transferring objects with hands or large spoons Opening and closing simple containers Stacking cups Large block construction Shape sorters Simple inset puzzles Collecting leaves and sticks Digging in sand Picking flowers or grass Drawing lines in sand with fingers or sticks	Drawing shapes and simple pictures Dot painting with cotton buds Cutting playdough with plastic tools Painting with smaller brushes Using tweezers or tongs to pick up objects Pegging clothes pegs onto cards Threading large beads onto string Lacing cards Posting objects through slots Sorting small objects into ice cube trays Transferring items using spoons or tongs Pouring between containers with more accuracy Simple food preparation (spreading, stirring) Interlocking bricks More complex puzzles (6-12 pieces) Building structures with blocks Creating simple models with construction toys	- Listen and respond to simple instructions. - Use palmer/digital pronate grasp. - Use a spoon. - Explore a range of tools. - Hold scissors with both hands, and open and close the blades - Use Easi-grip scissors. - Explore a range of tools. - Be beginning to pour using large jugs. - Pick things up using whole hand.	- Show a preference for a dominant hand using a modified tripod grasp. - Stab food using a fork, use a knife and fork with support. - Use a spoon independently. - Use one handed tool for example making snips in paper with scissors. Not moving forwards with the scissors. (Scissors may not be held correctly) and Easigrip scissors may be used. - Be exploring a wide range of tools such as paint brushes, spoons etc.) - Pour from one container to another (may be spilling) - Use one handed equipment such as tweezers to transfer objects (using a cylindrical grasp.) - Thread large beads onto a lace. - Thread pipe cleaners through large holes. - Dough disco to improve finger muscles.	- Be using the tripod grasp (with prompting.) - Be using a knife to cut soft food such as bananas or strawberries and spreading butter etc. (At snack time on toast.) - Use scissors to cut in a straight line and cut a piece of paper in half. With prompting, scissors will be held correctly. - Be using their non-dominant hand to guide the paper. - Cut out a simple shape. - Use a range of tools confidently. - Pour with increasing accuracy - Use tweezers to pick up objects using a pincer grip, with little prompting. - Use finger and thumb pincer grip and manipulate small parts for a purpose e.g. screw a nut onto a bolt. - Thread a lace through holes, moving in and out. - Dough disco will be improving finger dexterity.	- Hold a pencil effectively in preparation for fluent writing using the tripod grasp - Use a knife for cutting and use a knife and fork independently. - Hold scissors correctly, and cut out complex shapes with accuracy. Can cut fabric and other materials. - Use a variety of tools, confidently, safely and with competence. - Pour with accuracy from a variety of containers. - Use tweezers and other one- handed equipment, hole punches etc. with control. - Thread small beads and objects with precision. - Use nuts and bolts effectively, thread and unthread using finger and thumb grip. - Dough disco has improved dexterity.

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Small world - Construction					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Farm animals and barns Dolls and dolls' houses with large furniture Toy cars and simple road mats Woodland animal play scenes People figures and community vehicles Water play with boats and sea creatures Picking up and moving figures Placing objects in and out of containers Making simple pretend-play actions Exploring cause and effect Beginning to use language to tell simple stories Stacking large blocks Building towers with Duplo Nesting and stacking cups Large foam bricks Wooden blocks for simple structures	Dinosaur worlds with natural materials Construction site play with vehicles and workers Doll's houses with role-play scenarios Zoo and safari setups Fairy tale or story-themed small worlds Space, pirate, or transport-themed scenes Creating and acting out stories Using language to describe events and characters Taking on roles and perspectives Organising and arranging resources purposefully Cooperative play with others Duplo and interlocking brick models Magnetic tiles Loose parts construction with tubes, boxes, and natural materials Simple train tracks and road systems	Construction - Listen and respond to simple instructions. - Use large blocks for building simple towers. - Use simple sets such as duplo. - Be beginning to build a basic design that has been discussed. Small World - Listen and respond to simple instructions. - Play with familiar resources, cars, farm etc. - Link some small world play to a familiar rhyme or story. - Be beginning to pretend one object represents another. - Be beginning to build a familiar small world, house etc.	Construction - Be beginning to share the 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. Small world - 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. - Build simple, familiar small worlds and recreate familiar experiences using figures. (dolls house etc) - Know the names of familiar small world figures. - Be beginning to use talk to organise themselves in their play.	Construction - 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 multilinks. - Be beginning to use screws/ nuts, bolts, hammer and nails. Small world - 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.	Construction - Create collaboratively, sharing ideas with others. - Use very small bricks/blocks and lego in various shapes. - 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. - Use screws/nuts and bolts, hammer and nails with precision and control. Small world - 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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Role play					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Feeding and caring for baby dolls Pretend cooking with toy food Washing dolls or soft toys Using toy telephones Dressing up with simple hats and bags	Grocery shop with baskets and food items Tea party with cups and plates Cleaning with toy brushes and cloths Looking after pets using toy animals Driving buses, cars, or tractors Basic doctor kits for caring for dolls Pretending to be firefighters or builders	- Listen and respond to instructions. - Play alongside others engaged in the same theme. - Pretend one object represents another. Family role play (mum, dad, baby, grandparents) Cooking meals and setting the table Caring for babies with routines such as feeding and bedtime Café or restaurant Supermarket with shopping lists and tills	- 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.	- 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.	- 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

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Sand & Water					
Start of preschool Age -2 years old	**Age – 3 years old**	**Age-4 years old**	**Reception Autumn Term/ End of Nursery**	**Reception Spring Term**	**Reception Summer Term**
Filling and emptying buckets Scooping sand with spoons and cups Making simple sand piles and mounds Exploring sand with hands and fingers Using large moulds to make shapes Digging with spades Water Play Splashing and exploring floating objects Washing dolls, animals, or vehicles Squeezing sponges Using watering cans Playing with boats and floating toys	Making roads and tracks for vehicles Burying and finding objects Creating patterns with tools and natural materials Using funnels, sieves, and pipes Water Play Exploring water wheels, tubes, and channels Using pipettes, turkey basters, or large droppers Conducting simple floating and sinking investigations Washing and caring for small-world toys	- Use hands to dig in the sand and fill a bucket. - Be beginning to use a large spade/shovel. - Use hands to mould the sand and bury things. - Be beginning to talk about their creations/intentions. Water - Listen and respond to instructions. - Be beginning to pour from large jugs. - Fill and empty a large container (may not be accurate.) - Explore floating and sinking using boats and stones.	- 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. Water - 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. - Use sponges.	- 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. - Tip sand off a spoon by moving and rotating just their wrist. - Comment on what they have made and explain how. Water - Pour from a teapot or watering can. - Be beginning to measure capacity and use tubing, bottles and guttering to transfer water. - Experiment with floating and sinking and can comment on their findings. - Be beginning to have an awareness of how materials behave in water.	- 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. Water Pours accurately from a cup, glass or bottle. - Uses a funnel correctly. - Fill and empty bottles of

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					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.