



Area of provision	<div style="display: flex; justify-content: space-between; align-items: center;"> Start of Nursery → End of Reception </div>						
<p>Mark Making</p> <p>Writing</p>	<p><u>Key Skills and Knowledge</u></p>	<ul style="list-style-type: none"> • Marks do not communicate meaning • Does not always look at paper when making marks 	<ul style="list-style-type: none"> • Controls scribbles • Draws circles. Lines and other patterns • Uses large-muscle movements like waving streamers and painting large strokes 	<ul style="list-style-type: none"> • Is aware that print has meaning • Gives meaning to own marks • Uses a comfortable grip with good control. • Uses one-handed tools like scissors to make snips. 	<ul style="list-style-type: none"> • Understand that writing and drawing are different • Is aware of directionality • Name and write recognisable letters • Shows a preference for a dominant hand and begins to use a 'tripod' pincer grip 	<ul style="list-style-type: none"> • Becomes aware of letter/sound connections • Writes recognisable letters/words/phrases. • Can orally compose a sentence before writing. 	<ul style="list-style-type: none"> • Can read back writing to an adult • Uses phonic knowledge to support with spelling • Beginning to understand use of punctuation • Holds a pencil effectively with a tripod grip in almost all cases. • Writes most letters correctly formed
	<p><u>Enabling Environments</u></p>	<p>Chunky pencils/pens</p> <p>Pencil control patterns</p> <p>Large easels</p> <p>chalkboards or paper taped to walls</p> <p>Large brushes with water</p>		<p>Name cards</p> <p>Whiteboards and pens</p> <p>Pens/pencils/crayons/chalks</p> <p>Variety of paper</p> <p>"print-rich" displays</p>		<p>Sound mats</p> <p>Key words</p> <p>Word mats</p> <p>Sentence prompts</p> <p>Variety of templates</p> <p>Notebooks</p> <p>Labels around the room</p>	

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Small Worlds	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> Imitates sounds (e.g.:- Vehicles and animals) Represents objects as what they are Represent an environment that they are familiar with 	<ul style="list-style-type: none"> Explains their actions in small world play (e.g.:- Pretend the man is walking) Reacts their experiences through a narrative 	<ul style="list-style-type: none"> Represents objects as different objects Explains what they are (e.g.:- This is my car) Talks expressively about the object they have 	<ul style="list-style-type: none"> Represent/create environments from stories Uses some story language in their play - familiar lines from stories, familiar story themes Articulates thoughts and feelings through narrative 	<ul style="list-style-type: none"> Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative Create an environment that they have created/imagined 	<ul style="list-style-type: none"> Children design and imagine their own story setting Uses story language and story features to create a narrative of their own Able to intertwine their own experiences with the experiences of others Creates shared narratives
	<u>Enabling Environments</u>	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)			

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Construction	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> •Uses resources to build towers. •Builds vertical models •Constructs in a large space with large blocks 	<ul style="list-style-type: none"> •Constructs in a small space with small blocks •Has an idea about what they will build before they begin •Selects resources they need as they go 	<ul style="list-style-type: none"> •Uses resources to construct buildings •Positions resources both vertically and horizontally •Connects buildings and structures (e.g.:- Putting a road between buildings). 	<ul style="list-style-type: none"> •Select the appropriate sized blocks/construction resources for their chosen purpose. •Select the appropriate sized blocks/construction resources for chosen workspace. •Knows what they want to build when they begin to construct •Plans what they will use 	<ul style="list-style-type: none"> •Combines resources to create a structure •Builds more elaborate structures. •Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure •Ensures model is stable •Build a house/model with different rooms or different parts 	<ul style="list-style-type: none"> •Uses smaller blocks/ construction tools to create intricate structures •Change, adapt and modify model to serve a purpose •Combine construction resources to create model •Creates a design before they construct
	<u>Enabling Environments</u>	Duplo Stickle bricks Mobilo Small block Large blocks	Lego Mobilo Small blocks Large Blocks Coloured blocks Kapla Squared paper	Small blocks Kapla Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets			

Area of provision	Start of Nursery  End of Reception						
Home Corner Role Play	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> •Laughs and smiles in role. •Pretends to cry in role •Plays in role as themselves in situations that are within their experience •Acts out common scenarios 	<ul style="list-style-type: none"> •Talks about and explains their actions in role play •Reacts their experiences through a narrative •Expresses some emotions through role play 	<ul style="list-style-type: none"> •Shows an awareness of the feelings of other 'characters' feelings in joint role play •Dresses in different outfits to become different characters • Uses props to develop their chosen character role 	<ul style="list-style-type: none"> •Acts out both familiar and imaginative scenarios •Uses some story language in their play - familiar lines from stories, familiar story themes •Describes what they are doing in their role play •Articulates thoughts and feelings through narrative 	<ul style="list-style-type: none"> •Expresses a range of emotions through role play •Responds to scenarios in role play with empathy •Plays different roles. •Uses different voices and expressions 	<ul style="list-style-type: none"> •Takes on a range of roles confidently •Uses story language and story features to create a narrative of their own •Creates shared narratives •Able to intertwine their own experiences with the experiences of others
	<u>Enabling Environments</u>	Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.	Till and coins Selection of play food Household objects Role play outfits Begin to introduce more open-ended resources Babies and baby clothes	Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)			

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Playdough	<u>Key Skills and Knowledge</u>	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/ clay • Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay 	<ul style="list-style-type: none"> • Tears dough/ clay with fingers • Splits up dough using hands • Squashes dough with hands and fingers to shape it 	<ul style="list-style-type: none"> • Uses rolling pin to flatten dough/ clay with some necessary pressure • Explores the way tools create different textures • Uses cutters to cut out shapes in dough/ clay 	<ul style="list-style-type: none"> • Uses tools to cut away excess dough • Smooths dough with hands/ fingers to shape it • Roll dough in hands to shape it and manipulate it. 	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape • Chooses tools to create a desired shape, size, texture • Uses cutting tools to create a desired shape 	<ul style="list-style-type: none"> • Uses cutting tools to cut away any excess dough/ clay • Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail
	<u>Enabling Environments</u>	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.			

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Maths	Key Skills and Knowledge	<ul style="list-style-type: none"> Say number names to count objects, not necessarily in the right order Can use number language within play Beginning to recognise some numerals Represent numbers on fingers Select and rotate shapes to fit in a given space Explore/play with shapes to build towers and make pictures 	<ul style="list-style-type: none"> Can find two shapes that are the same Continue a pattern that has been started Direct comparison of 2 objects Use of some language within play Say one number name for each object (one to one correspondence) Give someone a specified number of objects 	<ul style="list-style-type: none"> Subitise when in a regular pattern e.g. dice Recognise numerals to 5 Recognise different number representations Can spot real life shapes in the environment that match shapes within their play Can name basic 2D shapes (square, circle, rectangle, triangle) 	<ul style="list-style-type: none"> Can use full and empty to describe capacity Can use small/ big and tall/short to describe size Can you long and short to describe length Comments on shapes of objects during play Makes shape pictures with a template Create an ABABAB pattern Explore balance 	<ul style="list-style-type: none"> Move or touch objects to count them Count objects that cannot be touched Count objects that cannot be seen e.g. sounds/claps Give a specified number from a larger group Subitise when in an irregular pattern Recognise numerals to 10 Intentionally select a shape for a purpose e.g. A cylinder because it rolls Talk about the properties of 2D and 3D shapes 	<ul style="list-style-type: none"> Can identify a variety of 2D and 3D shapes Makes shape pictures without a template Spot an error in a pattern and correct Can use balance scales to determine which is heavier or lighter Beginning to measure items using non-standard units (cubes, paperclips, handprints) Can order 3 objects by size
	Enabling Environments	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations			

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Fine Motor	Key Skills and Knowledge	<ul style="list-style-type: none"> ● Use of hands to post items into containers ● Popping bubble wrap ● Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	<ul style="list-style-type: none"> ● Putting coins/cards in a container with a slit ● Moulding dough into different shapes ● Washing up liquid bottles to empty liquid out ● Threading chunky beads onto pipe cleaners 	<ul style="list-style-type: none"> ● Large pegs on pegboards ● Sponges to squeeze out water ● Pegs onto cardboard shapes/pieces of ribbon ● Threading pasta onto string ● Threading leaves onto sticks 	<ul style="list-style-type: none"> ● Scoops/spoons to put objects into containers ● Balancing small balls on golf tees ● Pipettes to squeeze out one drop of liquid ● Threading pipe cleaners into colanders ● plant pots/air flow balls ● Thread cut up straws onto pipe cleaners 	<ul style="list-style-type: none"> ● Threading beads onto pipe cleaners to make bracelets ● Weaving ribbon ● Hanging objects onto trees/twigs ● Threading nuts and bolts ● Tweezers to pick up small objects 	<ul style="list-style-type: none"> ● Small matchsticks into small holes Balancing marbles on golf tees ● Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) ● Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape) ● Tongs to pick up small objects
	Enabling Environments	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners Simple tools	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners Straws	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts			

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Creative Area	<p>Key Skills and Knowledge</p>	<ul style="list-style-type: none"> • 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 • Explores fastening resources together using available resources • Uses glue to attempt to stick but may not be secure 	<ul style="list-style-type: none"> • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card • Experiments with colour mixing but with no intention to mix a certain colour • Explores printing with different objects • Prints randomly on paper • Covers the paper in paint • Paints in random direction 	<ul style="list-style-type: none"> • Some control over scissors to cut materials • Holds scissors correctly • Fastens paper and card together with success • Beginning to explore techniques to join thicker materials • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose 	<ul style="list-style-type: none"> • Uses sticking resources to explore creating different textures • Uses primary colours to mix secondary colours • Explores the properties of colours as they mix • Mixes colour for a desired purpose • Paints onto chosen printing tool before printing • Takes time when printing • Uses horizontal and vertical brush strokes to paint • Paints a desired picture • Gives meaning to the marks that they make. 	<ul style="list-style-type: none"> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card • Plans how they will fasten things together • Checks that fastening is secure • Selects media to achieve desired effect • Make decisions about what they will use to stick • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is • Experiments with different tones and shades • Makes choices about what colours they will mix 	<ul style="list-style-type: none"> • Experiments with different tones and shades • Makes choices about what colours they will mix • Mixes an intended colour for an intended purpose • Prints to create patterns and pictures • Prints with a range of colours. • Carefully plans where they will print and what they will print • 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
	<p>Enabling Environments</p>	<p>Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, Feathers Paint brushes Poster paint Water Palettes</p>	<p>Scissors, cello tape, masking tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue, Glue sticks Lollipop sticks, match sticks, pom poms, Different sized paint brushes Powder paint, Poster paint Mixing cards Water Palettes Range of paper</p>	<p>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 Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists</p>			

