



Progression of Skills in the Continuous Provision Document

Progression of skills and knowledge document- Continuous Provision

Children are expected to...

Creative Area		
Skills- See progression information below.		
Knowledge- The vocabulary of the tools and techniques used. The vocabulary involved with textures. A knowledge of colours, different materials and their properties. Construct, snip, crunch, twist, fold, flatten, squash, squeeze, poke, rough, smooth, rigid, flexible etc.		
Autumn	Spring	Summer
<p>Collage</p> <ul style="list-style-type: none"> - Listen to instructions and follow the rules. - Use a glue stick appropriately, twist and replace the lid. Use a glue spreader. - Share resources with support after modelling by an adult. - Use a tape dispenser to cut the correct amount of tape. - Use easi-grip scissors and/or child scissors (which may not be held correctly) - Be beginning to use materials for a purpose. - Use simple cutting and sticking techniques. - Be beginning to use relevant vocabulary. 	<p>Collage</p> <ul style="list-style-type: none"> - Be beginning to use tools with control and use materials and 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. - 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. 	<p>Collage</p> <ul style="list-style-type: none"> - Remember the knowledge and skills acquired in Autumn and Spring. - Share ideas, resources and skills. - Have clear intentions and evaluate, adapt, improve and test their models. - Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc. - Have extended their vocabulary in describing materials/textures. Such as rough, smooth, rigid, flexible. - To improve models by adding texture. - Adapt the materials and resources used, such as cutting things to the correct size and shape.

- Add other materials to develop models such as tissue paper, glitter etc.

Paint/Draw

- Know what a paint brush is used for.
- Use a thick paintbrush.
- Wash and replace the resources used with adult support.
- Identify colours.
- Paint/draw lines and circles to represent an object or person.
- Draw/paint simple things they observe. - Engage in mark making.
- Express their emotions through drawings/paintings.
- Print with blocks and sponges.
- Use tools for a purpose (with support.)
- Squeeze a paint bottle (with support) to get the correct amount of paint into a palette. Adult to model initially.

Sculpture/Playdough

- Learn the rules.
- Be developing muscle control by manipulating clay/playdough by rolling, cutting, pinching etc. Poke the playdough/clay with tools.
- Bang and pound the clay/playdough to form different shapes.

- Consider the placing of resources to create simple representations.

Paint/Draw

- Use thick/thin paintbrushes.
- Wash and replace the resources used with little prompting.
- Mix and explore primary colours. - Paint/draw bodies of an appropriate size with some extra details.
- Draw/paint simple things from memory and beginning to draw self-portraits, buildings and landscapes.
- Print with small blocks and sponges.

Sculpture/Playdough

- Know and follow the rules.
- Make something that they can give meaning to.
- Have developed some fine motor skills e.g. twist, pull, pinch, poke etc.
- Develop a variety of techniques. Can join shapes together to create recognisable forms.
- Roll a sausage shape into a coil and roll dough/clay into a ball.
- Add details such as mouth and eyes.

Paint/Draw

- Use thick and thin paintbrushes for a purpose, adding detail.
- Independently wash and replace the resources used. - Colour match to a specific colour and shade.
- Paint/draw with detail (bodies with sausage limbs and additional features)
- Draw/paint self-portraits, landscapes and buildings.
- Create patterns/ meaningful pictures when printing and print with a variety of resources.

Sculpture/Playdough

- Explain the reasons for the rules. - Make something with clear intentions using a variety of techniques and shapes to sculpt.
- Have developed good control over skills such as twisting, pulling, poking, pinching etc.
- Uses tools such as plastic knives to cut and mould.
- Create people and things in a vertical position and become skilled in joining and forming clay/playdough.
- Pay attention to details and create designs that have patterns.

<ul style="list-style-type: none"> - Use simple tools such as a rolling pin and cutters. Rolling out and cutting out forms and begin to "pretend" with them. - Roll a sausage shape. 		
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Small World/ Construction Area

Skills- Small world: To act out a narrative, story and recreate personal experiences.

Skills-Construction: To balance, enclose and connect various resources appropriately. To design with a purpose in mind.

Knowledge- Small world: To develop knowledge of different small worlds and the vocabulary associated with them. To name figures, objects such as occupations and jungle or arctic animals etc. To develop a wealth of experiences and events. To have an increased knowledge of cultures, community, occupations and of past lives or events.

Knowledge- Construction: To have a knowledge of various buildings in real life in order to replicate them. To name the resources and materials needed in order to construct. To have a knowledge of how different materials behave when constructing.

Autumn	Spring	Summer
<p>Construction</p> <ul style="list-style-type: none"> - Learn the rules of the area, e.g., Put the resources away when finished. - 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. <p>Small World</p> <ul style="list-style-type: none"> - Learn the rules of the area. 	<p>Construction</p> <ul style="list-style-type: none"> - Know and follow the rules independently. - Take turns and share the resources independently. - Use smaller blocks, bricks to construct. <p>Uses various shaped blocks such as cylinders etc.</p> <ul style="list-style-type: none"> - Build models which replicate those in real life using a variety of resources. 	<p>Construction</p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - 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.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. <p>Small World</p> <ul style="list-style-type: none"> - Know and follow the rules independently. - Build complex small worlds using a wide range of resources. - Enhance small world play with simple resources. - Use acquired knowledge and new vocabulary to develop story lines in their play with others - Confidently talk about their small worlds and storyline. 	<ul style="list-style-type: none"> - Use screws/nuts and bolts, hammer and nails with precision and control. <p>Small World</p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - Compare and contrast small worlds they have created. - Enhance small world play with resources that they pretend are something else. - Use a wide range of vocabulary developed throughout the year in their play. - Invent and recount narratives in small world play with others.
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Fine Motor Area

Skills- See progression information below.

Knowledge- Name one handed tools and equipment. New vocabulary of techniques and processes, such as threading, pouring, snipping, slicing etc

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Learn the rules of the area. - 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. 	<ul style="list-style-type: none"> - Know and follow the rules independently. - 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. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - 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.

- Dough disco will be improving finger dexterity.

Sand and Water Area

Skills- Sand. See progression information below.

Knowledge -Sand. Knowledge of new techniques and vocabulary such as, dig, scoop, flatten, mould, sculpt, manipulate, fill, tip, manipulate, empty, fill, deep, shallow.

Skills- Water. See progression information below.

Knowledge- water. Knowledge of new techniques and vocabulary such as funnel, guttering, pouring, empty, full, nearly full, nearly empty, absorption, waterproof etc. Knowledge of floating and sinking and the properties of different materials and how they behave in water.

Autumn	Spring	Summer
<p>Sand</p> <ul style="list-style-type: none"> - Learn the rules of the area. - Pour sand using hands and large jugs. - Use a one- handed tool, 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. <p>Water</p>	<p>Sand</p> <ul style="list-style-type: none"> - Know and follow the rules independently. - Pour sand using spades and shovels. - Select an appropriate size of spade or shovel to fill their bucket or container. E.g. Small bucket, small spade. - Dig with spades and large spoons. - Model with shaped containers, make a sand castle. - Bury objects using spades, large spoons etc. - Tip sand off a spoon by moving and rotating just their wrist. - Comment on 	<p>Sand</p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - Pour sand using a funnel or tubing. - Be skilled in using a range of one- handed tools such as a rake, shovel, scoop etc. - Use small scoops and teaspoons to fill pots and moulds, carefully and with good hand and eye coordination. - Dig using teaspoons, measuring spoons and forks. - Use small resources such as lolly sticks, twigs,

<ul style="list-style-type: none"> - Learn the rules of the area. - 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. Using small world animals, boats, stones etc. - Use sponges. 	<p>what they have made and explain how.</p> <p>Water</p> <ul style="list-style-type: none"> - Know and follow the rules independently. - Pour from a teapot or watering can. - Fill and empty cups and various sizes of container. - Be beginning to measure capacity and use tubing, bottles and guttering to transfer water. - Experiment with floating and sinking using a variety of resources and materials and can comment on their findings. - Be beginning to have an awareness of how materials behave in water. 	<p>matchsticks etc to add definition and design to the things they are creating in the sand.</p> <ul style="list-style-type: none"> - Bury objects using teaspoons and small utensils. - Explain to others the methods and processes they have used. - Share their skills with others. <p>matchsticks etc to add definition and design to the things they are creating in the sand.</p> <ul style="list-style-type: none"> - Bury objects using teaspoons and small utensils. - Explain to others the methods and processes they have used. - Share their skills with others. <p>Water</p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - Pours accurately from a cup, glass or bottle. - Uses a funnel correctly. - Fill and empty bottles of various sizes. - Measure capacity and manage bottles with different lids. - Use tubing, guttering and small utensils (spoons) effectively to transfer water and can adapt their techniques appropriately. - Experiment, explain and comment on floating and sinking using natural materials
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		and resources, considering the properties of the materials used. E.g. the absorption/ waterproof factors.
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Role Play Area		
Skills: See progression document below.		
Knowledge: Build up a knowledge of experiences, events, themes and stories. Knowledge of new vocabulary developed through new experiences, events, stories etc.		
Autumn	Spring	Summer
<ul style="list-style-type: none"> - Learn the rules of the area. - 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. 	<ul style="list-style-type: none"> - Know and follow the rules independently. - Recreate real life experiences/ events such as doctors, restaurant, dentist etc. - Extend and elaborate their play ideas and intentions. - Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline. - Use child centred vocabulary. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - Use their imagination to develop their own storylines. - Take account of everyone'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.

Music, Singing and Dancing Area

Skills: See progression document below.

Knowledge: Identify and name different instruments and how to play them. A knowledge of a wide variety of songs and dances. Music vocabulary such as volume, pitch, rhythm, beat etc. A knowledge of dance and performance.

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Learn the rules of the area. - 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. - Move to music, copy some basic actions and remember some simple sequences. - Watch dances and performances for short periods of time. 	<ul style="list-style-type: none"> - Know and follow the rules. - 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. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - 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. - Express their own opinions of dances and performances. - Create simple dances of their own.

- Share their likes and dislikes about dances/performances,

Investigation Area

Skills: See progression document below.

Knowledge: A knowledge of how to use a variety of tools and equipment, and to name them. Develop a wide vocabulary of investigative language and scientific processes/ techniques. E.G. magnifying glass, binoculars, timers, funnels, lens, mirror, magnet, experiment, test, investigate, predict, record, results, dissolve, absorb, melt, liquid, substance etc.

Autumn

- Learn the rules of the area.
- 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.
- Talk about the differences between materials and the changes they observe.
- Explore how things work and question why things happen.
- Explore simple tools and equipment and how to use them.
- Be beginning to use some science words.
- Be beginning to develop and share their ideas.
- To have a simple guess

Spring

- Know and follow the rules.
- 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.

Summer

- Explain the reasons for the rules.
- Explore the environment, making observations and drawing pictures of their investigations.
- Explore materials and develop ideas of grouping, sequences, cause and 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.

<ul style="list-style-type: none"> - What might happen? (may not be realistic) 		<ul style="list-style-type: none"> - Ask simple questions. - Use a wide range of scientific vocabulary. - Work independently to develop skills and can share these skills with others. - Make a simple prediction about what will happen based on previous knowledge/ learning.
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Reading Area		
<p>Skills: See progression document below.</p>		
<p>Knowledge: Knowledge of how to read print. Knowledge of a variety of fiction/ non-fiction books. New vocabulary such as glossary, contents, index, author, illustrator etc. Knowledge of how to find out key information from a book. New knowledge derived from books. Knowledge of acting out a story from a book.</p>		
Autumn	Spring	Summer
<ul style="list-style-type: none"> - Learn the rules of the area. - 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 nonfiction books. 	<ul style="list-style-type: none"> - Know and follow the rules. - Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary. - Act out/ use puppets to retell a variety of stories, with attention to detail regarding characters etc. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - Talk about and discuss a variety of fiction/non- fiction books using a wide range of vocabulary. - Have built up a knowledge of new vocabulary such as glossary, contents etc. associated with nonfiction books. - Select non-fiction books and use their knowledge to find out information independently. - Invent their own stories and/or adapt known stories and act them out.

Maths Area

Skills: See progression document below.

Knowledge: Mathematical vocabulary, shape names, properties of shapes, language related to time, money, length weight and capacity. Knowledge of how to solve mathematical problems. Knowledge of pattern.

Autumn	Spring	Summer
<p>Number</p> <ul style="list-style-type: none"> - Learn the rules of the area. - 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. <p>Shape, Space and Measure.</p> <ul style="list-style-type: none"> - Talk about and explore 2D and 3D shapes (E.g. Circles, rectangles, triangles and cuboids) using informal and mathematical 	<p>Number</p> <ul style="list-style-type: none"> - Know and follow the rules. - 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. <p>Shape, Space and Measure.</p> <ul style="list-style-type: none"> - 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. 	<p>Number</p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - 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. <p>Shape, Space and Measure.</p> <ul style="list-style-type: none"> - 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.

<p>language: sides, corners, straight, flat, pointy and round etc.</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. Pattern - 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. 	<ul style="list-style-type: none"> - 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 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. <p>Pattern</p> <ul style="list-style-type: none"> - Continue, copy and create repeating patterns. - Notice an error in a repeating pattern and correct it. 	<ul style="list-style-type: none"> - Compare and discuss length, weight and capacity. - Confidently use everyday language related to time and money. <p>Pattern</p> <ul style="list-style-type: none"> - 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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Writing Area.

Skills: See progression document below.

Knowledge: Phonic knowledge, knowledge of letter formation, sentence structure, capital letters, full stops, finger spaces etc. How to hold a pencil effectively, tripod grip.

Autumn

- Learn the rules of the area.
- Use the resources in the area and be supported in using the resources in other areas.
- Use a comfortable grip showing a preference for a dominant hand when holding pens and pencils.
- Write some letters accurately
- Write some or all of their name.
- Begin to use some of their print and letter knowledge in their early writing, e.g. Writing a list that starts at the top of the page. Writing an initial letter sound/s.

Spring

- Know and follow the rules.
- 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.

Summer

- Explain the reasons for the rules.
- 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.

Messy Area

Skills: See progression document below.

Knowledge: A knowledge of how to use a variety of tools and equipment, and to name them, spatula, whisk, masher, tongs, etc. a knowledge of vocabulary associated with textures: rough, smooth, lumpy, gooey, gritty, firm, soft, soggy, sticky, slimy, bouncy, wobbly, hairy, coarse, bristly etc. Knowledge of techniques.

Autumn

- Learn the rules of the area.
- Select and use the resources/equipment.
- Show curiosity when exploring new materials, experiences, textures etc.
- Use all their senses in hands on exploration and have their own ideas.
- Talk about what they see, hear, feel, smell and taste.
- Represent experiences in their play.
- Act out experiences.
- Developing fine motor skills, using techniques, tools and equipment.
- Realise cause and effect.

Spring

- Know and follow the rules.
- Select and use the resources and equipment with increasing independence.
- Describe what they see, hear, feel, smell and taste.
- Act out experiences with other people.
- Be beginning to find ways to solve problems and test their ideas.
- Be developing and practising fine motor skills through using and handling tools, equipment and techniques.

Summer

- Explain the reasons for the rules.
- Select resources and equipment with independence.
- Explain what they see, hear, feel, smell and taste.
- Review their findings.
- Develop a narrative or storyline into their play.
- Make predictions and test their ideas.
- Describe problems they encounter and suggest ways to solve the problem.
- Have developed fine motor skills needed for writing etc. through using and handling tools, equipment and techniques.