NB: Yellow = nursery, non-highlighted = HA nurs/rec

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| **Role Play**– Playing alongside others, communicating, sharing ideas, negotiating and co-operating – Recreating familiar, real-life scenarios; being a family, being mum, dad, siblings, pets – Acting out common scenarios such as meal times, feeding baby, watching TV, reading, birthdays, coming and going in and out, etc– Making decisions about the resources they need  – Handling and using resources, managing and organising resources, getting things out and tidying away – Pretending to be characters, real-world and imaginary; play in character, with different voices and expressions  – Making notes, lists, reading food labels, postcards, recipe books, birthday cards, telling the time  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking  | **Observations** |
| **Small World** - Make decisions about the resources they need - Plan and communicate their ideas - Express their thoughts and ideas to others, adults and children - Co-operate with peers and share resources  - Create imaginative and real world scenarios - Create stories around a set of characters - Create stories with a familiar pattern and sequences - Retell stories to and/or share story ideas with an audience - Act out familiar experiences- Narrate their play  - Design a setting for a story and characters - Adapt and modify ideas, trial and error - Reflect on progress and outcome of their ideas - Draw and/or label designs and/or create maps of their story setting - Find ways to record ideas and stories - Experiment with and use a range of vocabulary to describe their designs, ideas and stories - Use mathematical, descriptive, scientific, geographical language to describe settings and characters  | **Observations** |
| **Sand**– Selecting, holding, filling, emptying, manipulating, marking, flattening using fine motor skills  – Making decisions around the resources they need  – Caring for resources appropriately  – Filling and measuring with increasing accuracy – Actively sorting, matching, comparing, ordering and positioning  – Patting, shaping, flattening, smoothing, marking and manipulating the sand – Independently making marks in the sand with hands or tools – Talking about the texture of sand and the change in texture when water is added – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking – Making up stories, acting out events, pretending to be characters, creating imaginative and real-world scenarios linked to communication and language  – Narrating their play linked to language and expressive arts   | **Observations** |
| **Dough**-Selecting, holding, manipulating, marking, cutting, flattening using fine motor skills – Making decisions around the resources they need – Caring for resources appropriately– Cutting, rolling and shaping with increasing accuracy – Patting, shaping, flattening, smoothing, marking and manipulating the dough – Independently making marks in the dough with hands or tools – Talking about the texture and shape of the dough and the changes as it is manipulated – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking – Making up stories, acting out events and special occasions, pretending to be characters, creating imaginative and real-world scenarios linked to communication and language – Talking about number and using language linked to ages and birthdays – Narrating their play linked to language and expressive arts | **Observations** |
| **Water**– Selecting, holding, manipulating resources linked to PD – Pouring, filling and measuring with increasing accuracy and linked to maths, volume and capacity – Actively counting, sorting, matching, comparing, ordering and positioning linked to maths and numbers – Stirring, whisking, mixing water observing how it moves, what it can do, feels like linked to UW, Science – Dropping, sliding, blowing, pushing objects into water, investigating how they move and can be moved linked to UW, Science – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking – Making up stories, acting out events, pretending to be characters, creating imaginative and real world scenarios linked to communication and language  – Narrating their play linked to language and expressive arts – Making decisions around the resources they need linked to PSED – Caring for resources appropriately linked to PSED  | **Observations** |
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| **Mark Making**– Making decisions about the resources they need – Planning and communicating their ideas – Expressing their thoughts and ideas to others through mark making – Co-operating with peers and sharing resources – Documenting familiar experiences and play narratives – Creating and documenting stories from their imagination – Retelling stories to and/or share story ideas with an audience – Exploring different ways of making marks – Writing, drawing and creating patterns for a purpose – Developing ways of recording and documenting their experiences and ideas – Reflecting on their progress and the outcome of their ideas – Practising writing and drawing skills; developing a tripod grip and increasing control over mark makers – Creating books, cards, letters, invitations and notes – Putting phonics knowledge into practice through writing; blending and segmenting words – Developing grapheme recognition and capacity to write graphemes and words – Experimenting with and using a range of vocabulary to describe their designs and ideas

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| **Investigation/nature**--Making decisions about the resources they need – Exploring resources on their own or with a friend – Carefully observing, noticing and investigating resources, sharing and talking about what they notice – Planning what to do next and communicating this – Expressing their thoughts and ideas to others through talk and mark making – Co-operating with peers and sharing resources – Carefully observing, noticing and investigating the world around them – Asking questions about the things they observe – Experimenting with and using a range of vocabulary to formulate and describe their ideas – Reflecting on their progress and the outcome of their ideas – Formulating hypotheses about what and why things happen and how things work – Testing ideas and theories – Developing ways of recording and documenting their experiences and ideas. |

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 | **Observations** |
| **Snack*** Sit down at the table
* Hand gel
* Look at the fruit options
* Choose which fruit to eat (understanding likes and dislikes)
* Peel fruit (understand which fruit needs peeled)
* Large shoulder rotation
* Elbow rotation
* Wrist rotation
* Small and controlled wrist movements
* Whole hand grasp to make sweeping movements
* Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)
* Pincer
* Cross the midline where needed
* Know if help is needed
* Bite small pieces at a time
* Chew and swallow before taking next bite
* Tidy any rubbish
* Understand hygiene (why hands need to be clean)
 | **Observations** |
| **Using Scissors to cut*** Large shoulder rotation
* Elbow rotation
* Wrist rotation
* Small and controlled wrist movements
* Whole hand grasp to make sweeping movements
* Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)
* Pincer
* Tweezers
* Lifting scissors
* Finger placement
* Open and close scissors
* Simple snips
* Controlled cutting
 | **Observations** |
| **Pencil Control** * Large shoulder rotation
* Elbow rotation
* Wrist rotation
* Small and controlled wrist movements
* Whole hand grasp to make sweeping

movements* Pincer control (index finger and thumb)
* Palmar supinate grasp
* Digital pronate grasp
* Four finger grasp
* Static tripod grasp
* Dynamic tripod grasp
 | **Observations** |
| **Writing**Toddlers (Ages 1–2 years)* Hold crayon in clenched fist
* Understand that crayons are used for making scribbles

Nursery/early Reception (Ages 3–4 years)* Draw wavy lines across the page that look like lines of text from a book
* Make distinct marks that look like letters and that are separated from each other
* Write some actual letters, especially the letters in their name
* May write their name
* May try different kinds of writing, like writing a list or a card
* May start to draw pictures and label them using letters or letter-like marks

Reception into Year One (Ages 5 - 6years)* Hold pencil correctly and form letters accurately
* [Know the sounds letters make](https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/decoding-what-it-is-and-how-it-works) and spell words based on how they sound
* Spell some common words that aren’t spelled the way they sound
* Use different endings for the same word, like *walks*, *walking*, and *walked*
* Label pictures with a few words and begin to write simple sentences with correct grammar
* By the end of reception/ early year one, write sentences about personal experiences and what they’re learning in school
* May start using different genres of writing like narratives or using writing to express their opinions ‘I like this because…’

ELG 2021* 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.
 | **Observations** |
| **Drawing*** Up to 2 ½ years
	+ Random scribbling
* 2 – 3 years
	+ Controlled scribbling
* 2 ½ - 3 ½ years
	+ Lines and patterns
* 3 – 5 years
	+ Pictures of objects/people
* 3 – 5 years
	+ Letter and words practise
 | **Observations** |
| **Reading**NurseryEnjoys rhyming and rhythmic activities.Shows awareness of rhyme and alliteration.Recognises rhythm in spoken words.Listens to and joins in with stories and poems, one-to-one and also in small groups.Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.Beginning to be aware of the way stories are structured.Suggests how the story might end.Listens to stories with increasing attention and recall.Describes main story settings, events and principal characters.Shows interest in illustrations and print in books and print in the environment.Recognises familiar words and signs, such as own name and advertising logos.Looks at books independently.Handles books carefully.Knows information can be relayed in the form of print.Holds books the correct way up and turns pages.Knows that print carries meaning and, in English, is read from left to right and top to bottom.ReceptionContinues a rhyming string.Hears and says the initial sound in words.Can segment the sounds in simple words and blend them together and knows which letters represent some of them.Links sounds to letters, naming and sounding the letters of the alphabet.Begins to read words and simple sentences.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.Enjoys an increasing range of books.Knows that information can be retrieved from books and computers.ELG 2021**Comprehension*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Anticipate (where appropriate) key events in stories.
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading*** Say a sound for each letter in the alphabet and at least 10 digraphs.
* Read words consistent with their phonic knowledge by sound-blending.
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 | **Observations** |
| **Communication****Nursery**Listens to others one to one or in small groups, whenconversation interests them.•Listens to stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events andphrases in rhymes and stories.•Focusing attention – still listen or do, but can shift ownattention.• Is able to follow directions (if not intently focused on ownchoice of activity).•Understands use of objects (e.g. “What do we use to cutthings?’)•Shows understanding of prepositions such as ‘under’, ‘ontop’, ‘behind’ by carrying out an action or selecting correctpicture.•Responds to simple instructions, e.g. to get or put away anobject.•Beginning to understand ‘why’ and ‘how’ questions.•Beginning to use more complex sentences to link thoughts(e.g. using and, because).•Can retell a simple past event in correct order (e.g. went downslide, hurt finger).•Uses talk to connect ideas, explain what is happening andanticipate what might happen next, recall and relive pastexperiences.•Questions why things happen and gives explanations. Askse.g. who, what, when, how.•Uses a range of tenses (e.g. play, playing, will play, played).•Uses intonation, rhythm and phrasing to make the meaningclear to others.•Uses vocabulary focused on objects and people that are ofparticular importance to them.•Builds up vocabulary that reflects the breadth of theirexperiences.•Uses talk in pretending that objects stand for something elsein play, e,g, ‘This box is my castle.**Reception** •Maintains attention, concentrates and sits quietly duringappropriate activity.•Two-channelled attention – can listen and do for short span.Early Learning GoalChildren listen attentively in a range of situations. Theylisten to stories, accurately anticipating key events andrespond to what they hear with relevant comments,questions or actions. They give their attention to whatothers say and respond appropriately, while engaged inanother activity.•Responds to instructions involving a two-part sequence.Understands humour, e.g. nonsense rhymes, jokes.•Able to follow a story without pictures or props.•Listens and responds to ideas expressed by others inconversation or discussion.**ELG 2021*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
* Offer explanations for why things might happen, making use of recently introduced
* vocabulary from stories, non-fiction, rhymes and poems when appropriate.
* 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.
 | **Observations** |
| **Block Play/early building**Blocks are carried around, not used for constructionBuilding begins. Children mostly make rows, either horizontal on the floor or vertical (stacking)Bridging: two blocks with a space between them, connected by a third blockEnclosures: four blocks placed to enclose a spaceWhen facility with blocks is acquired, patterns and symmetry can be observedNaming of structures, with names relating to function of buildingBuildings often represent actual structures children know from real life or stories. Strong impulse to dramatic play around the structures |  |
| **Coil****•** Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* Coil around an object (e.g. string around a pencil)
* Hold string and coil
* Secure end with pincer grip on non-dominant hand and use dominant hand to coil it around.
* Secure coil
 |  |
| **Mould**Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* Pick up chosen material in one hand
* Hold material (e.g. dough) in one hand and use the other hand to pat or squeeze the material.
* With two hands use whole hand grasp to manipulate the material into their chosen shape.
* Squeeze Pat, pinch, roll, prod the material into their chosen shapes.
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| **Print*** Large shoulder rotation

• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* To cross the mid line
* Pick up item in one hand and dip said item in the substance of your choice.
* To twisting the item in the substance
* Understanding when there is enough substance e.g. paint on.
* Pick up item in a grasp move it onto paper or material
* Press item onto the material and put pressure onto the material so it will make a mark.
* Understanding that if the item moves the print wont be as accurate.
 |  |
| **Colour Mixing**Begin to mix colours together and basic investigation of what is happeningNotice that the colours mix together to create a new colourExplore and investigate cause and effect and make basic observationsBegin to investigate creating a specific colourHave an awareness of the primary coloursKnow that the primary colours work together to make secondary coloursRetain which colours work together and apply this to create a chosen colourExplore tone and shade using black and white paintUnderstand what effect adding black and white has on different colours |  |
| **Sticking****Pritt Stick**Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• PincerTake lid off the glue stick* Hold top of pritt stick with one hand and twist the bottom of the pritt stick to raise the glue.
* To understand how much glue they need and not twist it all up.
* Secure paper with one hand and press down with the pritt stick.
* Move the pritt stick up and down to spread the glue.
* To understand when they have enough glue.

**PVA Glue*** Large shoulder rotation

• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• PincerPick up glue spreader in one handDip the glue spreader into the PVA glue.Scrape excess glue onto the side of the pot Move spreader onto their surface Move the glue spreader up and down to spread the glueTo spread the glue into a larger surface area To understand how much glue they need for their creation. To make sure glue is not just spread into one area.To attach their chosen object onto the glue. |  |
| **Extend (to link or lengthen)** Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* Understand that extend means to link/lengthen
* Place first item on surface
* Understand that second item needs to link at end point of first item
* Join and continue
 |  |
| **Bury**Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* Understand that burying means concealing an item through digging down, placing item and covering
* Dig hole large enough to fit chosen item
* Place item inside hole
* Use surplus‘dug’ material to cover item
 |  |
| **Enclose**Large shoulder rotation• Elbow rotation• Wrist rotation• Small and controlled wrist movements• Whole hand grasp to make sweeping movements• Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)• Pincer* To understand that enclose means to put something inside something else.
* Initial size ordering concepts
	+ small into large
	+ think stacking cups 😊
 |  |