



## Area - Construction Area

### Skills -

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

### Knowledge -

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.

### Construction

#### Progression of Skills

##### Nursery:

- Listen to 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 can be discussed

##### Reception:

- Learn rules of the area - put 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
- Build simple models with walls, roofs, and towers
  
- Work independently
- Take turns and share resources
- Use smaller blocks and bricks to construct
- Build models which replicar ethos in real life using a variety of resources.
- Design and construct with a purpose, using a wide range of resources
- Begin to use sets that involve screws, nuts, bolts
  
- Explain the reasons for the rules of the area
- Create collaboratively, sharing ideas with others
- Use very small bricks/blocks and lego in various shapes
- Use screws/nuts and bolts, hammer and nails with precision and control.

#### Skills linked to ELG -

- 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.



## Area - Small World

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

Knowledge -

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.

### Small World

Progression of Skills

Nursery:

- Listen to 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.

Reception:

- Learn the rules of the area.
- 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.
- 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 storylines in their play with others
- Confidently talk about their small worlds and storyline.
- Explain the reasons for the rules.
- Compare and contrast small worlds they have created.

Skills linked to ELGs:

- 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.



## Area - Sand and Water

Skills - 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.

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.

### Sand

Progression of Skills

Nursery:

- Listen and respond to instructions.
- 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.

Reception:

- 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
  
- 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.
  
- 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 ,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.
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Skills linked to ELG:

- Safely use and explore a variety of tools and techniques, experimenting with design, texture, form and function.

## Water

### Progression of skills

#### Nursery

- 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.

#### Reception

- 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.
  
- 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.
  
- 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 and resources considering the properties of the materials used. E.g. the absorption/ waterproof factors

#### Skills linked to ELGs

- Understand some important processes and changes in the natural world around them, inc changing states of matter.
- Experiment, explain and comment on water play using vocabulary linked to capacity in maths



## Area - Role play - Home Corner

[Skills](#) - See progression information below.

[Knowledge](#) -

Build up a knowledge of experiences, events, themes and stories. Knowledge of new vocabulary developed through new experiences, events, stories etc.

### [Role-Play](#)

Progression of skills

Nursery

- Listen and respond to instructions.
- Recreate familiar roles, mums and dads.
- Play alongside others engaged in the same theme.
- Pretend one object represents another.

Reception

- 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.
  
- 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.
  
- Explain the reasons for the rules.
- 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 term

Skills linked to ELGs

- Make use of props and materials when role playing characters in narratives and stories
- Role-play the lives of the people around them and their roles in society



## Area - Reading Area

Skills - See progression information below.

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.

### Reading

Progression of skills

Nursery

- Listen and respond to instructions.
- Look after books may need prompting.
- Have favourite books and enjoy sharing them with an adult or another child.
- Repeat words and phrases from familiar stories.
- Pay attention and respond to the pictures /words in books.
- Notice some print such as the first letter of their name.
- Ask questions about a book, make comments and share ideas. - Develop play around favourite stories.

Reception

- 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.
  
- Explain the reasons for the rules.
- Realise the difference between fiction and nonfiction books.
- Talk about and discuss a variety of fiction/nonfiction 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

Skills linked to ELG

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



## Area - Maths

**Skills** - See progression information 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.

### **Maths**

Progression of skills

Nursery

Number -

- Listen and respond to instructions.
- Take part in finger rhymes with numbers.
- Realise/react to changes of amount in a group of up to three items.
- Count in everyday contexts (sometimes skipping numbers.)

Shape, Space and Measure.

- Compare amounts using the language same, more, lots.
- Compare sizes, weights etc. using the language bigger/little/ smaller, high/low, tall, heavy.
- Build with a range of resources.
- Complete inset puzzles.
- Explore shapes.
- Understand position, may need prompting, gestures etc.

Pattern

- Notice patterns and arrange things in patterns.

### **Reception**

**Autumn**

Number

- 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.

Shape, Space and Measure.

- Talk about and explore 2D and 3D shapes (E.g. Circles, rectangles, triangles and cuboids) using informal and mathematical language: 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.

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

## **Spring**

### **Number**

- 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.

### **Shape, Space and Measure.**

- 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 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.

### **Pattern**

- Continue, copy and create repeating patterns.
- Notice an error in a repeating pattern and correct it.

## **Summer**

### **Number**

- 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.

### **Shape, Space and Measure**

- 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.
- Confidently use everyday language related to time and money.

### **Pattern**

- 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.



## Area - Writing

Skills - See progression information 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.

### Reading

Progression of skills

Nursery

- Listen and respond to instructions.
- Use simple tools/ equipment such as chunky chalk, chunky pencils and chunky crayons.
- Be beginning to draw lines and circles.
- Enjoy drawing freely. Add some marks to their drawings which they give meaning to.
- Make marks on their picture to represent their name.
- Be beginning to write some letters from their name.

Reception

- 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.
- 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.
- 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.



## Area - Blue Zone - Creative

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.

### Collage

Progression of skills

Nursery

- Listen and respond to simple instructions.
- Be beginning to use a glue stick, spreader etc. with some support from an adult.
- Be beginning to show control in sharing resources after modelling by an adult.
- Often use both hands when using scissors, open and closing the blades.
- Uses simple resources and may join flat surfaces using glue.
- Be beginning to make a simple model, expressing a simple idea.

Reception

- 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 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.
- Consider the placing of resources to create simple representations.
  
- 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.

### Paint/Draw

Progression of skills

Nursery

- Enjoy using hands and fingers to paint.

- May use a thick paint brush in the palm of their hand.
- Identify some colours.
- Take part in early mark making with paint.
- Print with larger blocks and sponges.
- Use simple tools.
- Be beginning to draw lines and circles.
- Draw/paint self portraits
- Enjoy drawing freely.
- Add some marks to their drawings which they give meaning to.
- Make marks on their picture to represent their name.

#### Reception

- 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
- Use thick/thin paint brushes.
- 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 with recognisable features, buildings and landscapes.
- Print with small blocks and sponges.
- Use paintbrushes with a purpose, adding detail.
- Independently wash and replace the resources used.
- Colour match to a specific colour and shade (with support)
- 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.

### Playdough

#### Progression of skills

##### Nursery

- Listen and respond to simple instructions
- Pile and stack clumps of playdough.
- Use hands to squash playdough and develop muscle control.
- Use little detail.
- Use some simple tools, but not showing much control, (rolling pin etc.)
- Explore and make marks in clay.

##### Reception

- 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.
- 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.
- 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.
- 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.

Skills linked to ELG:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.