Ashwicken Primary School

Early Years Foundation Stage Policy

Formally adopted by the Governing Board/ Trust of:-	**Ashwicken Primary School**
On:-	
Chair of Governors/Trustees:-	
Last updated:-	**Spring 2024**

1. Aims and Objectives

At Ashwicken C of E Primary, we believe that the early years of school life underpin and set the standard for all other learning to follow.

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow”

(Development Matters 2020)

Our Foundation Stage provision (EYFS) offers the necessary balance of ‘teacher-led’ input and ‘child-initiated’ learning. We create a supportive, stimulating environment in both the indoor and outdoor classroom areas for children to play and engage in enquiry, discovery and reflection. We value the importance of first hand and practical learning. We want our children to be confident in expressing their ideas, happy to make independent choices, and keen to explore the world around them. It is here in the EYFS that we set down the roots of our curriculum approach at Ashwicken Cof E Primary School.

It is really important to us that children are encouraged to think and talk about what they are learning and how they are developing, using the language of learning even at this young age. This is an early approach to ‘metacognition’, enabling the children to begin to see themselves as learners and build on their love of learning. We know that children at Ashwicken love learning, thrive on knowledge and like to bring what they discover at home into the classroom via our parent/ school app, Class Dojo.

Learning habits and routines are very important and we teach pupils how to look after and enjoy the resources around them which in turn embeds our school Christian values. We aim to make the learning relevant to children’s lives through our EYFS themes and calm, engaging, learning environment. We place the pupils’ individual interests at the heart of the classroom so they feel unique, safe, secure and ready to learn. We take time to support the children in being able to take care of their own physical needs, understanding how to keep their bodies safe and healthy, which includes; hand washing and brushing their teeth!

The EYFS provision is centred round the children’s all-round development and the EYFS Statutory Framework (Sept 2023). Developing key skills such as writing, reading and mathematics, as well as essential social, personal, creative, communication and physical development goals.

2. Legislation

We use our skills and expertise to create routines, build relationships and develop activities and resources in a rich learning environment. This provides pupils with the opportunities and conditions to flourish in all aspects of their development. We provide balance across the areas of learning and look to identify each child’s specific needs, strengths and next steps, so that they can make excellent progress*. (See appendix 1 for Provision and Play)*

We ensure effective practice in relation to each of the four overarching principles of EYFS (see above), which are detailed in the Statutory framework for the Early Years Foundation Stage (EYFS). https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

- That every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- That children learn to be strong and independent through **positive relationships**
- That children learn and develop well in **enabling environments**, where opportunities and experiences respond to their individual needs and where there is a strong partnership between practitioners and parents and/or carers
- That children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

a. Inclusion

We value the diversity of individuals within the school and do not discriminate because of 'differences'. All children and their families are valued within our school and are treated fairly regardless of race, religion, ability or disability. We believe that all our children matter and we give them every opportunity to achieve their best. We do this by taking account of their range of life experiences when planning for their learning.

b. Safeguarding and Welfare

It is important to us that all children in the school are 'safe'. We aim to protect the physical and psychological well-being of all children and to educate them on boundaries, rules and limits and to help them understand why they exist. Children should be allowed to take risks, but need to be taught how to recognize and avoid hazards. In accordance with the Statutory Framework for Early Years Foundation Stage 2017, we are legally required to comply with certain safeguarding and welfare requirements in order to:-

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose

• Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
• Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

3. **The 'Prime Areas'**

Personal, Social and Emotional Development, Physical Development and Communication and Language are at the heart of the EYFS provision and are what our staff concern themselves with every moment of each day to ensure the environment and the relationships are right for each child to flourish as unique individuals.

Recognising the importance of the Prime Areas, the EYFS team also offer a number of interventions to support the children with their listening, attention, speaking and social development, such as speech and language programmes and visual prompts.

The key aspects of effective learning in the EYFS Statutory Framework are also at the heart of the Ashwicken C of E Primary Christian vision, aims and values:

- Provide a happy, supportive and caring environment based on Christian values (**Faithfulness**)
- **Patience**, understanding, tolerance, fairness, respect and safety for all others is pre-eminent
- Ensure that the physical, spiritual, moral, social and cultural needs of each individual are met
- To treat individuals fairly, promoting a positive attitude towards themselves and others without bias of culture, race or gender. (Goodness)
- Work as a supportive partnership with home, the church and the community
- To encourage everyone to develop their skills, knowledge and talents to achieve their full potential and become valuable members of our ever-changing society (**Joy**)
- To enable each and every individual to experience success

4. **Literacy**

Our pupils experience every opportunity to develop excellent literacy and communication skills through access to a wide range of written, audio and visual material to stimulate their early reading and listening skills and encourage recognition of key sounds, letters and spellings, making an early start on learning new technical vocabulary essential later on in school.

We embed a love of reading by using Drawing Club. Here we explore a range of picture books, traditional tales and animations giving exposure to an exciting and

broad range of media and material. Children explore the ‘magic world of story’ and build of key vocabulary as well as fine motor skills to build up the movement and control needed for sustained writing later on in school.

By using the Little Wandle Phonics and reading scheme materials (including online resources for parents to access), we teach the children the reading skills that will get them on the road to independent reading with lasting impact. Opportunities for reading and writing for different purposes will be given during adult led sessions, as well as being rooted in all areas of our classroom provision, encouraging independent application of new knowledge and skills.
Parent workshops offering support for phonics and reading allows a consistent approach and ensures a love of reading is instilled with children across a variety of environments and in all aspects of life.

5. **Mathematics**

We know how important it is to make maths fun, ‘real’, engaging and accessible to build a lifelong love of the subject and make sustained and rapid progress through primary school.

The challenge of maths in the EYFS is that first grasp of number and patterns. We use White Rose, supported by practical resources, puzzles and games, to support each child’s exploration in a fun, colourful and enquiry-based way. Our resources readily available to the children within our continuous provision ensure the children to enjoy hands-on, practical mathematics, and are confident to ask and answer questions and to problem-solve.

Staff are trained to make the next vital steps: ‘follow, support, question, stimulate thinking’ by recognising the potential to develop deeper understanding from initial play, by questioning and supporting, observing and recording, using the play as a way into more teacher-led learning stemming from the child’s choices. This is very much focused on children becoming confident with key mathematical skills such as counting, sorting, looking for patterns and using mathematical language. So that children learn about numbers and develop mathematical understanding in an imaginative and enjoyable way. Much of the work is developed through stories, number rhymes and songs, games and practical activities.

6. **Understanding the World & Expressive Art and Design**

These two areas of learning are all about children making sense of the world and making connections, to solve problems, make choices and to communicate their ideas and feelings. To support children’s creative and scientific development, certain skills are taught and opportunities given to develop their ideas, explore and experiment. *(See appendix 2 for Common Play Behaviours)*

The specific areas support the foundations for future work in science, design and technology, expressive arts, history, geography and computing. Practical activities

are planned which enable children to learn new skills and to explore, observe and talk about their experiences.

Children are involved in exploring colour, texture and shape; experimenting with paint, drawing materials, collage and clay; exploring and creating the different sounds of musical instruments; using their senses to investigate objects and materials such as sand, water and fabrics; finding out about and identifying features of living things both indoors and out; talking about how things work, for example how and why programmable robots move, and creating simple computer programmes; developing understanding of their own cultures and those of other people; and using different construction kits to build objects they have designed themselves.

As with Key Stage 1 and 2, EYFS pupils are taught to think about how they can make connections in their learning and secure knowledge which they will build on as they progress through school. In EYFS, the children explore through questioning and challenges, often based around favourite books and stories; for example, they love to track down the bear from 'We're going on a bear hunt'.

7. Assessment

At Ashwicken C of E Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles *(see appendix 3 for Progression in EYFS).* These observations are used to shape future planning. Staff also take into account observations shared by parents and carers through the Class Dojo App, creating a picture of the 'Whole Child'. The Reception Baseline Assessment is carried out within the first six weeks of a child starting in Reception.

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the

17 Early Learning Goals, indicating whether they are:

● meeting expected levels of development

● not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions among staff working with the children. The results of the profile are shared with parents and carers though the end of year report and EYFS profile data is submitted to the Local Authority (LA) in the summer term when these are requested.

We formally report to parents three times a year, in November, March as parent evenings and July as a written report. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

8. Relationships with Parents/Carers and the Wider Community

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include: a meet and greet the teacher/s, story/ maths cafes, class story updates on Class dojo, a half termly newsletter, parent workshops and parent consultations.

Class Dojo is a key tool to building up home/school relationships. We ask parents to sign up as children start in EYFS and it is used throughout the school. In EYFS we use the app's portfolio to share key significant moments for a child. Parents are encouraged to use the portfolio function to record home events.

9. Transition

At Ashwicken C of E Primary we work closely with the local pre-school settings to ensure that we have detailed information about the children prior to them starting school. The Early Years teachers observe all of the children in their pre-school settings and we invite the children to join us for three sessions in the Summer term.

As the children prepare to enter Key Stage 1, the Year 1 teacher/s observe the children in the Early Years setting during the Summer term. The Early Years teachers also meet with the Year 1 teacher/s to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher/s to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children also spend time with their new teacher in the Year 1 classroom as part of a whole school transition day.

10. Monitoring and review

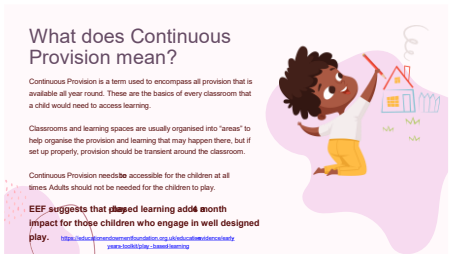
The Early Years Foundation Stage Leader/s is responsible for the monitoring of this policy. The Headteacher and EYFS Leader/s will carry out monitoring on EYFS as part of the whole school monitoring schedule. Areas for development will be incorporated into the School Improvement Plan as necessary.

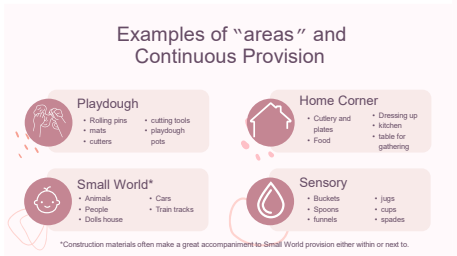
Signed

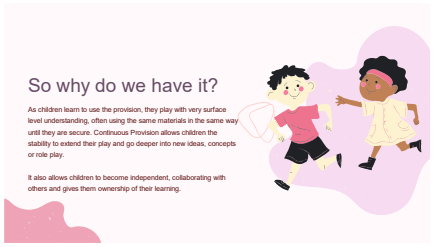
Date January 2024

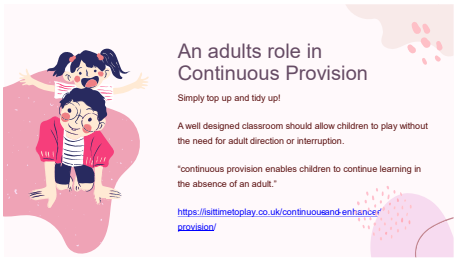
(This policy will be reviewed and updated every two years.)

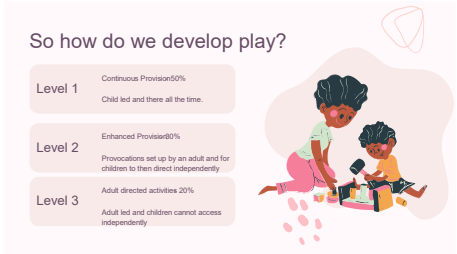
Appendix 1











Examples of "areas" and Enhanced Provision

Playdough
- Themed mats
- Shapes
- natural resources
- Pictures of faces
- Cake tins and candles

Home Corner
- Cereal boxes (real)
- Letters and letter box
- Party hats and presents
- Moving boxes
- Shopping bags

Small World
- Grass and natural resources
- Photos of places
- Photos of children (mini mes)
- roads

Sensory
- Food colouring
- Shaving foam
- animals
- babies
- tea pots and cups

Adult Directed Activities

Adult Directed Activities should be kept to a minimum.

These are activities that are set up for specific **Learning Objectives** that children are unable to access independently. They traditionally follow an adult input on the carpet.

Activities are usually based around new learning with specific children in mind. They may also be used for targeted interventions or assessment purposes.

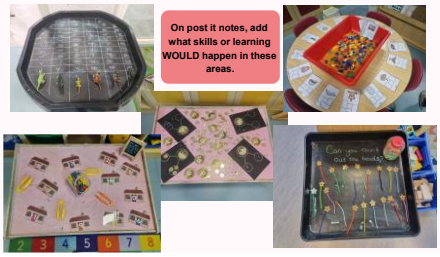
Examples of Adult Directed Activities

Playdough
Learning Objective: to manipulate the play dough using new techniques
Activity: model how to make a snail with the play dough by rolling, squeezing and pinching using thumb and finger grip.

Home Corner
Learning Objective: to learn to turn take in conversation.
Activity: using the telephones, have a conversation about what is happening in the home modelling listening and then talking.

Small World
Learning Objective: to retell a story.
Activity: using the people and sensory trays, the children will retell the story of We're Going on a Bear Hunt and act out what happens.

Sensory
Learning Objective: to talk about they can see.
Activity: using baking soda, food colouring, pipets and vinegar, the children are to explore what happens when you mix them.



Level 1	Continuous Provision50% Child led and there all the time.
Level 2	Enhanced Provision80% Provocations set up by an adult and for children to then direct independently
Level 3	Adult directed activities 20% Adult led and children cannot access independently

Time to reflect

Have any of your answers changed from your thoughts at the start of the session?

How much of your classroom is accessible to the children?

If you were to leave your classroom "unset up", what could the children do when they came into your room?

How much of your provision is Enhanced and how much is Adult Directed?

Do children have the autonomy to change the direction of play or provision?

Early Excellence

Early Excellence is a group of experience practitioners who work with schools in the UK, and around the world, to audit and explain about Continuous Provision.

They also have LOTS of help for setting up Continuous Provision in KS1.

https://earlyexcellence.com/getequipped/ourfree-audits-and-guides/

https://earlyexcellence.com/latestnews/pressarticles/using-continuous-provision/

Appendix 2

COMMON PLAY BEHAVIOURS

CREATIVE – RECYCLED MODELS (JUNK MODELLING)

Behaviour	Joining	Cutting	Building	Folding
HIGH LEVEL	Split Pins Tying Paper Clips Large tape dispenser	Material Corrugated paper Tissue Paper Card/ boxes Regular scissors	Brackets Opening levers Hinges curved Variety of shape and size	Complex Fold, i.e. Fan Thicker paper
MID LEVEL	Small tape dispenser Tape Masking tape Pegs Scissors Glue spreader	Trimmers Hole punch Paper sheets Spring scissors Card Toilet roll tubes	Bridging Smaller objects Irregular shapes Different shapes	Simple Fold Regular paper
EMERGENT	PVA glue brush Finger glue Glue sticks	Paper strips Whole hand scissors	Stacking Larger objects Regular shapes Same shapes	Scrunching Thin paper

COMMON PLAY BEHAVIOURS

AREA: PAINTING

Behaviour	Printing	Mixing	Brushing
HIGH LEVEL **Other than paper** **Overhead surfaces** **Textured surfaces**	Natural resources (dependent on size) Man-made objects (marbles, nuts/bolts etc.) Small/ irregular shaped recycled materials Cotton Buds	Pipettes Felt pens, crayons, pastels Sticks Small brushes Variety of colours Acrylic paints Brusho inks Powder paints	Large scale marking tools Handmade brushes A variety of tools to choose for a specific purpose Small brushes
MID LEVEL **Smaller individual paper** **Sloped surfaces** **Flat surfaces**	Fingers Fruit & vegetables Large/ regular shaped recycled materials Large paint brushes Regular shaped sponges 3D shaped objects	Large brushes Sponges Primary colours Watercolours	Medium brushes Natural materials (sticks/ leaves attached to handles)
EMERGENT **Large individual paper** **Roll of shared paper** **Vertical surfaces** **Horizontal surfaces**	Vehicles Rollers (variety textures/patterns) Large sponges Large blocks Hands/ feet	Dot pens Hands Two colours Premixed paints	Big rollers with handles Big brushes

COMMON PLAY BEHAVIOURS

AREA: CREATIVE / ART TABLE

Behaviour	Painting (Surfaces/ Child's)	Cutting	Printing (Paint / Malleable Materials) (same info on Painting doc)	Joining
HIGH LEVEL	Finer brushes Paper cotton buds Smaller paper Horizontal painting on tables	Graters Different materials (cardboard / cloth etc.) Cutting along a line Plastic knives Regular scissors	Natural resources (leaves, seeds, sticks etc.) Man-made objects (cars/ marbles, nuts/bolts etc.) Small/ irregular shaped recycled materials Cotton buds Fingers	String / ribbons Staplers Treasury tags Small hole punches Elastic bands Paper clips Split pins Large hole punches Plasticine
MID LEVEL	Horizontal painting on floor Medium paper Medium brushes Rollers Sponges	Thicker paper Plastic scissors/playdough Spring scissors Cutting playdough	Bubbles Fruit & vegetables Large/ regular shaped recycled materials Large paint brushes Regular shaped sponges 3D shaped objects	Bulldog pins Staplers Pegs Tape dispenser Tape (Masking / Scotch) PVA glue Blu tack
EMERGENT	Dotted paints Big paper Vertical painting Hands to colour mix Buckets of water Big rollers Big brushes	Playdoh/plastic scissors Playdoh/ pizza slicer Thinner paper Loop handled scissors Free cutting/ snipping Tearing	Rollers (variety of textures/patterns) Large sponges Large blocks Hands	Play dough Glue sticks Pre prepared tape pieces

COMMON PLAY BEHAVIOURS

AREA: SMALL WORLD

Behaviour	Character Development	Story Telling	Environment
HIGH LEVEL	Unfamiliar fantasy invented by the child Unfamiliar real life situations Tales Toolkit stories	Own resources Block people Resources that are not gender specific Made up characters Mini mes	Models made in construction Junk modelling materials Fabrics Natural materials
MID LEVEL	Mini mes (throughout each stage) Shared fantasy Familiar situations e.g. school, shop, restaurant Tales Toolkit stories	Mini mes Finger puppets/story characters Retelling of familiar stories	Non-specific resources (cave, toad stools etc)
EMERGENT	Familiar fantasy Superheroes and weapons Characters from well-known films/tv shows/books Familiar domestic situations e.g. home Tales Toolkit stories	Animals Mini mes Hand puppets/puppet theatre? Cars/ Robots /Trains Dinosaurs Vehicles	Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)

COMMON PLAY BEHAVIOURS
AREA: DECONSTRUCTIVE ROLE PLAY

Behaviour	Dressing Up	Construction	Representation
HIGH LEVEL	Pillow case (to turn into anything) Joining materials (string, tape, pegs, velcro, safety pins) Mark making tools Sashes	Outdoor resources Joining materials (string, tape, pegs, velcro, safety pins) Tools Glue Hammer and nails Padlocks and keys	Anything! (Tales toolkit inspired) Let the children choose what goes in there Recycled materials Furniture (e.g. table, chairs etc)
MID LEVEL	Different materials (larger sizes) Sparkly fabric Hessian Fur Ribbons Feathers	Planks / logs Different sized boxes Different types of fabric Tape, paper, scissors Mark making tools Pegs	Fabric Boxes Tubes Joining materials
EMERGENT	Accessories Pre prepared themed costumes Generic dress up boxes	Different solid boxes Cushions Blankets Objects like dolls, spoons, cups etc	Literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot

COMMON PLAY BEHAVIOURS

AREA: CONSTRUCTION

Behaviour	Stacking	Enclosing	Bridging	Joining
HIGH LEVEL	Lego Blocks and objects (Odd sizes) Pebbles Natural objects Recycled materials Planks	Lego Nuts and bolts Metal tools (screwdriver) Happy Architect Crazy Forts/Joins Hole puncher and string	Large scale resources: Big tube roll Bricks Balancing (big planks)	Elastic bands / Kiner hinges Needles (Big) Duct tape Meccano Treasury Tags Crazy Forts / Joins Hole punch and string
MID LEVEL	Blocks (different sizes) Duplo Heavier boxes Containers (tins etc) Magnatiles	Duplo Pegs Magnatiles Boxes, tape, scissors Staplers	Cardboard boxes, scissors, tape Rulers Blu tack Guttering Water pipes	Tape dispenser Paper clips Water pipes and connectors Sand String Pegs Fasteners Staples / Scissors
EMERGENT	Stickle bricks Cups Stacking blocks poly Blocks (even size)	Blocks Small boxes Cups Stickle bricks Large, soft lego (foam) Soft play 3D shapes	Stickle bricks Blocks Planks	Stickle bricks Pipe cleaners Paper and glue Creature builders Train set

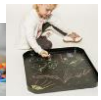
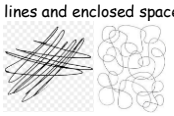
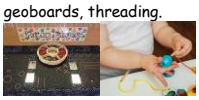
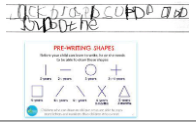
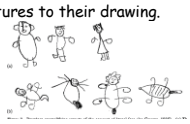
COMMON PLAY BEHAVIOURS
AREA: MALLEABLE

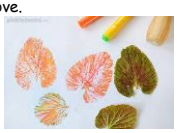
Behaviour	Roll Flat	Knead/ Squeeze	Pat/ Mould	Cutting	Coiling	Mixing (Should we remove this section from malleable?)
HIGH LEVEL *Plasticine*	Rolling pins without handles Cylinders/Metal bottles Fingers/Hands	Finger tips Plasticine Tools (syringe) Muruku mould Piping bag Zip lock bag Clay	Finger tips and thumb Playdough moulds Making small sizes Cubes	Wire/fishing line/clay wire Smaller scissors	Finger tips and long sausage (playdough)	Metal teaspoons/spoons Measuring spoons Scales / Jugs / Water dispensers Smaller bowls
MID LEVEL *Clay*	Rolling pins with side handles	Knuckle/Fist (one hand) Board Potato masher Colander	Making small balls Palm together	Butter knives Scissors with spring	On table (roll a sausage)	Hands Smaller cups Pictures/instructions Big bowls
EMERGENT *Playdough*	Standing at tables/more space	Sponges Hands	Making big balls Patting (whole palm)	Scissors with loop handles Roller/cutter Wooden knives Rulers	Rolling a sausage with whole hand	Cups Whisk Scoops Wooden spoon Tuff spot

COMMON PLAY BEHAVIOURS
AREA: WATER

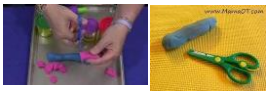
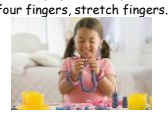
Behaviour	Pouring/ Emptying	Filling	Submerging	Manipulation	Transporting	Stemming (Stopping flow)
HIGH LEVEL **Fingers** **Hand** **Small work space**	Funnels Scoops Cups Spoons	See high level pouring Very small containers Oversized containers	Irregular small objects (ducks, toys) Large dolls Malleable materials	Syringes Droppers Straws Pipes (various size) Basters Spoons	More Water Sponges, slatted spoons tubes + links irregular hollows containers	Malleable materials Natural materials Loose parts
MID LEVEL **Wrist** **Hand** **Medium work space**	Various sized jugs/ buckets One handled containers with spouts	Larger containers One hand with Small containers Transferring from hand to hand	Blocks Regular floating objects Flat-bottomed objects Sponges Glass beads Stones Floating objects	Water wheels Sponges Natural materials sticks, leaves Filters	Two water trays on different levels Ramps	Valves Taps Dam Pre-cut blocks Toys
EMERGENT **Elbow** **Shoulder** **Whole Body** **Large work space**	Two handled containers with spouts Hands	Small containers Two hands Standing	Dolls/ toys Body parts Hands	One handled containers Two handled containers Colanders/ sieves Fingers	One handled containers Two handled containers Less water	Fingers Hands

Appendix 3

Progression in drawing			
1.Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says, action songs.	2.Messy play- strengthen arms with both hands moving and squeezing. 	3.Scribbles made with lines, then lines and enclosed spaces. 	4.Finger isolation activities- finger painting, finger action songs Pincer grip activities- peg boards, geoboards, threading. 
5.Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles. 	6.Oversimplified representation of a person.	7.Simple representation of a person with a head, body, arms, and legs showing a range of emotions e.g. happy/ sad.	8.Begin to look closely at objects, animals and people and add key features to their drawing. 
9.Marks including more complex pre-writing shapes- crosses, zig-zags, rectangles, squares and triangles.	10.Simple pictures of familiar objects using shapes beginning to choose colours for the purpose.	11.More detailed representation of a person.	12.Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people.
13.More complex representations of multiple objects. Colours chosen for the purpose.	14.Create detailed observational drawings with accurate shapes, colours and patterns.		

Progression in printing			
1.Explore the marks they can make with their hands and fingers when pressing and holding them still. Name colours.	2.Explore making marks with objects. Talk about what happens when objects are pressed, moved up and down, side to side, and twirled. Talk about what the marks look like, Name ready mix paint colours.	3.Choose printing materials to make simple patterns.	4.Uses printing materials to copy pictures. Chooses appropriate shapes and begins to choose colours for purpose. Uses simple forms. Begins to reflect on their ideas and talk about ways to improve. 
5.Chooses resources to create repeating patterns. Check work with support and amend. Begin to explain their ideas to others.	6.Use real objects as a stimulus for their artwork. Select appropriate shapes to print with. Think about the form on the page. Check work with support and amend any mistakes.	7.Chooses tools and resources to create patterns. Talks about their ideas, reflecting and improving their work with support. Checks their work and amends mistakes.	8.Use their own ideas in printing. Choose appropriate patterns or shapes for the task. Talks about their ideas, reflecting on and improving their work with support. Checks their work and amend any mistakes.

Progression in Small World Play			
Participate in imaginative play 	Make sounds as they participate in imaginary play. 	Using Talk for Writing to join in retelling a story, adding missing words. 	Talk about what they are doing, describe their actions and share their ideas in pretend play.
Use Talk for Writing to retell simple familiar traditional stories 	Talk about what they are doing describe their actions and share their ideas in pretend play. Use their imagination to begin to make characters talk. 	Create simple stories with characters, settings. 	Use Talk for Writing to retell more complex stories.
Create a story with characters, setting, problems and solutions Begin to use story language. 	Use Talk for Writing to retell complex stories. 	Create a detailed story. Use story language and descriptive language. 	

Progression in Malleable Materials			
1.Squash- squeeze in fist Stretch- hold in both hands and pull Pull-ups- pinch fingers and thumb upwards Raise a cone- pinch to a point. 	2.Make models by pushing objects into the dough Make patterns with everyday objects, wheel cutters, stamps. 	3.Roll the dough into cylinder shapes Use knives to cut Begin to use scissors with two hands Roll into various-sized balls. 	4.Begin to use imagination to create simple 3D models.
5.Make simple 3D models by joining playdough balls and adding purposeful materials e.g. eyes. 	6.Roll dough using various types of rolling pins. Use scissors to cut, holding them with their finger and thumb. 	7.Make 2D shapes using cutters, adding various materials Make other shapes using cutters and add purposeful materials e.g. eyes. 	8.Muscles fingers- dough on palm, push with each finger Make it through- push a hole in dough between the thumb and each finger Stretch the loop- place a loop of dough around four fingers, stretch fingers. 
9.Explore mark-making with more refined tools and shapes Begin to make patterns including repeating patterns by pressing objects into the dough. 	10.Make play dough and salt dough 2D shapes using cutters. Make patterns by pressing objects into the dough. Choose appropriate colours to paint after baking if using salt dough. 	11.Make 2D objects with dough using various shapes. Add purposeful materials Press tools and objects to create texture and pattern for the dough. 	12.Make 3D models using dough Pinch to refine shapes Press tools and objects to create texture and pattern Add purposeful materials and create their own e.g. card spikes.

Progression in Role Play			
1.Participate in dramatic role play 	2.Make sounds as they participate in dramatic role play Dress up in any costume 	3.Use Talk for Writing to pretend to be a character and join in retelling a focus story, adding in missing words from repetitive phrases characters would say Select masks/ costumes for a purpose 	4.Talk about what they are doing and share ideas in domestic roleplay. Select masks/ costumes for a purpose. Begin to use character language while pretending to be a character
5.Use Talk for Writing to retell a simple familiar story. Begin to build the setting. Select masks/ costumes for a purpose. Use character language while pretending to be a charact 	6.Talk about what they are doing, describe their actions and share ideas in imaginary role-play. Select costumes for a purpose. Use props provided Use furniture to create their own setting Use their imagination to begin to talk while pretending to be a character 	7.Create simple stories with characters and a setting Use resources to create their own setting and begin to create props Select costumes for purpose Pretend to be a character in the story 	8.Use Talk for Writing to act out a more complex story Create the setting and props and choose their mask/ costume Pretend to be a character in the story
9.Create a detailed story with characters, setting, problem and solution. Create the setting and props and choose their costume. Pretend to be a character in the story. 			

Progression in Painting			
1.Make choices about the size and shape of the paper Use paint brushes to make marks with ready mixed paint Use a fist grip with both hands then move to use one hand Make marks with the brush Name colours. 	2.Move the brush in different ways Press, move up and down side to side and twirl around. Describe the marks they make Name the colours. 	3.Make marks with various sizes of paintbrushes, sponges, rubber-tipped tools in ready mixed paint, powder paint and paint blocks. Talk about the marks made. Begin to hold smaller brushes in their fingers and thumb. 	4.Make choices about the types of marks they want to create e.g. dot, line, circle and which tool to use.
5.Think of their own ideas and make marks for purpose e.g. circle for the head, dots for eyes. Create simple representations of objects animals and people. 	6.Use various types of paint on various textures e.g. tin foil, salt dough, and clay. Find the best types of paint for the task. Mix materials with paint e.g. sand/ glitter. Talk about their findings. 	7.Begin to add more detail to their painting selecting the correct tools for the purpose. Begin to mix colours for purpose. Talk about their work and begin to think of ways to improve. 	8.Experiment with painting techniques for a purpose e.g. select appropriately sized brushes, colour mixing, printing, and patterns. Explain their ideas and reflect on ways to improve.
9.Create detailed observational paintings of objects, people and animals. Experiment with paint techniques for a purpose e.g. selects appropriately sized brushes, colour mixing, printing, and patterns. Explain their ideas and reflect on ways to improve. 	10.Thinks of own ideas for their artwork. Selects appropriate tools and techniques for a purpose e.g. selects appropriately sized brushes, colour mixing, printing, and patterns. Thinks carefully about details to enhance their artwork. Talks about their work and begins to think of ways to improve independently. 		