

Continuous Provision Progression Grid

Intention- To develop cutting, sticking, designing and building skills that enable children to create recognisable models with friends and independently.

Children will develop over the year skills needed in Year One.

Children will develop language and vocabulary to talk about the skills they are building on, how they work together and start to evaluate their designs and models.

Creative Area

'Creativity takes courage'- Henri Matisse

Questioning Children

- What textures can you feel?*
- What materials could you use?*
- How could you... ?*
- How could you plan your design?*
- What could you do to join these pieces together?*
- Can you add anything else to your picture/model?*
- Could we work together to create... ?*
- Tell me what you found out. What is your idea?*
- Could we work together to create... ?*
- Tell me what you found out. What is your idea?*
- If you made this again, what would you do the same/different?*
- What did you use to make your model?*
- Is that method working? What could we try instead?*
- Can you draw a picture/take a photo of your creation?*
- How did you... ?*
- Show me how you...*
- What will you need for... ?*
- I wonder what would happen if...*
- What do you think about your... ?*
- How could we show... ?*

Development Matters

Birth to Three

Physical Development- Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Three- and Four-Year Olds

Physical Development- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

Children in Reception will

Physical Development- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Expressive Arts and design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.



Adults will support our designers by.....

Using Key Vocab: Key vocabulary would also include the names and descriptions of any resources provided.

Essential vocab: Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush

Colour names- Red, yellow, green, orange, blue, purple, brown, black

Tones- light, lighter, dark, darker

Create- Make, join, cover, fold, cut, snip, stick, sticky, press

Design- Draw, drawing, lines, colour, label

Texture- Bumpy, rough, smooth,

Position language- Next, inside, under

Extended vocab: Wrap, fix, combine, fasten, connect,

Children will have the opportunity to explore the creative area every day. Adults will encourage and nurture designing and creating in everyone.

Cleaning is an important part of the process as it encourages following rules, respecting our environment, our resources and organization. A life skill.

'Every child's an artist until he's told he's not an artist'- John Lennon

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a benchmark and built upon for individuals and groups.

What adults will provide

Aprons

Mirrors

Storage boxes of various sizes

Junk modelling materials, such as cardboard boxes, cardboard rolls, bottles of different sizes.

Glue sticks, sticky tape, masking tape and dispensers

Scissors

Paper and card of different sizes and colours

Cotton wool

Ribbon, wool

Liquid colour paint

Stencils, stamps

Paintbrushes, sponges, paint dabbers

Felt tip pens, coloured pencils, wax crayons

Stickers, paper and foam shapes

Pom-poms, pipe cleaners, lolly sticks

PVA glue, paper clips, elastic bands

Thick card, thin hardboard, plastic trays, tubes, straws, cardboard tubes

Patterned scissors

String, thin rope

Textured materials, pebbles, pasta, buttons

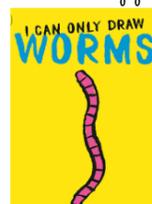
Measuring spoons, mixing palette, water spray

Different sized paint brushes, rollers

Coloured chalk

Progression Document- Building on learning each step of the way.

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
Autumn 1 A Story to Remember Key Questions <ul style="list-style-type: none"> • What textures can you feel? • What materials could you use? • How could you...? 	Birth to Three- Physical Development- Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Children will increase finger strength. Children will cut using their preferred hand.	Various pictures to cut out- Gruffalo, Bear hunt, Superwrom, pictures of children. Cutting wavy grass. Cut parts for paper bear masks.	Magazines Catalogues Newspapers Coloured papers FMS cutting sheets Push scissors Left and right handed scissors.	Create a 'scene' story collage using various methods of cutting and ripping to build up settings from the story 'We're Going on a Bear Hunt'.	
	Three and Four Year Olds- Physical Development- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Children will learn to cut along a line with greater control. Children will learn to cut around a shape with greater precision. Children will learn to cut masking tape independently.	Various parts of the Gruffalo to cut out and stick together with masking tape. Cut masking tape as big as the Gruffalo. Various papers to cut out to make different worms	Masking tape Push scissors Right handed scissors Left handed scissors Coloured papers Pictures of the characters	Gruffalo makes-cutting small pieces of brown paper to collage and make a Gruffalo mask. Make worm habitats.	
Autumn 2 Once Upon a Time	Children in Reception will- Physical Development- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested	Children will learn to cut along a line suitably and cut various shapes using scissors. Children will learn to glue shapes down accurately. Children will learn to cut create an overall picture using various shapes.	Cut and stick characters from traditional tales characters. Making houses for the Three Little Pigs- Straw, bricks, lollipop sticks. Cut and stick from catalogues for Christmas list for Santa	Traditional tale characters Catalogues Push scissors. Right handed scissors. Left handed scissors.	Trollify yourself- cut out face and trolls hair, stick together to make yourself into a troll.	



<p>Key Questions</p> <ul style="list-style-type: none"> • How could you plan your design? • What could you do to join these pieces together? • Can you add anything else to your picture/ model? 	<p>tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>		<p>Cut and stick shapes to make Christmas cards. Continue to develop cutting tape skills by wrapping 'Christmas' presents.</p> 	<p>Pritt stick</p>  <p>Shapes for cards Wrapping Paper Gifts to Wrap Glue</p>		
<p>Spring 1 The Helpful Patrol</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Could we work together to create...? • Tell me what you found out. What is your idea? 	<p>Children in Reception will- Physical Development- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Children will explore other methods of joining including- PVA glue Split pins Glue guns with adult supervision. Children will thread around People Who help us. Children will begin to focus more closely working with 3D junk modelling to make vehicles.</p> 	<p>Use PVA glue to add glitter to the end of a firefighter's hose, understanding that they need to pour off the excess into a tray. Create water splashes for a fireman's hose using small circles from one hole punch. Use split pins to make moving fire using different oranges and reds. Use glue gun to stick robbers 'swag' into a hessian sack. Threading around People who help us laminated shapes. Create emergency vehicles using junk modelling.</p>	<p>PVA glue Split pins Glue gun Glitter Glue spreader Tray for excess glitter Gold plastic coins for sway Swag bags Junk modelling Tape</p> 	<p>Home challenge for half term- Work with an adult to make an emergency vehicle.</p> <p>Chinese New Year afternoon- Creating a Chinese lantern.</p>	
<p>Spring 2 Spring has Sprung</p> <p>Key Questions</p> <ul style="list-style-type: none"> • If you made this again, what would you do 	<p>Children in Reception will- Physical Development- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Children will learn to explore other methods of joining including- PVA glue Treasury tags Split pins Glue guns with adult supervision. Children will use these methods as well as other previously learnt methods to create work using different mediums.</p>	<p>Stick feathers onto baby chicks (PVA/glue gun) and cut out other features to enhance their creation. Cut parts of chick out and put together using split pins in order to make a 2D chick with moving parts. Use one handed hole punch to make holes in eggs for chick to come out of. Decorate an Easter Egg to make an Easter garden.</p>	<p>PVA Glue gun Treasury tags Split pins One handed hole punch Egg template Feathers Glitter</p>	<p>Use cutting skills to cut strips of paper. Put together to make a representation of the desert Jesus was in for Lent.</p> 	<p>Observational drawings/paintings of spring flowers. Blossom cotton bud dabbing on a tree.</p>

<p>the same/different?</p> <ul style="list-style-type: none"> • What did you use to make your model? 	<p>Expressive Arts and design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>	<p>Children will master using a one handed hole punch.</p> 	<p>Cut out different stages of egg to chicken and join together with hole punch and treasury tag.</p> 		<p>Make a pancake man with paper</p> 	
<p>Summer 1 Amazing Adventures</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Is that method working? What could we try instead? • Can you draw a picture/take a photo of your creation? • How did you...? • Show me how you... 	<p>Children in Reception will- Physical Development- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Expressive Arts and design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Children will continue to develop joining 2 pieces of 2D/ 3D modelling together independently and/or with the help of a partner working collaboratively.</p> <p>Children will learn to cut and stick 2D shapes to add detail to models. Children will join 3 or more pieces of 2D/3D pieces together.</p> 	<p>Adding paper legs to tubes to make a dinosaur using masking tape. Adding tails/necks to make dinosaurs using masking tape. Adding paper wings to tubes using masking tape.</p> <p>Building space rockets from various 2D and 3d pieces of junk modelling. Building space ships from various 2D and 3d pieces of junk modelling. Building Aliens from various 2D and 3d pieces of junk modelling.</p>	<p>Right-handed scissors. Left handed scissors. Masking tape. Junk modelling Various coloured paper Pencils/crayons Paper plates Tubes</p> <p>Junk modelling Right-handed scissors Left handed scissors Masking tape Pritt stick Coloured paper</p>	<p>Make and represent their own ideas using different materials to create a dinosaur land for their dinosaur movie.</p> <p>Making rockets with junk model materials Children will be encouraged to explain the process they have used to make their rocket to the rest of the class by answering questions.</p>	
<p>Summer 2- Magnificent</p>	<p>Expressive Arts and Design- ELG- Safely use and explore a variety of materials, tools and</p>	<p>Children will learn to design 3D models taking into consideration the materials and equipment they have to use.</p>	<p>Design and make mini beasts focusing on number of legs, using skills built used making dinosaurs. Design and make minibeasts.</p>	<p>Junk modelling Design sheets Crafting materials for legs and eyes Sissors Glue</p>	<p>Design and make a minibeast hotel in a cardboard box. Cutting and sticking different</p>	

Mini beasts.

Key Questions

- What will you need for...?
- I wonder what would happen if...
- What do you think about your...?
- How could we show...?

techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Children will use designs to build 3D models. Children will have the opportunity to return to models and designs to build upon their ideas.

Design and make a new minibeast.



Masking tape
Coloured paper
Paint
Tissue paper

types of paper when exploring the art work of Henri Matisse.