

Continuous Provision Progression Grid

Intention- To develop skills to enable children to form letters correctly in line with the schools handwriting policy, as well as draw recognisable pictures.

Children will develop over the year skills needed in Year One. Supported by different activities that promote muscle strength and memory.

Children will develop language and vocabulary to talk about the skills they are using and how they may improve these skills further.

Fine Motor Skills

'We see that the development of the hand is connected to the intelligence of man and if we look at history, it is connected with the development of civilization' Maria Montessori

Questioning Children

- What happens if you...?
- I wonder how we could...
- Can you change the shape of the dough?
- What does the material feel like?
- What could we try instead?
- What else could we use?
- What does the material feel like?
- What could we try instead?
- What else could we use?
- Can you place some items along the lines?
- Can you draw a spiral/circle?
- How could we make marks along this pattern?
- How can we use the scissors/ tools safely?
- I wonder what would happen if we pressed it harder/softer.
- What tool could you use to help?

Development Matters

Birth to Three

Physical Development

Develop manipulation and control. Explore different materials and tools. Use 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.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Development Matters

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.

ELG

Physical Development

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Adults will support our children by...

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

Essential vocab:

Pick up, hold, collect, move, stir, drop, sort, group
Pinch, press, pat, twist, squash, squeeze, turn, stretch, push, pull Harder, softer, gently, carefully
Build, make, join, together, balance
Fill, full, pour, empty
Bend, thread
In, on, off, under, over, next to, between, behind, in front of
Strong, bendy, bumpy, hard, soft, thick, thin
Marks, lines, shapes, patterns, waves, squiggle, dot
Open, close
Scissors, cut, snip, safely Fingers, thumb, hands

Extended vocab:

Gather, transport, arrange, organise
Grip, twirl, twist, rotate, control
Connect, attach, secure, fasten, knot
Position, placement
Trace, copy, follow, guide
Weave
Spiral, zigzag
Wrists, knuckles, muscles

Before becoming a writer children must build up the strength in their fingers to ensure that they are able to form letters correctly and comfortably. Fine motors skills are equally important as handwriting practise throughout the EYFS.

What adults will provide

Large tweezers/tongs Spoons, spatulas, scoops Different-sized bowls Colander and pipe cleaners Pegs, washing line
Chunky crayons, chalk, paintbrushes Large pom-poms, buttons, lolly sticks Coloured rice/spaghetti
Cupcake tray, cake cases Large building bricks Small world toys Playdough and tools
Shallow trays of mark-making materials Large droppers/basters
Spray bottles Inset puzzles
Natural materials
Pegs and peg boards
Laces, beads, pasta, cotton reels, different-sized buttons
Pipe cleaners and hoop cereal
Mark-making tools of different sizes Construction toys
Sorting trays Coloured matchsticks
Pattern cards
Clay and tools Child-safe scissors Pipettes
Stampers
Role-play money, money boxes, purses Marbles, small tubes
Jigsaws
Sticky tape, glue sticks or spreaders Tissue paper
Weaving frame and materials
Dolls, clothes, shoes
Role-play clothes/costumes Paper clips, treasury tags Single hole punch
Stickers Cotton buds Small tweezers Keys, padlocks
String
Letter/numeral cards Nuts, bolts
Magnetic boards with letters/ numbers/shapes

Children will be encouraged to improve their fine motors skills throughout the day in EYFS. This is not concentrated to just one area, but is assessable throughout the learning environment.

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

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.
<p>Autumn 1 A Story to Remember Key Questions-</p> <ul style="list-style-type: none"> • What happens if you... ? • I wonder how we could... • Can you change the shape of the dough? 	<p>Birth to Three-Physical Development-Develop manipulation and control. Explore different materials and tools. Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>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.</p>	<p>Children will increase finger strength. Children will increase familiarity and strength in cutting. Children will join two objects together (I.e. blocks) Children will manipulate playdough with hands.</p> 	<p>To mould and sculpt characters from the Bear Hunt using playdough - playdough themed Bear Hunt mats.</p>  <p>To explore using different mediums to create a large scale (whole class creation) of different scenes from the Bear Hunt - grass (cutting), river (paint sticks), mud (oil pastels) etc.</p> <p>Various pictures from 'We're Going on a Bear Hunt' to cut out.</p> <p>Children will be shown how to use a knife and fork correctly during lunchtimes.</p>	<p>FMS cutting sheets. Push scissors, left and right handed scissors. Blocks. Playdough. Bear Hunt playdough mats. Knives and forks at lunchtime.</p>	<p>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'.</p> 	
		<p>Children will cut along a line with greater control. Children will cut around a shape with greater precision. Children will join objects together to create an enclosed space.</p>	<p>Creating fur for the Gruffalo - exploring different mediums (oil pastels, felt tips, water colours, paint sticks etc)</p> 	<p>Masking tape. Push scissors. Right handed scissors. Left handed scissors. Blocks. Playdough.</p>	<p>Gruffalo masks- cutting small pieces of brown paper to collage and make a Gruffalo mask.</p>  <p>Transient art Gruffalos - using fingers to</p>	

		<p>Children will manipulate playdough with small tools.</p> 	<p>Manipulate playdough to create a superworm and its habitat using knives/rollers to help.</p> <p>Collage a picture of superworm (filling in white spaces).</p> <p>Pictures from 'The Gruffalo' and 'Super worm to cut out.'</p>		<p>manipulate and move transient materials</p> 	
<p>Autumn 2 Once Upon a Time Key Questions-</p> <ul style="list-style-type: none"> • What does the material feel like? • What could we try instead? • What else could we use? 	<p>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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Children will manipulate playdough to create representations and shapes.</p> <p>Children will use fingers to place small materials into playdough</p> <p>Children will create enclosed spaces through self portraits and drawings of objects/people/characters</p> <p>Children will improve accuracy with handwriting individual letters.</p>	<p>Extra materials in the playdough area to make trolls - goggly eyes etc</p> <p>Drawing characters from the story The Three Little Pigs - pig photos for reference</p> <p>Cut and stick characters from the story of TTLP.</p>  <p>Opportunities for children to trace letters in different formats - rice, foam, chalk, chalk pens,</p> <p>Creating story maps from traditional tales using backing paper.</p>	<p>Playdough, goggly eyes, pom poms, small match sticks, lollipop sticks Pencils Paper Pig reference photos Large paper</p>	<p>Trollify yourself - self portrait troll style</p> <p>Drawing of the troll - what does he look like?</p> 	
		<p>Children will use hands to create balls with playdough.</p> <p>Children will fold and stick and paper.</p> <p>Children will cut with scissors with increased accuracy.</p>	<p>Making snowmen out of white playdough</p> <p>Folding paper to make Christmas paper chains</p> 	<p>Playdough Pencils Scissors and push scissors Paper strips for chains Tissue paper/card to be cut</p>	<p>Map drawing for Jolly Christmas Postman</p>  <p>Snowy landscape painting/collage</p> <p>Making Christmas decorations</p>	

			<p>Christmas bauble drawing/colouring and cutting - attaching sequins etc</p> <p>Using different mediums to stick and create a large Christmas tree in the classroom</p> <p>Wrapping presents using scissor control and masking tape then Sellotape.</p>			
<p>Spring 1</p> <p>The Helpful Patrol</p> <p>Key Questions-</p> <ul style="list-style-type: none"> • What does the material feel like? • What could we try instead? • What else could we use? 	<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 use a pencil with control to draw. Children will draw recognisable representations of people/objects/characters with. Children will handle chalk with accuracy. Children will use fingers to squeeze a pipet. Children will improve handwriting with handwriting a CVC word.</p>	<p>Chalking various different emergency vehicles and people who help us on the playground</p> <p>Draw designs for an emergency vehicle when modelling in the making area/construction area</p> <p>Use </p> <p>pipets to put out the 'fires' on the houses/vehicles Opportunities for children to practice handwriting CVC words using different mediums - pens, pencils, paintbrushes etc</p>	<p>Pencils, crayons Paper (different types - card, art paper etc) Poster paint</p>	<p>Drawing our own paw patrol pup.</p> <p>Finger printing our DNA.</p> <p>Junk modelling emergency vehicles.</p> <p></p> <p>Creating a Chinese New Year Paper lantern.</p> <p>Chinese Firework painting.</p>	

Spring 2 Spring has Sprung Key Questions-

- Can you place some items along the lines?
- Can you draw a spiral/circle?
- How could we make marks along this pattern?
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Children will stick and place with accuracy when collaging.
Children will improve finger strength when using playdough/clay to create 'towering' sculptures.
Children will recreate a representation of another artists work through accurate drawing.

Collaging a chicks fur using different materials (I.e. tissue, card)



Playdough/clay for children to build a Rosie's Walk hen house with

Artists work such as Da Vinci, Monet and Kandinsky (previously visited) in the environment for children to recreate - drawing skills

Tissue paper, card, craft materials
Playdough or clay
Non-fiction books on Da Vinci, Monet and Kandinsky
Pencils
Paper
Images of previously known artists work for children to imitate

Design and make a pancake man with paper.



Observationally drawing the chicks and water colour painting.

Observationally drawing a daffodil.

Designing Easter Eggs, cards and decorations.

Summer 1 Amazing Adventures Key Questions

- How can we use the scissors/tools safely?
- I wonder what would happen if we pressed it harder/softer.
- What tool could you use to help?

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.

Children will handle unfamiliar tools and discover their use - holepuncher
Children will use a pencil to draw accurate designs

Design and model make a dinosaur mask - joining materials together with string and creating holes (hole



puncher)

Making dinosaur skeletons with playdough and natural objects

Design sheets
Card or paper
plate string
Hole puncher

Observational drawings of dinosaurs - looking at their features



Children will draw with accuracy to fill a large piece of paper efficiently
Handle a paintbrush to cover the paper

Moon and stars picture painting/pastels

Paint
Pastels
A3 Paper
Pencils

Design and model make a rocket

Summer 2- Magnificent Mini beasts.

Early Learning Goal-Physical Development-
Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. · Use a range of small tools, including scissors, paintbrushes and cutlery. · Begin to show accuracy and care when drawing.

Children will recognise representations of people/objects/characters with accurate detailing of features
Children will hold a pencil in tripod grip for drawing and writing
Children will cut and handle cutlery with ease.
Children will handle large materials and join them efficiently.

Matisse's snail for children to imitate onto different minibeasts - drawing skills
Fruit and vegetables set in tuff tray for children to practice their cutting - creating a picnic for their friends



Model make a mini beast.



Matisse's snail picture
Images of minibeasts
Pencils
Paper
Knives, forks
Fruit/vegetables

Drawing a minibeast for our fact files
Observational drawings of our class caterpillars and butterflies
Constructing a minibeast habitat

