

Area	Skill	Emerging		Next Steps	Developing		Next Steps	Secure		Next Steps
Literacy	Attention - Focusing	-Focusing attention (3-4 years)			-Two channelled attention (4-5 years)			-Integrated attention (5-6 years)		
	Dexterity -	-Wrist Pivot -Fine motor movements			-Dip and pip joint movements -Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers)			-Intricate Fine motor movements		
	Pencil grip -	-Splayed finger grip (3-4 years)			-Static tripod grip (4-6 years)			-Dynamic tripod grip (6-7 years)		
	Writing	- Hearing initial sounds - Letter formation - Hearing sounds in phase 2 cvc words (oral blending and segmenting) - Writing/building phase 2 cvc words - Rhyming words - Recognisable figures, objects and letters - Smaller and more controlled marks			- Tricky words - Writing/building phase 2 cvc words - Letter formation - Build a caption - Continue a story - Write a label - Writing instructions			- Hear sounds in phase 3 words - Build phase 3 words - Break flow of speech into words - Begin to use full stops and finger spaces - Write a simple story - Write a recount -Write words to express ideas.		
	Reading	-Reading for independence and pleasure -Retelling stories -Joining in with repeated phases			-Reading using phonics -Retelling stories -Predicting stories -Reading CVC, CCVC, CVCC words. - Reading tricky words			-Comprehension in reading e.g. answering complex questions at the end of the story. -Reading sentences -Reading with fluency. -Beginning to sight read HFW. -Knows information can be retrieved from books and computers		

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Creative	Painting	<ul style="list-style-type: none"> -See Emerging dexterity and pencil grip -Marks made are obvious and planned -Paints 3D objects -Experiment with mixing colours -Describe their work giving meaning to the marks they have made. 			<ul style="list-style-type: none"> -Can paint outlines of pattern/shapes and fill in with a different colour -Exploring tones Select the correct resources -Describe the work of notable artists -Creates patterns -Uses lines of different thickness -Understand various materials can be combined to create new effects 			<ul style="list-style-type: none"> -Replicating techniques used by notable artists and designers -Create a colour wheel -Creates representations of events, people, and objects. -Use colour to represent feelings -Use some ideas from artists to create own piece 		
	Printing	<ul style="list-style-type: none"> -Printing using a variety of large objects -Explores and recreated textures and patterns with range of large materials -Relief printing – string card etc. 			<ul style="list-style-type: none"> -Describe the work of notable artists -Creates patterns -Understand various materials can be combined to create new effects 			<ul style="list-style-type: none"> -Replicating techniques used by notable artists and designers - Creates representations of events, people, and objects. 		
	Cutting	<ul style="list-style-type: none"> - Usually holds scissors correctly - Cuts up and along in a linear fashion 			<ul style="list-style-type: none"> -Cut a range of materials - Cut along patterns 			<ul style="list-style-type: none"> -Cut circular shapes - Use some ideas from artists to create own piece 		
	Joining/ collage	<ul style="list-style-type: none"> - PVA using glue spreaders - Folding card / paper - Using sticky tapes - Use wood work tools to combine two objects - Hole punch double - Sticky tack 			<ul style="list-style-type: none"> - Describe the work of notable artists - Use dexterity to combine materials with elastic bands and large paper clips - Stitching – hole punch and lace/wool/string - Treasury tags - Complex folding and tearing - Creates patterns - Understand various materials can be combined to create new effects 			<ul style="list-style-type: none"> -Replicating techniques used by notable artists and designers - Stitching – large blunt ended darning needle and embroidery thread - Glue gun - Split pins and small paperclips - Select the most appropriate tool to shape assemble and join. - Creates representations of events, people, and objects 		

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Role Play/Small World	Communication and language/ speaking and listening	<ul style="list-style-type: none"> - Introduces new storyline/narrative into their play - Use talk in pretending that objects stand for something else (eg 'This box is my castle') - Take on role in familiar home role play (mum, dad, baby etc) 			<ul style="list-style-type: none"> - Stick to main theme or intention - Use past, present and future tense form accurately - Start to use complex sentences (and, because) - new/exciting objects to talk about with peers - Explore fantasy world play - Use language to plan and create a role / setting 			<ul style="list-style-type: none"> - Take on a role that involves imagination (eg. Role that does not link to direct experiences) - Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time. - Describing and explaining the structure and scenario set. - Articulation of thought process and plans. - Asking questions and recognising they can be answered in different ways. 		
	PSED skills	<ul style="list-style-type: none"> - Care for equipment - Develop negotiation skills - Include others in play, sharing ideas 			<ul style="list-style-type: none"> -Include feelings/emotions in play - Play collaboratively 			<ul style="list-style-type: none"> - Resolve disagreements and create a story collaboratively - Work and play safely at all times. 		
	Cognitive skills	<ul style="list-style-type: none"> -Develop mathematical concepts in meaningful context (counting & sequencing/time) - Project themselves into feelings, actions of others (links to own interests e.g. character from TV). - Develop 1 -1 correspondence. - Place furniture in the correct rooms of the house 			<ul style="list-style-type: none"> -Develop literacy skills in meaningful context (see Literacy skills) - Take on a role in imaginative play (Fantasy – fairys, wizards etc.) - Solving problems. - Create props and resources. - Use one object to represent another. - Develop positional language - Create props and resources 			<ul style="list-style-type: none"> - Knows information can be retrieved from books and computers - Performing simple tests - Develop coordination when dressing, dressing dolls, fastening buttons. - Develop mathematical concepts in meaningful context (measure, money) 		

		<ul style="list-style-type: none"> - Start to introduce story line into role -play. - Show initiative when developing ideas - Develop mark making creating pictures and initial sounds. - Re -enact special occasions. - Use basic technology 			<ul style="list-style-type: none"> - Develop coordination when setting the table, pouring from teapots - Develop an awareness of how to care for animals through play. - Develop mark making creating lists, stories, pricelists - Using the clock to tell the time. - Program technology using forwards and backwards directions - Explore world maps and globes. 			<ul style="list-style-type: none"> - Know about different occupations and the roles they involve - Know some vehicles are connected to certain scenes. - Improvise with materials - Use imagination to build a scene - Name and identify some countries and places. - Design purposefully and create based on design - Program technology using a range of directions and positions. - Discuss why something does not work - Develops an understanding of growth and decay 		
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Sand	Sandiness of sand	- Discuss the effects and properties of wet and dry sand.								
	Mould and Manipulate	- Large spades - Making shapes in a confined space - Large buckets - Develop independence when putting on apron. - Build more defined shapes (eg castle/house using hands and large spades to shape.)			-Small spades - Table spoons - Fine 1 handed sieve - Scoops - Cups - Small moulds - Making imprints			-Tea spoon - Lolly sticks - Things the children have made - Fingers - Know to add water to dry sand to aid moulding.		
	Dig / Pour / Fill	-Large spades - Large buckets - Add other materials to their build (eg, card, sequins, buttons, water for moat etc) for purpose - Large jugs			-Small jugs - Small buckets - Large moulds - Small moulds			- Predict which container will hold more. - Develop manipulative skills (filling buckets, turning them over and making sand castles independently)		
	Cognitive Skills	-Talk about shapes and sizes. - Develop vocabulary (flow, through) - Develop early concept of forces and energy - Develop early concepts of time - Talk about their experience of sand play. - Develop 1-1 correspondence - Discuss the best size spade to fill the bucket - Explore and represent familiar objects in 3D form - Develop observational skills			- Recognising and naming shapes. - Take part in small world role play - Develop capacity vocabulary (full / empty) - Observe patterns made - Recognise that damp sand holds impressions. - Discuss what they are making (likes and dislikes) - Develop descriptive language (wet, cold etc) - Accurately count objects and sand shapes.			- Compare the size of spoons and scoops using language big and small / bigger and smaller. - Discuss why it does work / does not work - Use comparative language heavy / light - Design and create environments for their stories. - Retell a story in sequence - Count objects and shapes and add one more / one less		
	PSED Skills	- Develop social skills (taking turns) - Follow instructions (Can you fill 3 buckets?) - Recognise and name parts of the body			-Take turns and work cooperatively - Follow 2 step instructions			-Taking others ideas into account. - Manage feelings and behaviours		

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Water	Transporting/ pouring	<ul style="list-style-type: none"> - Pour with more accuracy and purpose and less spillage occurs - Pouring from large jugs and syringes. 			<ul style="list-style-type: none"> - Create a device to transport water from one place to another without being carried by child (eg, linking together piping so water can flow to new destination - Pouring from small jugs and syringes 			<ul style="list-style-type: none"> - Pour water with accuracy, to and from a range of containers (including water from a large container into a smaller container) - Using pipettes and fine motor skills to transport water. 		
	Properties of water	<ul style="list-style-type: none"> - Emerging skills of comparing absorbency - Experience different water pressures. - Explore ice and the properties of melting - Explore absorbency 			<ul style="list-style-type: none"> Develop basic capacity vocabulary - Explore temperature of water – to create steam / vapour - Discover some objects float - Explore ice and develop some appropriate vocabulary 			<ul style="list-style-type: none"> - Create and develop understanding of the different properties of water e.g. surface tension. - Discover not all heavy objects sink 		
	Cognitive skills	<ul style="list-style-type: none"> - Talk about their experiences e.g. bath, beach, swimming - Respond to simple instructions - Follow rules developing into discussing the need for rules. - Describe the weather -Develop 1-1 correspondence 			<ul style="list-style-type: none"> Use imagination - Take on role in play - Develop fine motor skills to facilitate prewriting. - Writing lists of tools needed. - Writing instructions for others - Discuss size of containers Compare the size of containers - Estimate whether the filled container will fit in a new container. - How many small containers fill a large container 			<ul style="list-style-type: none"> - Add a story line to play. - Make predictions and test ideas - Gathering and recording data - Predict which will hold the most / least. - Recognise different shapes can have the same volume. - Recognise fractions - Using standard measurements on jugs etc. - Count and add one more / one less 		
	PSED skills	<ul style="list-style-type: none"> -- Develop social skills (taking turns) - Follow instructions (Can you fill 3 buckets?) 			<ul style="list-style-type: none"> - Take turns and work cooperatively - Follow 2 step instructions 			<ul style="list-style-type: none"> - Taking others ideas into account. - Manage feelings and behaviours - Collaborate as a small group 		

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Malleable	Dough / Materials	<ul style="list-style-type: none"> - Soft Dough - Herbed dough - Jelly Dough - Ice 			<ul style="list-style-type: none"> - Marshmallow dough - Tree bark dough - Playdough - Salt Dough - Porridge Dough - Sand Mouse - Bread Dough 			<ul style="list-style-type: none"> - Pour water with accuracy, to and from a range of containers (including water from a large container into a smaller container) - Using pipettes and fine motor skills to transport water. 		
	Physical Development	<ul style="list-style-type: none"> - Use tools to cut dough, mostly in linear fashion - Develop rolling skills - Using play dough cutters appropriately - Making specific shapes - Use tools to add texture – textured rollers) 			<ul style="list-style-type: none"> - Use fingers and thumb to make smaller, complex shapes (spikes, horns) - Manipulate thicker dough - Using tweezers with palm grip - Using scissors along a line 			<ul style="list-style-type: none"> - Create and develop understanding of the different properties of water e.g. surface tension. - Discover not all heavy objects sink 		
	Cognitive skills	<ul style="list-style-type: none"> - Using materials to problem solve - Developing imagination and fantasy (make cakes, buns) - Collaboration - Develop representational skills - Represent and name 2D shapes - 1-1 correspondence 			<ul style="list-style-type: none"> - Use fingers and thumb to make smaller, complex shapes (spikes, horns) - Manipulate thicker dough - Using tweezers with palm grip - Using scissors along a line 			<ul style="list-style-type: none"> - Add a story line to play. - Make predictions and test ideas - Gathering and recording data - Predict which will hold the most / least. - Recognise different shapes can have the same volume. - Recognise fractions - Using standard measurements on jugs etc. - Count and add one more / one less 		
	PSED skills	<ul style="list-style-type: none"> -Taking turns - Compare with peers - Relating to previous experience - Demonstrate perseverance when problems arise 			<ul style="list-style-type: none"> - Playing cooperatively - Sharing ideas - Take into account others ideas when organising an activity - Share by approximate size 			<ul style="list-style-type: none"> - Taking others ideas into account. - Manage feelings and behaviours - Collaborate as a small group 		

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Construction	Building	<ul style="list-style-type: none"> -Using blocks and small parts to create with a purpose in mind - Use duplo to make a tower 			<ul style="list-style-type: none"> - Use Mobilo to create with a purpose in mind - Add detail to models - Good control and coordination in small movements 			<ul style="list-style-type: none"> - Add moving parts to models - Combine construction when needed - Change or adapt model to serve its purpose 		
	PSED	<ul style="list-style-type: none"> - Sharing - repeating or new vocabulary - take into account others ideas - welcomes praise - Be proud of models 			<ul style="list-style-type: none"> -Taking turns and working cooperatively -Add to models to make them better - be aware of others feelings - Talk about the models they make to their peers -Encourages peers to join in or familiar adult 			<ul style="list-style-type: none"> - Resolving conflict with others - Talk about what they are making - like and dislike 		
	Cognitive skills	<ul style="list-style-type: none"> - Add a storyline to their play - Investigate what happens to an object when you manipulate it. - Explore how weight and shape effects movement and motion. - 1 -1 correspondence - Develop fine motor skills 			<ul style="list-style-type: none"> - Investigate how weight and shape can effect movement and motion to achieve a desired outcome. - Counting on - Writing signs and captions - Labelling designs - Handling tools and equipment effectively - Design and create structures - Developing positional language - Collecting information through observations - Writing instructions 			<ul style="list-style-type: none"> - Experience scale - Explore fractions - Measure time - Counting 1 more or 1 less - Discuss why something works / does not work - Describe and explain the scenario set - Articulation of thought process and plans - Writing a model recount 		
Large Physical		<ul style="list-style-type: none"> -- Can stand momentarily on one foot when shown - Can catch a large ball - Draw lines and circle using tools (Paint brushes, chalk, sticks) - Taking turns - Avoiding obstacles - Changing direction - Jumping - Following instructions 			<ul style="list-style-type: none"> - Throwing to a target - Rolling a ball - Balancing a bean bag/ball - Travelling over obstacles - Hopping - Balancing - Moving equipment safely - Landing safely - Changing speed 			<ul style="list-style-type: none"> - Throwing a ball to a partner - Catching - Balancing over obstacles - Dancing to a beat - Negotiate space showing consideration of others - Making up a game/rules -Bouncing a ball - Skipping with a rope 		