


















EYFS Reception -Continuous Provision Skills and knowledge Progression

Provision in EYFS Reception at Gascoigne primary school is skills based and allows a level of challenge that supports the characteristics of effective learning. Each area of provision should be levelled based on teacher assessment of the needs of the cohort. Each area of provision should be accessible and differentiated to provide of range of challenge for all pupils. Sometimes we will use an area because of the learning potential that it offers in its natural state, sometimes we will use it as a facilitator for another learning experience. It is always open ended to allow for the development of the characteristic of effective learning and opportunities to develop core reading, writing and mathematical skills.

Skill: Cutting

Notes: Always ensure there are left-handed scissors, named for the children who need them.



Specific vocabulary: snip, cut, open, close, squeeze, release, thumb, fingers, forwards, around, cut out, tools, tongs, tweezers


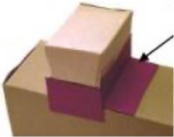


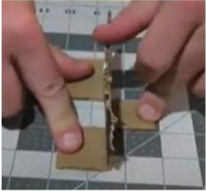
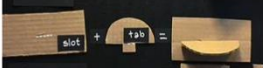

Progression in skills	Small snips 	Small snips in a forward motion 	Cutting on/within a straight line 	Cutting along a curved line 	Cutting out simple shapes 	Cutting spaces within e.g. windows, eye holes on a mask 
Progression in tools	Pre-scissors – opening and closing tools, eg tongs, tweezers 	Squeeze and release scissors 	Spring release scissors 	Scissors with space for multiple fingers 	Standard school scissors 	
Progression of materials	Materials that don't require much holding/positioning E.g. paper straws, strips of cardboard 	Solid, flat E.g. cereal box card 	Less solid, but still flat E.g. paper 	Materials that require re-positioning E.g. tissue paper 	3D objects E.g. boxes, tubes 	Fabric 

Skill: Joining

Notes: Joining needs to be explicitly modelled and taught. More advanced joins should be introduced one at a time. We do not use Pritt Sticks in EYFS; lids are often lost, glues dry up and are unusable, and PVA provides a higher level of challenge. Pritt Sticks can be used for guided tasks.

Specific vocabulary: PVA glue, glue spreader, cotton bud, paste, masking tape, sellotape, duct tape, peel, fold, paper, card, paper clips, elastic band, hole punch, treasury tag, split pin, string, wool, attach, clip, secure, effective












Progression by type	Glue 	PVA and Finger 	PVA and spreader 	PVA and cotton bud 	Wallpaper paste 	Flour and water 	
	Tape	Masking tape 	Sellotape 	Duct tape 			
	Paper	Paper folds 	Stapler 	Paper Clips Elastic bands 	Hole punch and treasury tags 	Hole punch and split pins 	Hole punch and string/wool stitching 
Progression in base surfaces	Flat, solid, matte E.g. cardboard, paper 	Curved, matte surfaces E.g. cardboard tubes 	Curved, shiny surfaces E.g. yoghurt pots 	Uneven surfaces E.g. jam jar lids 			
Progression in materials	Solid, flat materials E.g. paper/card 	Materials with a less solid structure E.g. tin foil 	Materials that are increasingly thin and delicate E.g. tissue paper	Materials without a solidness to them E.g. feathers 			

Types of box model join	Fold	L-joints made from card or tape	Flange	Slot join	Tab join	Slot and tab	Hole punch and pipe cleaner
							

Skill: Construction

Notes: Incorporate purposeful mark making. For example: large scale paper on floor; strips of paper for children to create roads; paper and tape for children to stick hand drawn details to buildings.


Specific vocabulary: *balance, stacking, tower, top, bottom, sides, rows, flat, tall, gradient, steep, flat, covered, underneath, inside, support, bridge, secure, stable, weight, height, three-dimensional, enclosure, Build, join, break, apart, together, split, plan, design, stick, push, pull, press, squeeze, fall, model, make, hold, lift, carry, broken up, fit together, cover, pick up, tilt, names of models e.g. castle, skyscraper, Hard, bends, smooth, soft, sticky, solid, pointed, rounded, flat, cylinder, cube, cuboid, rectangular, square, pyramid*

<p>Progression in skills</p>	<p>Carrying Children handle and carry blocks around. May not necessarily build anything. They get to know the feel, weight, smoothness, tap them and explore them in a sensory capacity.</p>	<p>Stacking vertically Horizontal rows</p> 	<p>Ramps; covering – eg building a home for an animal that covers it up.</p> 	<p>Bridging – using two blocks to support a third</p> 	<p>Enclosing a space; combining materials</p> 	<p>Patterns and symmetry. Building becomes more imaginative</p>	<p>Developing complex structures; using blocks to represent specific things; used in role play</p> 	<p>Planning; choosing materials for specific reasons</p> 
<p>Progression in materials</p>	<p>Large, light standard sized objects E.g. large cardboard boxes of a standard size with straight sides</p> 	<p>Heavier, smaller objects, with variations in size and introducing curved sides</p>  <p>E.g. large wooden blocks, with some curved sides</p>	 <p>Smaller construction items that clip together in specific, but simple ways E.g. Duplo, Giant Jigsaw pieces</p>	<p>Smaller construction items that clip together in a range of ways, with increasing difficulty E.g. Magnatiles, Lego, K'nex, Marble run, Giant polydron</p> 	<p>Increasingly abstract materials E.g. picture frames, tubing, conkers, pinecones, lolly sticks</p> 			

Skill: Threading

Notes: Threading is an excellent skill for developing hand-eye co-ordination, fine motor skills (particularly finger and thumb co-ordination), creativity, CofEL. It needs to be intriguing – we need to hook interest, especially for those children who would benefit from further practise of a particular skill (may need to dress it to appeal).





Specific vocabulary: *thread, weave, sew, post, hole, gap, pull, push, through, into, out, under, over*










<p>Progression in skills</p>	<p>Threading</p> 	<p>Weaving</p> 	<p>Sewing</p> 			
<p>Progression in materials</p>	<p>Threading onto something rigid and straight using something with large holes, decreasing the size width adds challenge</p> 	<p>Threading onto something less rigid e.g. a pipe cleaner</p> 	<p>Threading onto something that is not rigid but has a rigid start e.g. a shoe lace</p> 	<p>Weaving over and under on a solid 'loom'</p> 	<p>Threading that is closer together – think early sewing</p> 	





Skill: Painting

Notes: children should be encouraged to explore the process of paint and experiment with it over creating desired outcomes. The progression below is very much a guide as children's creativity will lead their exploration of paint. This is not a step by step guide to be followed, but an indication of how challenge can be layered into the skill of painting, whilst providing children with what they need to lead their own exploration of paint play. Where possible, only primary colours, and white should be provided for children to explore colour mixing – adding another layer of challenge to their play. Black should be used with caution, although it is a good pairing with white when children are exploring colour mixing. Ready mix paint and powder paint are part of core provision as they invite exploration and support Cof EL and self regulation.

Specific vocabulary: colour, red, orange, yellow, green, blue, purple, black, brown, white, mix, dark, light, shades, poster paint, powder paint, palette, brush, water pot

Progression in painting skills	Explores texture of paint; explores making marks on a variety of surfaces and textures	Uses a range of tools to spread paint	Explores mark making with a range of tools	Experiments with mixing colour; creates patterns using a range of tools, textures and colours	Represents things observed or imagines using colours/tools	Introduces different types of tools for a purpose, e.g. brush, sponge, spatula	Explores effect of adding texture to paint by adding water, glue, sand, oats etc	Creates different effects by using a variety of tools and techniques, eg dots, scratches and splashes	Investigates symbols, shape, form and composition	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined.	Explores the effect of light and colour, texture and tone on natural and manufactured objects
Progression in materials	Ready mix 	Water colours, block paint *Not used in continuous provision at Wellington  Only used for a purpose due to limitations	Powder paint 								
Progression in skills- colour mixing	Colour mixing 2 colours only in given combinations using a variety of exploratory techniques	Colour mixing 2 colours by choosing combinations following teaching (with visual cues) using	Colour mixing adding white to a primary colour  Red and white	Colour mixing 2 colours and then adding white to make lighter shades	Colour mixing 2 or 3 primary colours with different	Colour mixing- exploring quantities of colour and effect	Colour mixing with other products for texture and/or				



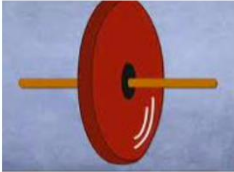

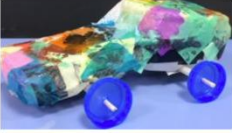







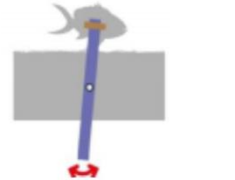
		<p>a range of techniques</p> 	<p>Blue and white Yellow and white Black and white</p>		<p>techniques</p> 		<p>effect e.g. pva, sand etc</p> 				
<p>Progression ready mix paint</p>	<p>Sensory exploration with hands/feet/fingers (sensory)</p> 	<p>Exploratory marks (lines, splodges moving to circles)</p> 	<p>Intentional marks (naming paintings- may include letters/numbers)</p> 	<p>Narrower brushes and other smaller tools</p> 	<p>Colour mixing 2 colours only in given combinations including adding white to a single colour</p>	<p>Colour mixing 2 colours and white</p>	<p>Colour mixing 3 colours</p>	<p>Introducing texture by adding other materials: sand, glue etc</p>	<p>Chooses techniques, tools and colours for a purpose</p>		

<p>Progression powder paint</p>	<p>Sensory exploration the properties of powder paint</p> 	<p>Explore thickening powder paint (e.g. spray bottle, hands and drips etc)</p> 	<p>Teach single colour dab, dab mix Technique in pallets (create photographic guide)</p> 	<p>Teach children to wash and dry brushes when they change colour (water – sponge)</p> 	<p>Exploration of taught techniques – mark making</p>	<p>Combine with colour mixing techniques</p>					
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Skill: Mechanisms

Notes: Before creating mechanisms children must have opportunity to play with toys and objects that have the mechanism, so they can explore their uses.



Specific vocabulary: *axel, pulley, lever, roll, push, pull, heavy, light, heavier, lighter, lift, lower, up, down*

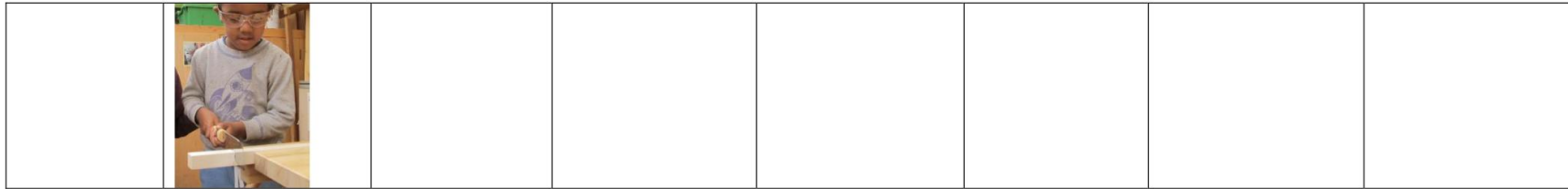
<p>Progression by type</p>	<p>axles</p>	 <p>Pushing on rollers</p>	 <p>Construction kit fixed axle</p>	 <p>Made fixed axle (material examples: cotton reel and pencil)</p>	 <p>Made fixed axle (material examples: paper plate or florist styrofoam with pencil pushed through)</p>	 <p>Two wheels on an axle, attached to a chassis</p>
	<p>pulleys</p>	 <p>Rope or cord over climbing frame bar</p>	 <p>Simple hand winding pulley (material examples: string and rolling pin)</p>	 <p>Developing a support for the pulley (everyday materials)</p>		
	<p>Levers * children will experience playing on a see saw prior to this learning</p> 	 <p>Explore and find out about movement of a lever</p>	 <p>Explore and find out about placement of the pivot point (falcrum)</p>	 <p>Explore and find out about the force used on the lever</p>	 <p>Using split pins and card to create lever</p>	

Skill: Woodwork

Notes: See Pete Moorhouse's PDF booklet on woodwork for further guidance on woodwork in the EYFS.

Specific vocabulary: hammer, nails, screwdriver, screws, saw, hand drill, drill bit, g-clamp, balsa wood,

<p>Progression in skills Introduce tools one at a time with an emphasis on safety</p>	<p>Hammer nails into wood</p>  <p><i>*pre-cut balsa wood pieces*</i></p>	<p>Hammer and nails joining two pieces of balsa wood together</p>  <p><i>*pre-cut balsa wood pieces*</i></p>	<p>Screwdriver and screws Screwing nails into balsa woods</p>  <p><i>*pre-cut balsa wood pieces*</i></p>	<p>Screwdriver and screws Using a screwdriver and nails to join two pieces of balsa wood <i>*pre-cut balsa wood pieces*</i></p>	<p>Japanese Saw on balsa wood.</p> 	<p>Introduce soft wood such as pine. Introduce the hand drill, as screwing into pine is difficult without drilling a pilot hole. The G-clamp can also be introduced at this stage to hold the wood firmly as it is being drilled.</p> 	<p>Add ons - lolly sticks, corks, buttons, bottle tops etc</p> 
<p>Progression in materials</p>	<p>Balsa wood (other materials eg pumpkins and dense foam blocks can be used for developing the initial skills of hammering, screwing and drilling. Balsa wood provides an authentic and aesthetic experience of working with real wood, and makes transferring skills to other woods easier)</p>	<p>soft woods: pine, cedar, fir, larch, redwood, poplar, lime and spruce.</p> 	<p>Natural wood, eg sticks, bark</p> 	<p>Additional materials, eg bottle tops, corks etc</p> 			









Progression in provision: Water play

Skill: Pouring and water flow







Notes: Water play starts with a sensory appreciation of the therapeutic nature of playing with warm water. It is a good area for promoting talk in a range of contexts, such as: about experiences of water (bath-time, beach, swimming pool, washing clothes and dishes); naming toys and equipment; developing vocabulary relating to the properties of water; developing the language of prediction and comparison. It also provides a good area for social development around sharing equipment and space, and the need to follow rules, for example, no splashing and that aprons must be worn.

Specific vocabulary: full, empty, nearly full, nearly empty, half full, half empty, pour, flow, holds more, wet, warm, cold, trickle, drip, splash, gurgle, swish,

<p>Progression in skills</p>	<p>Explores the therapeutic nature of playing with water</p>	<p>Explores the nature and properties of water by filling cartons, cups, stirring with spoons etc s</p>	<p>Explores the nature and properties of water by whisking, squirting, sieving and plunging, squeezing sponges, how it flows in and out of tubing etc</p> 	<p>Explore patterns created by pouring/dripping water, eg ripples, circles, waves</p> <p>Observe how adding materials changes/effects the flow/texture of water, eg washing up liquid, grated soap</p> 	<p>Flow: Explore the flow of water across a single plane – horizontal, vertical and inclined- then a mixture</p> 	<p>Pouring: Vary the size of the holes and inlets that children pour into within the tubes/enclosed ramps and the outlets that the water comes out of – children will have to</p> <p>Flow: Explores the effect of varied texture on water flow</p> 	<p>Flow and propulsion: Explores water flow over a variety of levels – think low to high – blowing, squirting, pushing water</p> 	<p>Flow and damming: Explores opportunities for open and closed pathways. Use a range of ramps, chutes, and tubes. Children will naturally try to block the flow of the medium.</p> 	<p>Flow, damming, propulsion e.g. blowing through tubes, pushing water with a plank...: Explores a variety of spaces around the table for children to navigate. Think spaces over, under, around and through the table. These spaces will encourage exploration.</p>
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Progression in talk	Talks about experiences of water – washing up, bath-time, at the beach, at the swimming pool etc	Names toys and equipment; responds to instructions e.g. can you fill up the cup from the tea pot	Vocabulary relating to capacity - <i>full, empty, nearly full, nearly empty, half full, half empty, pour, flow, holds more,</i>	Develop descriptive vocabulary - <i>wet, warm, cold, trickle, drip, splash, gurgle, swish, wavy, straight, ripples, circles</i>	Use predictive language <i>NB – this can be scaffolded by TH Progression in Language document</i>	Use comparative language precisely – <i>full/empty, wide/narrow, wet/dry, heavy/light</i> <i>NB – this can be scaffolded by TH Progression in Language document</i>	Use language relating to state of water – <i>freeze, melt, frozen, change, colder, icy, slippery, frosty, hard</i>		
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Skill: Investigation













Progression in skills	Observes how water finds its own level	Observes how different objects behave in water 	Explores floating/sinking; predict what items will float and sink 	Explore the idea that not all heavy things sink and not all light things float 	Observe how some objects that look alike behave differently in water e.g. golf balls and tennis balls 	Explore water in relation to weather – snow, ice, rain; begin to discover that water can exist in different states; investigate ice and some of its features 	Investigate absorbency; Investigate condensation, eg on windows 	Examine water pressure	
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Progression in provision: Sand play

Dry Sand

Notes: Dry sand play starts with a sensory appreciation of the therapeutic nature of playing with dry sand. It also provides a good area for social development around sharing equipment and space, and the need to follow rules, for example, that we must sweep up when we've finished. Sand is also an excellent area for children to explore transient art and small world storytelling. However, these are not pure sand skills so are not explicitly linked to the progression in sand play skills.

Specific vocabulary: *full, empty, nearly full, nearly empty, pour, flow, holds more,*








<p>Progression in Skills</p>	<p>Sensory exploration with hands and feet</p> 	<p>Digging Filling buckets Emptying out,</p> 	<p>Recognises you can't build structures in dry sand,</p>	<p>Explores pouring sand with sieves, colanders, slotted spoons; Notice and create patterns in the sand;</p> 	<p>Flow: Explore the flow of sand across a single plane – horizontal, vertical and inclined- then a mixture</p> 	<p>Pouring: Vary the size of the holes and inlets that children pour into within the tubes/enclosed ramps and the outlets that the sand comes out of – children will have to</p> <p>Flow: Explores the effect of varied texture on sand flow</p> 	<p>Flow and propulsion: Explores water flow over a variety of levels – think low to high – different ways of moving the sand – brushing, pushing</p> 	<p>Flow and damming: Explores opportunities for open and closed pathways. Use a range of ramps, chutes, and tubes. Children will naturally try to block the flow of the medium.</p> 	<p>Flow, damming, propulsion e.g. <i>blowing through tubes, pushing sand with a plank...:</i> Explores a variety of spaces around the table for children to navigate. Think spaces over, under, around and through the table. These spaces will encourage exploration.</p>
<p>Progression in patterning</p>	<p>Sensory exploration with hands and feet</p> 	<p>Patterns created by pouring sand from buckets</p> 	<p>Create patterns with simple implements, eg spoons, rakes, spades</p> 	<p>Create patterns from sieves, colanders, slotted spoons etc</p> 	<p>Create patterns with natural materials</p> 				
<p>Progression in materials</p>	<p>Sensory exploration</p>	<p>Buckets and spades, spoons, pots,</p>	<p>Rakes, forks and other implements to</p>	<p>Sieves, slotted spoons, colanders</p>	<p>Natural materials –</p>	<p>Bottles, funnels, tubing,</p>			

	with hands and feet 		make patterns with 		stones, shells, sticks etc 	guttering, planks 			
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Wet sand

Notes: Wet sand play offers an opportunity to develop different skills to dry sand play. It has uniquely mouldable properties.

Specific vocabulary:

Progression in skill	Uses hands to make mounds and imprints in the sand 	Fills pots and buckets with sand; Uses implements like spades and spoons to make mounds and shapes 	Fills a bucket and turns it over, makes sandcastles; Uses simple moulds and notices the shapes made Digs into sand to create wells 	Uses smaller moulds on top of other moulds, eg to make a tower Uses specific moulds for purpose. 	Incorporates other resources into moulded sand, eg natural resources 	Begins to create channels for water to flow through 	Stops water flow by creating dams with sand or objects 	Shape, mould and carve channels or sand sculptures with increasing complexity
Progression in materials	Hands, feet	Buckets, spades, sandcastles	Large moulds	Small Moulds	Natural resources			