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| Three and Four Year Olds  (Nursery) | Expressive Arts and Design | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |
| Personal, Social and Emotional Development | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. |
| Physical Development | Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  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. |
| Understanding the World | Explore collections of materials with similar and/or different properties.  Explore how things work. |
| Children in Reception  (Reception) | 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. |
| 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.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |
| Early Learning Goals  (ELG) | Creating with Materials | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. |
| Fine Motor Skills | 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. |

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| Playing and Exploring  Children will be learning to: | Active Learning  Children will be learning to: | Creating and Thinking Critically  Children will be learning to: |
| * Realise that their actions have an effect on the world, so they want to keep repeating them. * Plan and think ahead about how they will explore or play with objects. * Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” * Make independent choices. * Bring their own interests and fascinations into early years settings. This helps them to develop their learning. * Respond to new experiences that you bring to their attention. | * Participate in routines, such as going to their cot or mat when they want to sleep. * Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. * Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. * Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. * Keep on trying when things are difficult. | * Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. * Sort materials. For example, at tidy- up time, children know how to put different construction materials in separate baskets. * Review their progress as they try to achieve a goal. Check how well they are doing. * Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. * Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” * Know more, so feel confident about * coming up with their own ideas. * Make more links between those ideas. * Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. |