

Nursery Curriculum Overview



Intent

We believe that a strong foundation is vital for excellent future progress in school and in life; our priorities reflect our specific school context and we aim to develop curious and confident learners who:

- explore and respect themselves, their community and wider world;
- show a level of emotionally literacy which enables them to understand and express their feelings and enables them to navigate a range of social situations;
- display an ability to navigate the EYFS environment independently and with a widening vocabulary to describe their world;
- have a developing understanding of the Hitherfield Learning Dispositions in order to experience success as well as overcoming setbacks, recognising how they did so;
- have a secure phonological awareness (up to phase 4) and an ability to blend sounds in order to learn to read simple words and sentences;
- develop a love of literature;
- explore and fulfil their physical potential, including the ability to hold a pencil with an appropriate grip and to form all lowercase letters correctly; the numerical knowledge and a deep understanding of numbers to and within 10, in preparation for their future learning;

Our Approach

At Hitherfield we believe that free play is crucial to the children's progress and development. Our curriculum allows play which is child led, play which is sensitively supported and extended by adults. We enhance our provision through our half termly topics which bring new ideas and experiences into the children's lives. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through this play and through our whole class carpet sessions.

The themes outlined below may be adapted to allow for children's interests.

Development Matters Statements are recorded in bold throughout the table below.

Reception Curriculum Map

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Getting To Know You	Animals	Space	Traditional Tales	Living and Growing	Fantasy Worlds
<p>Core texts</p> <p><i>Subject to change each year</i></p>	<ul style="list-style-type: none"> - Harry and the dinosaurs go to school - Owl Babies - Brown Bear, Brown Bear, What Do You See? - Jabari tries and Jabari jumps 	<ul style="list-style-type: none"> - My Cat Likes to Hide in Boxes - Dear Zoo - We're Going on a Bear Hunt - Farmer Duck - Handa's Hen - Hooray for Fish 	<ul style="list-style-type: none"> - Whatever Next! - Aliens Love Underpants - How to Catch a Star - Goodnight Spaceman - Astro Girl 	<ul style="list-style-type: none"> - The Three Little Pigs - Goldilocks and the Three Bears - The Gingerbread Man - Monkey's magic pipe - Three Billy Goats Gruff - The Easter Story 	<ul style="list-style-type: none"> - The Very Hungry Caterpillar - Jack and the Beanstalk - So Much - Parrots Don't Live in the City - We are the Wibbly - The Teeny Weeny Tadpole - Incy Wincy Spider - The Very Busy Spider 	<ul style="list-style-type: none"> - Captain Flinn and the Dinosaurs - Zog - Trouble at the Dinosaur cafe - The Princess and the Pea - That's not my mermaid - The Colour Monster Goes to school
<p>Additional texts for storytime</p>	<ul style="list-style-type: none"> - Whole school text - Are you a monster? - Little Rabbit FooFoo - Maisy goes to Nursery - How to Dinosaurs go to school - The Everywhere bear - All are Welcome 	<ul style="list-style-type: none"> - Hairy Maclary - A Squash and a Squeeze - Tiddler - Out and about - Neon Leon - Handa's Surprise - Rosie's Walk -Pete the cat saves Christmas 	<ul style="list-style-type: none"> - Look up! - Aesop's Fables for little children - You can't eat a Princess 	<ul style="list-style-type: none"> - Little Dude - Gurgle Gurgle Splat - Chair for baby bear - Each Peach Pear Plum Bears - There was an old lady who swallowed a fly - Other versions of focus books 	<ul style="list-style-type: none"> - All the ways to be smart - 10 little seeds - The little seed - Under your feet 	<ul style="list-style-type: none"> - Goodnight moon - Harry and his bucketful of dinosaurs - Pirates love underpants

Communication and Language - interactions techniques based on Little Wandle Foundations

<p>Listening, attention and understanding</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Enjoy listening to a short story and begin to remember what happens after hearing them lots of times</p> <p>Listen to and join in with a range of stories and rhymes</p> <p>Begin to understand a one part instruction or question</p>	<p>Understand a one part instruction</p> <p>Begin to understand why questions with modelling and stem sentences</p>	<p>Enjoy listening to longer stories, join in with repeated refrains and remember much of what happens after hearing them lots of times</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</p>	<p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>
<p>Speaking</p>	<p>Speak in phrases or sentences</p> <p>Begin to talk to their key adult and other children in their class, with support to continue this talk</p> <p>Begin to talk in play (with modelling and scaffolding if needed)</p> <p>Use appropriate social phrases</p>	<p>Be able to express a point of view (using a stem se sentence e.g. I like...)</p> <p>Learn new vocabulary and use it in play, with adult modelling if needed</p> <p>Use talk with other children and adults, with support to continue it if needed</p>	<p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”</p> <p>Use a wider range of vocabulary</p> <p>Retell a short story</p>	<p>Connect one idea or action to another using a range of connectives - and / because</p> <p>Develop their pronunciation - may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ <p>Develop their communication - may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’</p>	<p>Use longer sentences of 4-6 words</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Retell a longer story</p>

Personal, Social and Emotional development

<p>Self-regulation</p>	<p>Focus during a short whole class learning session with support</p> <p>Recognise emotions with a picture cue or Makaton symbol (e.g.happy and sad)</p> <p>Begin to understand how others might be feeling</p>	<p>Recognise a wider range of emotions with a picture cue or Makton symbol (e.g. happy, sad, angry and worried)</p> <p>Focus during a whole class learning session</p>	<p>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</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Start to show understanding of the feelings of others</p>	<p>Understand gradually how others might be feeling.</p> <p>Begin to regulate impulses and emotions</p> <p>Begin to develop an understanding of right and wrong</p>	<p>Focus for a longer whole class learning session in preparation for Reception</p> <p>Follow one or two step instructions</p>
<p>Managing Self</p>	<p>Recognise their coat peg and hang their coat up</p> <p>Self register using their picture</p> <p>Explore their learning environment both inside and outside</p> <p>Know where the toilet is and go independently most of the time</p> <p>Wash and dry hands after the toilet and begin to do this before they have a snack</p> <p>Begin to understand the rules of the ‘snack bar’ and choose a healthy snack when it is open</p> <p>Begin to help at tidy up time, making use of shadowing and labels</p> <p>Understand the routines and expectations of the lunch hall</p> <p>Begin to understand the visual timetable</p>	<p>Use the toilet independently</p> <p>Begin to put a coat on independently</p> <p>Wash their hands at appropriate times of the day, with reminders</p> <p>Explore the indoor and outdoor learning environment with growing independence</p> <p><i>Begin to feel confident to try new activities</i></p> <p>Manage the routines and expectations of the school day</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Talk about the lives of people around them and their role in society</p> <p>Develop preferences for activities and resources and begin to select them</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Know how tooth brushing helps us to stay healthy</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Explain rules to others</p> <p>Put on a coat independently and do the zip / buttons</p>

<p>Building Relationships</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Form positive attachments with adults and peers outside of own family</p> <p>Separate happily from their adult at the beginning of the day</p> <p>Begin to develop relationships with adults within the Nursery and seek out help from an adult if needed</p> <p>Play alongside another child or a group of children, with support if required</p> <p>Begin to wait for a turn</p> <p>Begin to share resources, with support</p>	<p>Play alongside a group of children</p> <p>Solve conflicts that arise with adult support</p> <p>Begin to share and take turns more independently</p> <p>Tidy up the nursery</p>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Play cooperatively with others</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Show more confidence in new social situations for example with adults from around the school</p>	<p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p>
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Physical Development

<p>Gross Motor Skills</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks (shoulder pivot) Stop safely</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>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</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>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</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>(Discussion over safety with children)</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>
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<p>Fine Motor Skills</p> <p><i>See development in pencil grip and scissor use charts below</i></p>	<p>Start to eat independently with a fork</p> <p>Begin to use a wide range of fine motor equipment e.g. large tweezers and threading beads</p> <p>Begin to make marks using large and small equipment</p>	<p>Show a preference for a dominant hand.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Begin to use a comfortable grip when holding pens and pencils</p>	<p>To begin to hold scissors effectively and know how to use them</p> <p>Start to eat independently with a knife and fork</p> <p>Make marks using small and large equipment</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Use the tap-tap boards appropriately</p> <p>Use a comfortable grip when holding pens and pencils, with increasing control</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Use their dominant hand most of the time</p> <p>Begin to form some letters (using LW formation phrases)</p> <p>Begin to use a tripod or effective grip</p> <p>Tap into a large root vegetable such as a pumpkin</p>
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Literacy

<p>Comprehension</p>	<p>Listen to a story being read 1:1 and on the carpet</p> <p>Understand what is happening with the help of pictures</p> <p>Listen to and join in with key lines and phrases within a poem or nursery rhyme</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Join in with whole class comprehension activities - using some techniques outlined in the LW guidance</p>	<p>Enjoy sharing a book and begin to use new vocabulary in play</p> <p>Join in with whole class comprehension activities - using some techniques outlined in the LW guidance</p> <p>Enjoy listening to poetry</p>	<p>Enjoy sharing a book and begin to use new vocabulary in play</p> <p>Join in with whole class comprehension activities - using some techniques outlined in the LW guidance</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>
<p>Word Reading</p>	<p>Recognise their name with a picture (e.g. self register)</p>	<p>Begin to identify initial sounds of words and names of objects</p>	<p>Identify initial sounds in words</p> <p>Begin to articulate</p>	<p>Develop their phonological awareness, so that they can: count or clap</p>	<p>Begin to identify the final or dominant sounds of words and objects.</p>

	<p>Develop awareness of the different sounds that they can hear in the environment or those made by instruments/voices, through games</p>	<p>Develop their phonological awareness, so that they can: Begin to recognise words with the same initial sound, such as money and mother</p> <p>Begin to orally blend simple words</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes and words with the same initial sound</p>	<p>sounds correctly – including playing with voice sounds.</p> <p>Begin to orally blend simple words</p> <p>Begin to recognise their name card (without picture)</p>	<p>syllables in a word</p> <p>Identify initial sounds of words</p> <p>Recognise their name card (without picture)</p>	<p>Orally blend simple words</p> <p>Begin to distinguish sounds in words by oral segmenting</p>
<p>Writing</p>	<p>Enjoy mark making</p>	<p>Begin to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy (where appropriate and with modelling)</p> <p>Write the initial sound in their name</p>	<p>Give some meaning to marks they make</p> <p>Begin to write some letters accurately, with modelling</p>	<p>Write some or all of their own name</p> <p>Continue to develop their print and letter knowledge in their early writing; e.g. writing initial sounds</p>	<p>Write all of their name</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy’</p> <p>Write some letters accurately</p>

Mathematics

Number and Numerical Patterns

Term 1

- Begin to describe a sequence of events, real or fictional, using words such as first, then
- Count objects, actions and sounds
- recite numbers to 5 and beyond
- say one number for each item in order: 1,2,3,4,5.
- Make comparisons between objects relating to size, length, weight and capacity.
- Show 'finger numbers' up to 5
- Experiment with their own symbols and marks to represent number e.g tallying what pets we have/ animals we like
- Develop fast recognition of up to 3 objects without having to count them individually (subitise)

Term 2

- Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'- through collage, construction and playing with shape kits
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Make comparisons between objects relating to size, length, weight and capacity.
- Begin to describe a sequence of events, real or fictional, using words such as first, then
- Count objects, actions and sounds
- Show 'finger numbers' up to 5.
- Develop fast recognition of up to 3 objects without having to count them individually (subitise)
- Talk about and identify the patterns around them. For example: stripes on clothes and zebras, spots on clothes. Use informal language like pointy, spotty, blobs etc
- say one number for each item in order: 1,2,3,4,5

Term 3

- Solve real world mathematical problems with numbers up to 5
- Make comparisons between objects relating to size, length, weight and capacity.
- Show 'finger numbers' up to 5
- Develop fast recognition of up to 3 objects without having to count them individually (subitise)
- say one number for each item in order: 1,2,3,4,5
- Experiment with their own symbols and marks to as well as numerals where appropriate
- Talk about and identify the patterns around them. Use informal language like pointy, spotty, blobs etc
- Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Term 4

- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and explore 2D and 3D shapes
- Solve real world mathematical problems with numbers up to 5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Begin to describe a sequence of events using words such as 'first', 'then...'
- Understand position through words alone
- Experiment with their own symbols and marks as well as numerals.
- Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5

Term 5

- Begin to explore the composition of numbers up to 5
- Make comparisons between objects relating to size, length, weight and capacity
- Extend and create ABAB patterns – stick, leaf, stick, leaf
- Notice and correct an error in a repeating pattern.
- Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Develop fast recognition of up to 3 objects without having to count them individually (subitise)

Term 6

- Describe a familiar route
- Discuss routes and locations
- Understand position through words alone
- Solve real world mathematical problems with numbers up to 5
- Experiment with their own symbols and marks to represent number e.g tallying what pets we have/ animals we like
- Begin to explore the composition of numbers up to 5
- Develop fast recognition of up to 3 objects without having to count them individually (subitise)
- Notice and correct an error in a repeating pattern.
- Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5
- Select shapes appropriately: flat surfaces for building, triangular prism for a roof
- Combine shapes to make new ones, an arch, a bigger triangle etc

Understanding the World

<p>Past and Present</p>	<p>Gain an understanding about the passing of time (e.g. within the school day)</p> <p>Remember and talk about significant events in their own life e.g: their birthday (through photographs, Seesaw, visual timeline etc)</p>		<p>Discuss activities / experiences from the past</p>	<p>Begin to make sense of their own life story and family's history (through photographs, stories and role play)</p> <p>Begin to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday</p>	<p>Sequence two objects now/then (Photographs black and white/colour or eggs/chicks)</p> <p>Sequence clothes for seasons</p>	<p>Discuss activities / learning experiences from the past (looking over their online learning journals)</p>
<p>People, Culture and Communities</p>	<p>Begin to talk about their own family and who they live with (from photos and Seesaw)</p> <p>Learn names of rooms and areas of provision in Nursery</p> <p>Become familiar with the Nursery layout</p> <p>Learn where things belong</p> <p>Know that they are in a Nursery within a school near to their house.</p> <p>Explore different familiar settings, such as the beach, the park, woodland and a farm through texts</p> <p>Talk about how Christmas is celebrated</p> <p>Show interest in different occupations</p>		<p>Continue developing positive attitudes about the differences between people</p> <p>Show interest in different occupations</p> <p>Talk about how Lunar New Year is celebrated around the world and how it compares to our New Year</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To represent and locate key features of their environment and represent key features from stories.</p> <p>Learn about the different people and places in the world through texts</p>	<p>Ask questions about their own immediate community and environment to extend knowledge</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Use positional language</p>
<p>The Natural World</p>	<p>Begin to understand the need to respect and care for the natural environment and living things</p> <p>Explore the surrounding natural environment</p> <p>Explore natural objects</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the differences between materials and changes they notice</p> <p>Combine and mix</p>	<p>Talk about forces they can feel</p> <p>Feel forces</p> <p>Explore how things work</p> <p>Explore how objects/materials are affected by forces</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore a range of</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Plant seeds and care for growing plants.</p> <p>Learn about the life cycles of humans and</p>	<p>Explore how things work</p> <p>Identify electrical devices</p> <p>Use battery-powered devices</p> <p>Listen to sounds</p>






	from the surrounding environment	ingredients Change materials by heating and cooling, including cooking, ice melting etc	Explore light sources Shine light on or through different materials Learn about the Solar System and stars Learn about space travel	materials Shape and join materials	animals Compare adult animals to their babies Learn about how to take care of themselves Learn about their senses Observe how baby animals change over time	Make sounds
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Expressive Arts and Design

Creating with materials	<p>Begin to experiment with materials</p> <p>Painting: Enjoy using a variety of tools including different size/ size brushes and tools - Hands - Large paint brushes - Upright easels - Large paper</p> <p>Cutting: Ripping with hands</p> <p>Begin to use a scissor grip but not secure</p> <p>Colour mixing: Explore colour and colour mixing</p> <p>Recognise and name the primary colours being used</p>	<p>3D / sculpting / mixed media: Enjoy using a variety of malleable media such as clay, papier mache, salt dough</p> <p>Joining: Join different materials and explore different textures</p> <p>Glue (PVA or glue stick) Sellotape</p> <p>Begin to join flat surfaces successfully</p> <p>Cooking: Combining different ingredients, and then cooling or heating (cooking) them</p> <p>Drawing: Begin to create closed shapes with continuous lines</p>	<p>Develop their own ideas and then decide which materials to use to express them</p> <p>Drawing: Create closed shapes with continuous lines and begin to use these shapes to represent object</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Drawing: Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Printing: Explore printing with increasingly complex tools - e.g: - sponges, stampers, hands - imprinting in dough - natural material - cotton buds - dabbers</p>	<p>Look and talk about what they have produced, describing simple techniques and media used</p> <p>Drawing: Use drawing to represent ideas like movement or loud noises.</p> <p>3D / sculpting / mixed media: Enjoy playing with and using a variety of textiles and fabric</p>
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<p>EAD Being Imaginative and Expressive</p>	<p>Take part in simple pretend play</p> <p>Begin to develop stories using small world objects</p> <p>Begin to play imaginatively with blocks and construction</p> <p>Begin to experiment with musical instruments</p> <p>Listen to and join in with a range of stories and rhymes</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Take part in simple pretend play, using an object to represent something</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Make 3D musical instruments - celebrate with sound</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Listen with increased attention to sounds</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Create their own songs or improvise a song around one they know</p>
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Pencil Grip Progression Chart

Grip type	Pincer Grip	Palmer Sulphinate Grip (Fist)	Digital Pronate Grip	Static Tripod Grip	Dynamic Tripod Grip
Typical Age	10- 12 months	15-18 months	2- 3years	3- 5years	4- 6years
Description	Using the pads of the index finger and thumb to begin picking up smaller objects (not usually pencils but the start of grip strength)	Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm	Pencil is held by all the fingers but the palm faces down towards the page Movement comes from the wrist and uses wrist, hand and fingers	Pencil is held by three fingers and the movement comes from the wrist More intricate mark making can take place Several variations based on finger positioning	Pencil is stable in the traditional grip The thumb and fingers leave an open space Pencil moves efficiently and therefore mark making is more intricate
Visual					
Development Opportunities	Providing small objects to pick up Encouraging construction e.g. building blocks Playdough and threading	Large scale mark making e.g. chalk on floor, easel work, etc. Circles and lines to copy Playdough	Smaller scale mark making Zig Zag lines to copy and trace Playdough	Smaller mark making Name writing Starting with letter formations (Reception) Playdough	Smaller mark making Letter formation Writing Pencil Grips Playdough

Scissor Use Progression Chart

Scissor Use	Holds scissors in both hands and explores open and shutting	Opens and closes blades with scissors in one hand (not using paper)	Makes snips in paper	Uses a helping hand (non dominant) to guide the paper	Cuts- Straight line Curved line Circles Square Shape More complex shapes
Vocabulary	Open, shut, safe, scissor, cut, snip	Open, shut, close, scissor, cut, snip, thumb, fingers	Across, forward, side to side	Move, change, help, slide, hold still,	Cut, snip, curve, open, shut, follow, forwards, turn
Development Opportunities	Free exploration Finger strength activities e.g. playdough and other malleable materials	Encourage the thumb up position Practise using on shaving foam, playdough	Provide scissors and paper in the creative areas for exploration	Model using the alternative hand to move the paper Strengthen co-ordination and use of both hands through threading and lacing activities	Shapes to cut out Scissor exploration