



Dixons Allerton Academy Primary

Provision Guidance

Nursery to Year 4

2017-2018



Happiness

Respect

Achievement




Purpose

Trust

Hard Work

Note: Providing continuous provision for our children is non-negotiable. It supports children in being **happy** as it contributes to their independent thinking and choice making which contributes to a sense of **purpose**. Provision also enables us to teach our children a range of core and key skills which can then be practiced and refined independently thus contributing to a sense of **hard work**. Maintaining and up keeping an attractive and challenging provision that is well resourced also requires discipline and a large element of **respect**. Children must be **trusted** to use provision independently and in ways which challenge their thinking and move learning forward.

Yr Gp	What areas of provision must we provide indoors?			What areas of provision must we provide outdoors?			Notes
Nur	Wet Sand	Dry Sand	Water	Sand	Mud Kitchen	Water	
	Woodwork	Painting (powder paints only)	Collage	Sports	Maths Games	Bikes and trolleys	
	Mark Making	Maths	Small World	Mark Making – Chalk/clipboards	Garden ing	Bird Watchi ng	
	Box Modelling	Block		Box Modelling	Block		
	Small Constructio n	Snack	Book Area	Den building	Campin g		
	Dough	Home Corner	Role Play Area				
	Heuristic ICT	Tactile	Finger gym				
R	Wet or Dry Sand	Water	Design - Box Modelling and Collage	Sand	Mud Kitchen	Water	
	Woodwork	Painting (powder paints only)	Clay	Sports	Maths Games	Bikes and trolleys	
	Mark Making	Maths	Small World	Mark Making – Chalk/clipboards	Gardenin g	Bird Watchi ng	
	Small Constructio n	Block	Book Area	Box Modelli ng	Block		
	ICT	Snack	Heuristic	Den building	Camping		
	Dough	Home Corner	Role Play Area				
	Phonics						
Yr 1	Design - Box Modelling	Clay	Writing	Woodw ork (Shed)	Science (inc mud and water investigat ion)	Gardenin g	
	Block	Small World	Art and Painting	Art and sculptur e (Shed)	Maths Games and challenge s	Two wheeled bikes	
	ICT	Role Play Area (where appropriate)	Maths	Writing opportu nities	Nature investigat ion		
	Small Constructio n	Reading	Phonics/ SPAG	Box Modelli ng	Block and Den building		
Yr 2	Design - Box Modelling	Clay	Writing	Woodw ork (Shed)	Science (inc mud and water investigat ion)	Gardenin g	
	Block or Small Constructio n	Small World	Art and Painting	Art and sculptur e (Shed)	Maths Games and challenge s	Two wheeled bikes	
	ICT	Maths	Reading	Writing opportu nities	Nature investigat ion		
	Phonics/ SPAG			Box Modelli ng	Block and Den building		
3/ 4	Design - Box Modelling/ Small Constructio n/ Moving Parts/ Woodwork	Clay	Art and Painting	TBC			
	Maths	Small World	SPAG				
	ICT	Maths					

Year Group	What does the learning look like?	Notes															
Nur	<p>Carpet inputs in Nursery always feature at the end of a session and last no longer than 10 to 15 minutes.</p> <p>Children access provision independently. Continuous Outdoor Provision is available after up to 20 minutes into the session.</p>																
Rec	<p>Carpet inputs throughout Reception last no longer than 15 to 20 minutes.</p> <p>Children access provision (either indoor or outdoor) after the carpet input.</p>																
Yr 1	<p>Carpet inputs throughout Year 1 will range from 20 to 25 minutes.</p> <p> <table border="1" data-bbox="527 884 995 914"> <tr> <td>F</td> <td>F</td> <td>NN - I</td> <td>I</td> <td>I</td> </tr> </table></p> <p>Children access a non-negotiable task that often links to the 'skills session'. Evidence from this task is collected as evidence for assessment.</p> <p> Children access provision independently after they have completed this task to a suitable standard.</p> <p><table border="1" data-bbox="527 1121 995 1151"> <tr> <td>F</td> <td>F</td> <td>NN</td> <td>NN</td> <td>I</td> </tr> </table></p> <p> Children are now expected to maintain focus at a negotiable task for a longer period and begin to learn that they must stay at that task for a length of time.</p> <p>At this point of the year, only one group chooses in provision independently.</p> <p><table border="1" data-bbox="527 1359 995 1389"> <tr> <td>F</td> <td>F</td> <td>F</td> <td>NN</td> <td>I</td> </tr> </table></p> <p>Three groups are now expected to complete a focussed activity as a result of the carpet input. One group completes the non-negotiable task which is still linked to the skills session. One group chooses independently.</p>	F	F	NN - I	I	I	F	F	NN	NN	I	F	F	F	NN	I	
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Yr 2	<p><table border="1" data-bbox="527 1537 995 1567"> <tr> <td>F</td> <td>F</td> <td>F</td> <td>NN</td> <td>I</td> </tr> </table></p> <p>The above structure is followed all year in Year 2.</p> <p>The non-negotiable task links to the taught skills session.</p>	F	F	F	NN	I											
F	F	F	NN	I													
Y3	<p><table border="1" data-bbox="527 1819 995 1849"> <tr> <td>F</td> <td>F</td> <td>F</td> <td>NN</td> <td>I</td> </tr> </table></p> <p>The above structure is followed all year in Year 3.</p> <p>The non-negotiable task links to the taught skills session.</p>	F	F	F	NN	I											
F	F	F	NN	I													
Y4	<p><table border="1" data-bbox="527 1997 995 2027"> <tr> <td>F</td> <td>F</td> <td>F</td> <td>NN</td> <td>I</td> </tr> </table></p> <p>The above structure is followed all year in Year 4.</p> <p>The non-negotiable task links to the taught skills session.</p>	F	F	F	NN	I											
F	F	F	NN	I													



Woodwork

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Design and Expression	Constructs with different sized and shaped pieces of wood, beginning to fix permanently using PVA glue	Assembles and sticks different shaped and sized pieces of wood to create simple structures.	Begins to create more detailed structures, adding embellishments to enhance their design.	Begins to select resources for a purpose, combining a range of skills and techniques	Can make a rectangular frame with little support using a corner jig to hold corners together. Uses this frame as a basis for more complex designs.	Can make a rectangular frame with mitred joints. Makes detailed plans and designs, incorporating mixed unit measurements and angles.
Fixing and Joining	Fix and join different materials together using PVA glue and masking tape	Is thoughtful about how much tape to use, making more accurate estimations for length of their join.	Recognises when pieces are equal in size and uses simple comparative methods of measuring	Experiments with measuring required lengths using cm	Measures required lengths of materials with accuracy, using a cm ruler.	Measures required lengths of materials with accuracy, using cm and mm.
	Uses glue to fix embellishments to their model or structure (bottle tops, buttons, bobbins, lolly sticks, cd's ribbons)	Fixes embellishments (bottle tops, buttons, bobbins, lolly sticks, cd's ribbons) to a piece of wood using or nail.	Begins to fix embellishments in a more purposeful and planned way. (ie, creates a face or adds specific features to a model)	Fixes embellishments in a more purposeful and planned way. (ie, creates a face or adds specific features to a model)	Fixes wheels to their model using dowel and card axel supports.	
	To use glue in moderation, squeezing bottle with control to release desired amount.	Is more thoughtful about the quantity of glue needed	Uses glue as the prime fixing material when making models that have been built with a purpose	Understands that PVA glue can be used as a temporary hold, before strengthening with a nail or screw.	Uses hot glue gun with 1:1 support, strengthens joints using cardboard triangles.	Makes decisions about which glue to use based upon the purpose of the fixing.
	To find the end of the tape and tear off independently	Can save the end of the tape by sticking it on the edge of the table				
	Understands where wood comes from	Hammers a nail into a secured block of wood (tree trunk, hammer board), holding a nail with a finger and thumb. They bang gently whilst holding the nail upright.	With support, can join two pieces of wood together using a nail.	Independently nails two pieces of wood together.	Is beginning to show awareness of when it is best to use a screw or nail.	Always selects a nail or screw and can give a reason for their choice.
Using Tools and Equipment		Understands that hammers must only be used for nails and screwdrivers for screws. Always wears goggles.	Asks an adult when they want to use a saw. Always wears goggles.	Uses a saw with greater independence, ensuring that the correct back and forth motion is used. (working 1:3)		
			Secures a piece of wood into a vice and saws off the end. Saws against a guide to make straight edge 90 angle.		Learns how to use a mitre box to make cuts of different angles. Uses a file to smooth any rough edges	With support, can refer to plans and cut wood at the desired 45 or 90 angles using a mitre box.
		Begins to secure an object in a vice	Can secure an object in a vice independently.	Uses a vice to hold a piece of wood in place so that another piece can fixed with a nail or screw	Places the wood in the vice so that sawing is easy (i.e. the edge of the vice)	Chooses when to use the vice and when to use the mitre box to cut at the desired angle.
		Makes holes in wood using a hand drill, turning the handle clockwise with moderate pressure.	Drills holes which go all the way through a piece of soft wood (Balsa)	Uses a centre punch to make a pilot hole. When drilling, always applies suitable pressure and speed to drill continuously.	Shows more precision and control and can stop drilling before they reach the other side.	Drills to fasten two pieces of wood together(one hole all the way through and one hole half way through to make screwing easier)
	Explores nuts, bolts and washers to develop twisting and turning movement	Is beginning to screw screws into soft materials such as cork or balsa wood.	Can screw a screw into a soft piece of wood by first making a small indentation with a sharp point.	Independently join two pieces of wood together using a screw and/or nail.	Is beginning to show awareness of when it is best to use a screw or nail	Always selects a nail or screw and can give a reason for their choice.

Clay

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Design and Expression	Explores and describes the properties of clay	Uses trial and error when creating	Sometimes reflects when working, making decisions and changing techniques as necessary	Reflects whilst working, making decisions about when to change or adapt techniques.	Uses skills learned to make creative decisions.	Uses skills learned to make creative decisions, giving reasons for their choice.
	Look with interest at pictures of artists work and the sculptures of those around them (i.e. friends, adults, other artists)	Look at and describe what they see when looking at images, artefacts and sculptures	Suggest a possible reason for the artists intentions or meaning of the work and use them as a stimulus to develop their ideas	Consider the artist's techniques, skills ideas using them as starting point or basis to improve their own	Consider their knowledge of artists' work and think about 'how to' create their own original ideas	identifies skills used by famous artists and applies them to create their own original ideas.
Joining and Finishing	Presses pieces together using hands.	Begins to smooth over edges with fingers to create a secure finish	Smooths over join with fingers and when appropriate, uses a cloth or sponge to create a smooth finish.	When joining and fixing wet clay to wet clay, scores edges on both parts before applying water or slip. They smooth over the join to seal.	Makes an informed choice about which fixing and joining techniques to use. (chooses between glue and water if appropriate)	Uses modelling wire to create more complex structures. They add wire to a solid piece of clay to add thinner specific features. (i.e tree with branches, person)
	Explores the effects of water on clay	Understands the effect that water has on the texture	Uses water when joining and smoothing over cracks. Beginning to be more thoughtful about how much water is needed.			
	When wet, squeezes, presses and pulls, to change shape	When wet manipulates bends, rolls into a ball and pinches to create raised edges	When wet, uses pinching to create a raised edge and rolls and cuts pieces to add detail.	When wet, can manipulate clay to create a form using 2/3 techniques and adding some surface decoration.	When the sculpture has dried, add surface detail to it (i.e. using glue or slip)	When the sculpture has dried, add finer surface detail to it, such as leaves on a tress and fingers on a person. (i.e. using glue or slip)
	Prints/ makes patterns with everyday objects (fork, shells, buttons)	Prints with a mixture of objects and textures (leaves, lacy fabrics, shells, pasta, beads)	Creates own patterns using clay tools and objects	Scratches using sharp and pointed tools to add intricate patterns	Uses sharp and pointed tools to add lifelike/ real life detail into sculptures (i.e. a face)	Uses sharp and pointed tools to add finer lifelike/ real life detail and create texture onto sculptures (i.e. a face)
	Understands where clay comes from	Leaves model/ sculpture to dry and decorates with poster paint Adds embellishments when clay is wet to improve appearance.	Paints, embellishes when dry and uses a glaze to seal. (watered down PVA)	Applies a base coat and then finer details using a range of paints. Is beginning to use a range of painting techniques for effect.	Independently uses a range of painting techniques for effect. i.e dots, dashes, thick and thin strokes.	Uses acrylic paints and glaze to give a lasting finish.
	Rolls a flat piece and cuts shapes using cutters	Makes a simple thumb pot- pinches, smooths and hollows using fingers.	Creates pots/ containers/ decorated by layering with shapes/ detail	Can use pinching technique to create a higher raised edge with consistent thickness in taller pots and vases.	Can layer rolled pieces to create a coil pot with circular bottom	Is beginning to fix and join slabs of clay to create a hollow 3D shape. Uses a tile press independently.
			Is beginning to understand the importance of thickness of the clay, particularly when joining and finishing. (i.e cup handles)	Understandsthe importance of thickness of the clay, particularly when joining and finishing. (i.e cup handles)	With support can use lengths of wood to roll slabs of a consistent thickness. (where required) Uses tile press with support	
Using Tools and Equipment	Can cut pieces using a clay knife	Uses basic tools for mark making and chopping,	Is beginning to use tools to hollow, smooth and adapt structure	Uses tools independently to hollow, smooth and adapt structures. They can describe why they have selected a particular tool. Uses complex templates and cuts round with a clay knife		

Painting

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
	Explores and describes properties of paint	Uses trial and error when creating understands the need to sometimes second draft	Sometimes reflects when working, making decisions and changing techniques as necessary	Reflects whilst working, making decisions about when to change or adapt techniques.	Uses skills learned to make creative decisions.	Uses skills learned to make creative decisions, giving reasons for their choice.
Powder Paints	Mixes powder paint so it is not too runny. Follows steps of paint mixing process.	Understands that they can thicken consistency by adding more powder.	Understands that watery colours can be used for backgrounds and thicker consistencies are often used for foregrounds.	Uses paint of the required consistency to finish products or particular purpose within a painting	Uses paint of the required consistency to finish products or particular purpose within a painting	Reliably mixes paint of the correct consistency and quantity.
	Selects colours when working and gives meaning to marks	Can mix to make orange, purple, green Mixes primary colours to create basic secondary colours through experimentation.	Is beginning to adapt tone using primary colours	Adapts tone using primary colours as well as using black and white to change the shade of a colour	Children mix colours considering tone for effect, to create mood and feeling	Discuss and evaluate the use of contrasting colours in famous paintings and begin to consider in own art work.
Painting as a Process	Puts painting to dry with name on	Paints a picture with a primary focus as well as other detail, including filling space where necessary.	Paints background, adding foreground at later date. Is beginning to refine further by adding embellishments.	Paints background then foreground before adding embellishments or uses other media to enhance aspects of their work		In conjunction with the skills taught in the drawing and sketching continuum, uses all previously taught skills in the 'Painting as a Process' to achieve desired effect.
	Investigates by using horizontal , vertical and circular movements with thicker brushes	Experiments with thick and thin brushes and describes the marks that they make	Knows to use thin brushes to add detail to parts of the picture and a thicker brush for a background	Chooses from a range of brushes for a specific purpose	Adds texture using brush technique	Uses information collected to develop own work, taking account of the purpose
	Explores texture, colour and form of paint by adding materials to it. (ie sawdust, glitter, glue, sand etc)		Chooses materials to add to paint to create a desired effect.	Chooses materials to add to paint to create desired effect. They ask for resources even when they are out of sight.	At the planning stage (where planning is needed), considers how adding materials to paint (i.e. sand, glitter, sawdust) will enhance texture or colour.	Adapts work and makes creative choices incorporating previously taught skills and techniques.
	Naturally experiments and makes marks with tools provided (everyday objects)	Uses sponges, rollers, brushes to create a variety of effects including spreading and printing	Uses wider range of tools precisely, beginning to select for a purpose	Selects tools for a purpose- considers the effect they want for different parts of their work	Selects tools appropriately and uses correct techniques to dot, scratch, splash and apply paint in layers	Is developing own style and preference for painting and can describe features of their work using appropriate vocabulary.
		Knows to use poster paint to finish a model (as children haven't been taught to turn boxes inside out).		Use mixed powder pain to finish a box model where the box has been turned inside out	Alter consistency of powder paint in response to the surface it is to be used on.	Is introduced to acrylic paints as a means of finishing clay work and also working on a canvas.
Specialist Techniques	Prints with everyday objects	Prints to create a pattern	Investigates etching (creation of 'stamp' to be used in printing) with close support	Creates patterns by etching- uses thin pieces of foam	Printing with specialist equipment- block/ fabric	Print using 2 overlays.
Embellishm ents	Select collage pieces to stick onto wet paint or using by using glue		Select an embellishment according to the effect they want to create	Suggest an embellishment according to the effect they want to create even when that resource may not be immediately available.	Confidently combines more than one embellishment to finish a piece	Adapts work and makes creative choices incorporating previously taught skills and techniques.

Drawing & Sketching

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Representation and Purpose	Responds to ideas and starting points with scribble.	Responds to ideas and starting points using lines to enclose spaces where needed.	Responds to ideas and starting points by drawing with increasing accuracy on a single base line/ face on.	Children are introduced to drawing on more than one level	Children make representations which demonstrate an awareness of perspective and proportion. Single base-lines (flat, front facing) and multiple base-lines (background/ distance) are used.	Draws familiar things from different viewpoints.
	Presses on hard enough for lines to be seen.	Lines are defined when drawing.	Experiments with a range of pencils and talks about the effect that harder and softer pressure has on the shade.	Uses a range of drawing tools knowing softer= darker and harder = lighter.	Uses light pressure when sketching so amendments can be made	Makes decisions about the strength of line to be used in own drawings.
	Can draw lines and different shapes with a variety of implements.	Can demonstrate light or dark by pressing down or demonstrating a lighter touch.	Shows pattern and texture by adding dots, lines and other features.	Experiments with simple shading techniques to show simple pattern, tone and texture.	Shades to show 3D/ shadow.	Drawings of still life include shadows and reflections
	Experiments with different ways of using mark making implements (i.e. dotting, making lines, blocking)	Shows pattern and texture by adding dots, lines and other features.	Shows pattern and texture by adding dots, lines and other features.	Experiments with simple shading techniques to show simple pattern, tone and texture.	Fills space using shading techniques, cross hatching, scumbling and pointillism.	
	Experiments with mark making as a form of observational drawing.	Creates observational drawings using the correct colour or making sound choices about colour.	Creates observational drawings that use size and colour thoughtfully and intentionally.	Creates observational drawings that demonstrate an increasing understanding of proportion but always demonstrate accuracy of size and colour.	Creates accurate (size, proportion and colour) observational drawings linked to science/ technology.	Is beginning to record movement or action when drawing.
	Can talk about or describe what they have drawn	Can talk about choices made with regards to colour when drawing.	Can talk about choices of colour and size when drawing.	Talks about the range of choices made when creating effect	Justifies selection of most suitable drawing materials for type of drawing to be produced.	

Box Modelling

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Design, expression and evaluation	Experiments and explores with shapes and materials	Creates with increasing purpose talking about what they are doing and how they are doing it.	Draw a simple design / picture to show what they intend to make. Children provide simple verbal and written explanations of their design. Eg. Children say how they are going to make their model.	Create more complex verbal or written designs. They consider the purpose and appeal to the user. Children plan a simple sequence of actions.	Recognise their designs have to meet their intended audience needs. Communicate ideas in different ways – discussion, annotated sketches, lists and using ICT. Develop step by step plans.	
	Uses simple language and vocabulary to talk about what they have done.	After creating model can talk using the '2 stars and a wish' structure to evaluate their model.	Whilst making children can decide, change and adapt methods used to be successful. Talks about the choices that they have made and how they have edited their ways of working.	Evaluate and adapt their sequence of actions to ensure model is made effectively. When product is made children can evaluate it against their initial ideas and design. They will consider the views of others to improve their work.	Evaluate their ideas and products against design criteria. (Purpose, appearance, conservation of materials). Uses appropriate peer critique to improve their work.	
Fixing and Joining						
	glue PVA & Pritt Stick	Decides when to use PVA/ Pritt Stick				
	masking tape	tape on table				
	bottle tops, simple embellishments to base board	Understands that a 'model' is a representation of something that they have created from their experience.				
	base boards (more horizontal)	combining boxes		turns boxes inside out and reassembles with masking tape		
Using Tools and Equipment		hole punch, treasury tags	hole punch, split pins & treasury tags			
		string & ribbon				

Blocks

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Manipulating and Understanding Shape and Space	Can match and order the blocks to a template or the same size/ length block when tidying with support.	Can independently match the blocks to a template or photo or to a block of the same size/ length when tidying.	Can store, classify and arrange blocks thinking carefully about the relationship between shapes.	Can store, classify and arrange blocks using mathematical language to talk about the relationship between shapes.		
	Can work horizontally, begin to stack blocks vertically and form a space between two blocks placing a block to span the space (bridging).	Can work vertically and create more than one level built on a solid foundation as well as making some bridges and arches.	Beginning to work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.	Can confidently work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.		
	Children carry, move, touch, hold, pile, knock down and feel the blocks in order to explore properties.	Can create enclosures children begin to understand the meaning of inside, outside, perimeter and boundaries (link to small world and classifying properties within).	Through returning to structures over a period of time, children demonstrate a deep understanding of the relationship between different shapes and their relative sizes, lengths and widths.	Children create complex block structures that demonstrate their deep understanding of shape, space, balance and position.		
	Can often repeat a pattern over and over.	Can experiment with symmetry and patterns and its relationship to balancing.	Can return to models over a period of time creating structures which demonstrate their deeper understanding of the relationship between symmetry and balance.	Can plan ahead using symmetry and pattern when thinking about balance.		
	Can explore the properties and characteristics of blocks by arranging.	Can measure, lengths, widths, heights and depths (if only by eye or non-standard measurements). Can compare surface, volume and area using simple mathematical language.	Can talk about simple relationships between the different blocks (i.e. a long block is the same as four short blocks) and plan to use with this concept in mind.	Children refer to the relative sizes and lengths of blocks when constructing in order to make informed choices about which block to use.		
Representations, Planning, Evaluating and Modifying	Can form a combination of stacks and rows.	Make a range of structures experimenting with shapes, sizes and lengths.	Make a scaffold to test whether the basic structure works before adding more intricate detail.			
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Experimenting with changes when one way of constructing does not work.	Demonstrates an understanding of previous mistakes made and talks about these when re-constructing or planning (i.e. I will put this here because last time...)			
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Begin to talk about why their intentions have been successful or not and how they will make simple changes.	Talk confidently about why their intentions have been successful or not and how they will make changes.			
















Small World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Creating with imagination and purpose.	Children engage with small world scenarios set up by adults, sometimes on their own, in parallel or with others.	Children set up their own simple small world scenarios using foliage and other props as well as figures and animals e.g. in sand, water and blocks.	Children set up their own small world scenarios including single or multiple story scenes which they photograph and use as illustrations for factual or fictional writing.	Children use small world scenes with beginning, middle, problem endings. They create a book with photos and text.	Children adapt small world figures and create their own scenes according to their own text/ instructions. They employ master class skills i.e. woodwork, box modelling and art to support their work.	<p>Children will record and capture their small world creations using skills and techniques with the English planning grid and guidance.</p> <p>Small world collections will enable children to recreate events from their core texts, as well as create their own fiction and non-fiction from imagination and experience.</p>
	Children choose to play with small world resources in sand, water or blocks.	Children engage with enhanced small world for the stated purpose after it has been carefully and explicitly introduced.	Children are encouraged to engage with focussed or self-initiated reading and writing activities following on from small world play.	Children engage with focussed or self-initiated reading or writing activities and other forms of presenting their small world such as trays and show boxes.	Children engage with animations programmes to create cartoons.	
Using language and models of speech	Children act out simple narrative with small world based on their own experience and interests. Simple language and voice sounds will be used.	Children act out simple narratives (some of which will be from familiar texts) using basic structures of storytelling.	Children create scenes for original narratives and familiar stories. When orally retelling these stories, children use basic structures of storytelling to sequence and describe.	Children create scenes for original narratives which have five parts and use more complex vocabulary to sequence and describe.	Children's small world creations enable them to demonstrate the more advanced features of storytelling such as long sentences to add description or information and short sentences for emphasis and making key points.	
	Children play with small world scenarios set up as part of topic provision using basic language and some key vocabulary accurately.	Children use simple factual sentences to demonstrate their knowledge of small word collections.	Children create simple non-fiction texts to present their knowledge and understanding of topics and small world collections	After engaging with small world collections, children create non-fiction texts to present their deeper knowledge and understanding of topics. These texts are organised into an introduction; a middle section and an ending.	After engaging with small world collections, children arrange their non-fiction texts into paragraphs in order to articulate their deep knowledge of topics.	
	Children can name small world animals and other simple small world props linked to their emerging knowledge of the world	Children begin to access non-fiction texts with adult support to extend their knowledge and widen their vocabulary of small world collections	Children gain further knowledge about small world collections from non-fiction texts that they access. Vocabulary is used accurately to name and describe.			
	Children engage with and describe different habitats as set up by adults i.e. desert, woodland, polar region.					

Small Construction- Technology

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Fixing and joining as well as using moving parts	Joins a range of construction pieces of the same set together to make a simple structure.	Makes a range of structures using construction pieces of the same set experimenting with shapes, sizes and lengths.	Continue to experiment by making structures with more intricate construction sets	Investigate powered machines with a motor and understand how a motor can be attached in order to power and move a structure.	Use a motor in own construction, knowing how to connect parts to create movement.	
	Presses and squeezes construction pieces of the same set into place with two hands.	Uses finger control to press, squeeze and separate smaller construction pieces	Explore basic mechanical principles such as wheels, leavers and pulleys.	Create a structure where pieces including connectors, fixings, gears, wheels, axels, levers and pulleys are placed in order to work together.	Explore gearing mechanisms with assorted gear wheels.	
	Experiment with simple connectors and fixings.	Choose a connector and fixing to join pieces together (including wheels).	Choose a connector or fixing for a particular purpose based on an idea (including wheels).			
Planning, Designing and Expression	Talk about what they have made after the structure is complete.	Talk about the process of constructing when asked (i.e. I'm putting these pieces together) *This may sometimes include talking about what they are making.	Talk about the process of constructing with an increasing focus on how individual parts are connected and interlink.	Talk about the process of constructing and then how powered machines can add to the mechanism	Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)	
	Answer simple questions about what they have made and why					
	Make structures that represent deeply familiar things and things that they are deeply interested in (i.e. fire engine, houses).	Make structures that represent ideas that they have become familiar with more recently or have developed an interest in.	Make structures in response to a learning challenge as well as continuing to create structures that represent original ideas and individual expression.	Make structures that are tested against other comparable ones (Friction, distance, time, speed).	Develop an understanding of fair testing when constructing in order to support scientific enquiry (Friction, distance, time, speed).	
	Sort and arrange pieces that they want and do not want to use by moving or selecting them	Talks about why they have or have not used a particular piece when asked.		With support, is able to follow a simple set of instructions to create a model.	Independently follows booklet instructions to create a simple machine or model.	
	Use what they made in their imaginative play	Explain the choice and placement of construction pieces by referring to features of the structure they have made	Have a clear reason for choosing particular construction pieces and articulate this when asked	Have a clear reason for choosing particular construction pieces (including motors and mechanised parts) with particular reference to scientific enquiry (Friction, distance, time, speed)	Develop understanding of forces and unbalanced by following instructions to create models and machines.	
	Using books and images to support ideas forming with adult prompting	Suggest using books, images or hand held devices for inspiration when needed.	Independently access non-fiction texts to support ideas forming and inspiration	With support, access instruction manuals to enable them to make a powered structure with a motor.	Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)	
Evaluating and Modifying	Ask to save the structure when it is complete.	Save the structure for it to be used as an exemplar to others.	Can return to models over a period of time demonstrating a higher skill level with regards to fixing pieces and using connectors	Describe the outcome of a model that has one or more moving parts and then suggest an improvement.	Locate and identify the moving part of the model and describe how it works.	
	Persevere with a construction set when the pieces don't connect first time	Sustain concentration and persevere for a short time in order to make their idea a reality.	Add more intricate detail after the original structure has been made.	Evaluate their model against the WAGOLL in the instruction manual.	Evaluate their model against the WAGOLL in the instruction manual.	
	Is able to choose to return to add more pieces after they have indicated that it is finished		Continually return to a structure in order to continue editing it. Modifications can be as a result of feedback from a peer or adult.	Refer to past experience when suggesting modifications (i.e. 'I remember that last time I ...')		

Small Construction

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
What must adults provide?	<p> Duplo Mobilo Train Track</p> <p> Duplo Mobilo Train Track</p> <p> Duplo Mobilo Train Track + Lego</p>	<p> Duplo Lego Mobilo Train Track</p> <p> Lego Mobilo Train Track (?) Brio</p> <p> Lego Mobilo Brio Kidstruktör</p>	<p> Lego Mobilo Brio Kidstruktör</p> <p> Lego Brio Kidstruktör + Knex</p> <p> Lego Brio Knex</p>	<p> Lego Knex Polydron</p> <p> Lego Knex Polydron + Lego Simple Machines</p> <p> Lego Lego Simple Machines Knex</p>	<p> Lego Simple Machines Lego</p> <p> Lego Simple Machines Lego Simple and Powered</p> <p> Lego Simple Machines Lego Simple and Powered</p>	<p>Lego Simple Machines Lego Simple and Powered</p> <p>K'Nex Simple Machines</p> <p>K'Nex Levers and Pulleys</p>

Gardening

Nursery	Reception	Year 1	Year 2	Year 3
Can use two and one handed tools to dig in the mud talking about the effect of their work (spades and trowels – making a hole).	Can safely use a spade to dig pushing down on the spade with their foot and transferring the soil to another pile or container.	With support, can maintain the potting shed by ensuring that tools, pots and packets are safely stored.	Can maintain the potting shed by storing everything safely and replenishing labels when needed.	Can maintain the gardening area by regularly turning the soil in the planters, storing equipment safely and replenishing labels etc.
Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.	Can safely use a trowel with one hand to transfer soil from one container to another			
Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.	Can safely use the fork by pushing down on the fork with one foot and turning the soil in the ground/ bed			
Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.	Can identify that a plant will need sun and water to grow and begin to talk about why.	Children talk about a plant needing water and that rain is water. They also talk about the need to water plants when it is dry.	Understand that certain vegetables, fruits and plants must be grown inside the potting shed (i.e. because it is dryer and warmer)	Suggest which plants and vegetables will need to be grown inside the greenhouse and say why.
With close support can plant a seed or bean in the soil.	Can identify that a plant will need sun and water to grow and begin to talk about why.	Children talk about a plant needing sun light and that sun light comes from the sun.		
Can describe the process of a plant growing , rain falling and sun shining by using simple words, statements or actions.	Can plant a seed or bean in the soil and talk about what will happen when it will grow.	Can plant a bean or seed with an end in mind (i.e. to grow flowers that are pretty/ to make pumpkin soup).	Can harvest vegetables that have grown and then peel and chop them with support. With support they use these in a recipe that they have read.	Can suggest a recipe to be followed for making an original dish using fruits and vegetables that they have grown.
Naturally asks questions of adults and peers when digging or planting.	Can identify the flowers and leaves on plants.	Can keep a simple record of how plant has grown over time and comment on what factors they have noticed.	Can keep a record where they compare the growth of two different sorts of plants.	
Begins to understand that when a plant or flower has been pulled up, that it is dead and will not continue to grow	Can identify the flowers and leaves on plants.	Can identify leaves, stalks, roots, bulbs, blossom, branches, trunks and flowers on plants that have grown outdoors using magnifying glasses to comment on the details of these features.	Can talk about germination from seeds including food stored within the seed and make simple observations when 'sprouting' begins.	Can talk about the functions of parts of plants in the outdoor area (i.e. trunks for trees, roots, etc.)
Shows care and concern for living plants and flowers.	Can talk about their observations of a flower or plant that has decayed about being picked.	Can talk about what will happen to a flower or plant if it is picked – i.e. what it will look like and comments on how the changes of seasons affect plants (i.e. leaves falling from trees).	Can set up a comparative test where children look at factors such as light or dark that help plants to grow and live.	Can set and write up their findings about a comparative test where children look factors such as light or dark that help plants to grow and live.
	Talks about the importance of taking care for plants and flowers.	Children actively care for flowers and plants in their environment by watering them and safeguarding them against younger children damaging them.	Children make posters for younger children about the importance of caring for plants and talk about why.	
		Can compare the features of different plants and flowers.		

