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| 1. EYFS
 | Statements from Development Matters | Statements from the Early Learning Goals (EYFS Statutory Framework) |
| Physical Development | * 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.
 | Physical Development | FineMotor Skills | * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (CP – writing table inside and writing shed outside)
* Use a range of small tools, including scissors, paintbrushes and cutlery. (CP – creative area)
* Begin to show accuracy and care when drawing.

(CP – writing table inside and writing shed outside) |
| Expressive Arts and Design | * 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.
 | ExpressiveArts and Design | Creatingwith Materials | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CP – creative area)
* Share their creations, explaining the process they have used.
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| Implementation  |
| * Units are taught on a rolling programme.
* Children also have the opportunity to work towards targets in provision and directed tasks throughout the year.
* Regular flashbacks will help children to retrieve and remember their prior learning.
* Teachers will demonstrate the appropriate skills to the children.
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|  | EYFS |
| Structures |  |
| Textiles |  |
| Cooking and Nutrition |  |
| Mechanisms |  |