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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 | Fine  Motor 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. | Expressive  Arts and Design | Creating  with 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. |
| 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 |  |