

CONTINUOUS PROVISION PROGRESSION OF SKILLS – CONTINUING THE PROVISION FOR LEARNING IN THE ABSENCE OF AN ADULT

Communication throughout – use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic.

Indoor

ART AREA INCLUDING MALLEABLE MATERIALS			
Subject	Art	Reading	Speaking/Writing
Key Concepts EYFS	Explore and use a variety of artistic effects	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	- Represents objects seen, remembered and imagined. - Overlaps and overlays to create collages with different effects. - Experiments with different grades of pencil, pastel, chalk and paint to achieve a desired effect. - Uses stencils to create rubbings. - Prints using found materials.	Use books shared with an adult as a provocation e.g. Traction Man, Koala who Could.	- Begin to justify methods and materials used – <i>why did you chose? What could you do to improve it?</i> - Beginning to use specific art vocabulary to describe their creations e.g. 'I made a collage, I did some printing.'
Key Concepts KS1	Use techniques (T2 drawing focus) to develop and share their ideas, experiences and imagination	Read words accurately and understand texts	Write sentences
Y1	- Experiment with different methods and materials to achieve a specific outcome planned in advance - Drawing: use a variety of pencil grades, pastel, chalk and charcoal to experiment with pattern, texture, line, shape and form. - Painting: thick and thin brushes, mixing, colour wheels. - Collage: combining materials that are cut, torn and glued, mixing materials to experiment with texture - Sculpture: rolled up paper, straws, paper, card and clay, rolling, cutting, moulding and carving using tools. - Print: using objects to create print by pressing rolling, rubbing and stamping - Respond to whole class teaching about specific artists	As Y2 but with pictorial support	Write about their creations using Phase 3 spelling and finger spaces.
Y2	As Y1 but also including - Confidently justify methods and materials used – <i>why did you choose that material? How else could you do it? What could you do to improve it?</i> both in discussions with staff and peers. - Techniques are mastered and show care and precision - Respond to provocation e.g. a painting by a specific artist or high quality work from another child with techniques mastered and justification – <i>'this is like the work of x because...'</i>	Provide written provocation for children to read independently and engage with linked topic or interest – can you read the book and create a piece of art inspired by it?	Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.
Y3	Independently plan artwork with a clear intention and justify choices confidently. Evaluate own and peer work using artistic vocabulary.	Use a broader range of techniques for drawing, painting, sculpture, and collage with increased control and precision.	Compare and analyse styles of different artists. Create artworks in a particular style.

CONTINUOUS PROVISION PROGRESSION OF SKILLS – CONTINUING THE PROVISION FOR LEARNING IN THE ABSENCE OF AN ADULT

WORKSHOP					
Subject	DT	Art	Maths	Reading	Writing
Key Concepts EYFS	Work collaboratively to plan and make creations	Explore and use a variety of artistic effects	Numbers 1-10 One to one correspondence One more/one less	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	• Able to use PVA glue, cotton buds, spreaders and squeeze bottles with some control • Join using elastic bands, paper clips, staplers, split pins, hole punches, treasury tags, • Use scissors or tearing to change resources before joining with control • Beginning to select appropriate materials and techniques for a purpose	• Finish design using paint or other decoration	• Able to refer to numbers as part of designing and making process – ‘<i>I need two boxes and one split pin.</i>’ • Begin to use the language of measure (longer, shorter)	• Use books shared with an adult as provocation	• Begin to justify methods and materials used – why did you chose? What could you do to improve it? • Attempting to use CVC words to label creations
Key Concepts KS1	Design, make, evaluate, improve Master practical skills – cutting, shaping, joining, finishing	Use techniques (T2 drawing focus) to develop and share their ideas, experiences and imagination	Addition and subtraction (Y1 within 20, Y2 within 100) Money Use measures	Read words accurately and understand texts	Write sentences
Y1	• Design products with a clear purpose, make and refine as work progresses • Materials: cut safely, measure to ensure correct size, range of cutting and shaping and joining techniques	• Finish design using paint or other decoration and explain why this has been used	• Use the language of measure (longer, shorter, longest, shortest) • Measure with some accuracy in cm (range 0-20cm)	• As Y2 but with pictorial support	• Write about their creations using Phase 3 spelling and finger spaces.
Y2	• Justify purpose, methods and materials used. • Why did you choose...? How did you change it as you went along? • Design products for an audience other than themselves e.g. for a younger or older child, explain how they have done this	• Finish design using paint or other decoration and explain why this has been used, taking purpose and audience into consideration.	• Use language of measure to make clear justifications for selection of materials • Measure accurately within and beyond 1m.	• Provide written provocation for children to read independently and engage with linked topic or interest – can you read the book and create a piece of art inspired by it?	• Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.

CONTINUOUS PROVISION PROGRESSION OF SKILLS – CONTINUING THE PROVISION FOR LEARNING IN THE ABSENCE OF AN ADULT

Y3	Design and make with precision, adapting work through peer feedback.	Accurately measure and cut using appropriate tools, select materials based on their properties and intended outcome.	Justify selections based on design needs. Evaluate designs for effectiveness and suggest improvements.	Apply spelling rules from Y3 and write detailed explanations with technical vocabulary.	
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Subject	Science	History	Geography	Reading	Writing
Key Concepts EYFS	Explore the natural world around them Understand seasonal changes	Compare past and present	Recognise some environments that are different to the one they live in, identify similarities and differences	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	- Identifies similarities, differences, patterns and changes - Beginning to use scientific vocabulary to describe these	Sort images of familiar situations into past and present	- Verbally describe images of familiar and unfamiliar environments and discuss how they are different - Discuss places they would like to visit	Use books shared with an adult as provocation	- Begin to justify methods and materials used – why did you chose? What could you do to improve it? - Attempting to use CVC words to label creations
Key Concepts KS1	Plants Humans Working Scientifically	Use evidence to find out about the past Ask and answer questions Reflect on prior learning (Great Fire)	Investigate patterns Investigate places – four countries and capital cities of UK and their surrounding seas	Read words accurately and understand texts	Write sentences
Y1	- Identify parts of plants, observe closely, plant a seed and discuss what it needs to survive. - Humans: name 5 senses and sort to body parts, differentiate between sensory experiences and link to 5 senses - Work collaboratively to identify a hypothesis and consider how to test – <i>'I wonder if...</i>	- Decide which pictorial sources tell us about the past - Consider what an object from the past might have been used for - Ask questions about a historical source	- Label maps of UK with capital cities and seas - Correctly piece together a jigsaw of the UK - Use Google Earth to visit each country of the UK with support - Beginning to make own maps of a familiar location with a key and NSEW	As Y2 but with pictorial support	Write about their creations using Phase 3 spelling and finger spaces.
Y2	- Identify and classify plants, make detailed observations, discuss function of parts of plants, plant a seed and nurture using knowledge of what plants need. - Humans: name senses, consider how our bodies allow 5 senses to work - Work independently to identify a hypothesis and structure an investigation, considering how to make it a fair test; make and record observations.	- Analyse pictorial and written sources from the past and use them to make verbal conclusions – <i>'This is a ... and it tells me that....'</i> - Ask questions about a historical source and consider doing their own research to find out more	- Label maps of UK with capital cities and seas, explain similarities and differences between each country considering human and physical geography - Plot Tilshead on a map of the UK - Use Google Earth to visit each country of the UK - Making own maps of a familiar or fictional location using technical vocabulary	Provide written provocation for children to read independently and engage with linked topic or interest	Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.

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DISCOVERY AND INVESTIGATION AREA

SMALL SCALE CONSTRUCTION INCLUDING SMALL WORLD AND STORYTELLING						
Subject	Science	Geography	DT	Maths	Reading	Writing
Key Concepts EYFS	Describe what they see, feel and hear	Recognise some environments that are different to the one they live in, identify similarities and differences	Work collaboratively to plan and make creations	Numbers 1-10 One to one correspondence One more/one less	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	Describe characteristics of an object e.g <i>It's big, it's hard, it's shiny.</i>	- Construct models of environments similar to those they live in or have previously visited - Beginning to create imaginary worlds as a response to fiction	- Building bridges and models for a purpose - Can respond to and give simple verbal instructions to build - Using models in small world play - Working collaboratively to share resources or create a shared outcome	- Using language of number during construction – e.g. <i>I need one more block, please can you pass me three more bricks?</i> - Beginning to use language of measure (smaller, bigger) and positional language (next to, behind, in front of)	- Use books shared with an adult as provocation - Using puppets to re-tell known stories - Beginning to create own props for role play - Beginning to use puppets to create own narratives	- Begin to justify methods and materials used – why did you chose? What could you do to improve it? - Attempting to use CVC words to label creations - Using talk in play to develop and elaborate ideas
Key Concepts KS1	Materials	Investigating places	Use a range of materials creatively to design and make products	Positional language Properties of shape	Read words accurately and understand texts	Write sentences

CONTINUOUS PROVISION PROGRESSION OF SKILLS – CONTINUING THE PROVISION FOR LEARNING IN THE ABSENCE OF AN ADULT

Y1	- Distinguish between an object and the material from which it is made - Use vocabulary such as hard, soft, stretchy, stiff, shiny, dull, rough, smooth, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent - Use a range of resources to make habitats for an animal	Include key physical and human geographical features to create and construct imaginary worlds using vocabulary taught in adult-led sessions e.g. city, town, countryside, beach, cliff, forest, mountain, sea, valley, house, harbour, shop..	- Working collaboratively to make models for a purpose - Able to plan and design their model before making - Select the most appropriate construction material to make their planned model - Begin to evaluate their models – <i>how could you improve it?</i>	- Using positional language when constructing models – left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, outside. - Recognising 2D and 3D shapes in their play and beginning to describe their properties.	- As Y2 but with pictorial support - Use puppets to re-tell known stories and create own narratives - Complete own props for narratives considering the finer details of the setting - Use peg dolls to create own characters for narratives	Write about their creations using Phase 3 spelling and finger spaces.
Y2	Justify purpose, methods and materials used	As above but with increased detail and coherence and ability to make connections e.g. <i>My planet has a volcano and a crater and you'd need to take the road past the lake to get there because it is a long way away.</i>	- Work collaboratively or independently to make models for a specific purpose and audience - Plans and designs their model before making, will make adaptations along the way - Plans the most appropriate material to use with justification - Justify purpose and methods used, evaluates reflectively	- Consistently using positional language when constructing models – left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, outside and able to justify positioning of materials - Selecting 2D and 3D shapes to enhance their models and justifying this	- Provide written provocation for children to read independently and engage with linked topic or interest - Using puppets to re-tell known stories and create own narratives with a clearly defined beginning, middle and end - Use open ended resources to create detailed characters, setting and props for narratives - Justify creations	Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.
Y3	Create detailed environments with realistic features and functional designs, linked to a narrative.	Apply understanding of material properties to support design decisions.	Use geometric vocabulary to describe structures. Begin to use standard units for accuracy.	Plan, write, and perform narratives with structured plots and developed characters.		

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LARGE SCALE CONSTRUCTION, INCLUDING WATER (OUTDOORS)					
Subject	Science	DT	Maths	Reading	Writing
Key Concepts EYFS	Describe what they see, feel and hear	Work collaboratively to plan and make creations	Numbers 1-10 One to one correspondence One more/one less	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	- Work collaboratively to move water with the aim of not losing any - Shows increased dexterity when manipulating small resources – spoons, whisks etc to stir, pour and fill. - Access to resources to promote wrist pivot	- Building bridges and models for a purpose - Can respond to and give simple verbal instructions to build - Working collaboratively to share resources or create a shared outcome	- Using language of number during construction - Beginning to use language of measure (smaller, bigger) and positional language (next to, behind, in front of) - Select tools and containers for water based on size	Use books shared with an adult as provocation	- Begin to justify methods and materials used – why did you chose? What could you do to improve it? - Attempting to use CVC words to label creations - Using talk in play to pretend or to explain what is happening
Key Concepts KS1	Materials Working scientifically	Design, make, evaluate, improve Master practical skills - cutting, shaping, joining, finishing	Positional language Properties of shape Measures	Read words accurately and understand texts	Write sentences
Y1	- Use vocabulary such as hard, soft, stretchy, stiff, shiny, dull, rough, smooth, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent when choosing materials to construct with - Select materials for a purposed based on their properties	- Working collaboratively to construct for a purpose - Beginning to understand and use mechanical systems in their products – gears, pulleys, cams, levers and linkages	- Recognising 2D and 3D shapes in their play and beginning to describe their properties. - Consider length, height, mass, weight, capacity and volume when creating	As Y2 but with pictorial support	Write about their creations using Phase 3 spelling and finger spaces.
Y2	Answer own questions by gathering and recording data	- Work collaboratively or independently to make models for a specific purpose and audience - Understand and use mechanical systems in their products and justify their choice - Techniques are mastered and show care and precision	- Using newly introduced positional vocabulary – perpendicular, parallel, right angle, vertical, horizontal. - Measure and record as above to meet specific purpose of their construction	Provide written provocation for children to read independently and engage with linked topic or interest	Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.
Y3	Work collaboratively to build with purpose, testing and improving based on results.	Explore mechanical systems in context. Measure and adjust as needed for structural integrity.	Record findings using tables or charts. Explain choices using scientific vocabulary.	Write reports or explanations using Y3 spelling patterns and accurate grammar.	

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TEXTURE KITCHEN INCLUDING SAND, MUD AND STAGE						
Subject	Science	Art	Music	Maths	Reading	Writing
Key Concepts EYFS	Describe what they see, feel and hear	Using a range of resources	Engage in music making	Numbers 1-10 One to one correspondence One more/one less	Read Phase 2 sounds Blend CVC words Develop understanding and enjoyment of texts	Articulate ideas in well-formed sentences Forming Phase 2 graphemes correctly
EYFS	- Whisk, mash and stir the different textures - Use found materials to add to create different materials and discuss textures - Beginning to understand scientific concept of separating materials using sieving with increased dexterity	- Select from natural resources to build - Begin to combine resources for effect - Combine digging, moulding and other open ended resources for specific design purposes	- Making music and experimenting with ways of changing it - Sing in a group or on their own - Begin to compose dances to music	- Using language of number - Beginning to use language of measure (smaller, bigger) and positional language (next to, behind, in front of)	Use books shared with an adult as provocation	- Begin to justify methods and materials used – why did you chose? What could you do to improve it? - Attempting to use CVC words to label creations - Using talk in play to pretend or to explain what is happening
Key Concepts KS1	Plants Materials Working Scientifically	Develop ideas	Compose music	Use fractions Use measure	Read words accurately and understand texts	Write sentences
Y1	- Collecting things from around the outdoor area to use in sand or mud - Using scientific vocabulary to describe the objects they collect – dead, alive, never alive, leaf, seed, petal - Using a range of tools to mix and cut - Identify and classify materials based on their properties	- Explore ideas, methods and material using a variety of tools and techniques - Create own materials for art – paint, playdough - Experiment with colour, design, texture and form.	Create and describe a mixture of different sounds	- Following recipes and including given quantities in their concoctions - Beginning to measure length, height, mass, weight, capacity and volume - Know that a half is one of two equal parts of a whole e.g. fill the jug half full. - Beginning to divide equally	As Y2 but with pictorial support	Write about their creations using Phase 3 spelling and finger spaces.

CONTINUOUS PROVISION PROGRESSION OF SKILLS – CONTINUING THE PROVISION FOR LEARNING IN THE ABSENCE OF AN ADULT

Y2	Justify investigations and concoctions – <i>why did you choose that? What could you do to improve it?</i>	Carefully consider tools and materials used to create art for a specific audience and purpose	Sequence sounds to achieve a desired effect e.g. a storm or fit a theme e.g. winter and justify chosen materials.	- Devising own recipes to share with peers using quantities - Using $\frac{1}{2}$ and $\frac{1}{4}$ in their play - Dividing equally	Provide written provocation for children to read independently and engage with linked topic or interest	Write about their creations using Phase 5 spelling, neat presentation, capital letters, full stops and finger spaces.
Y3	Combine materials to create mixtures or textures for specific effects. Justify process with scientific reasoning.	Compose and perform music with layers of sound. Create rhythms or songs to match themes.	Use mathematical reasoning (fractions, capacity) when designing and evaluating 'recipes'.	Write instructions, reflections or stories based on experiences with clear structure and technical vocabulary.		