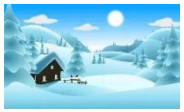
Curriculum Map

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the
Characteristics of Learning:
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me! 	Let's Celebrate 	It's Cold Outside 	The Scented Garden 	Our World 	Happy Holidays! 
The Big Question	**How am I special?**	**How do people celebrate special times?**	**How do people, animals and materials help us through winter?**	**What do living things need to grow and stay healthy?**	**How are animals and habitats different around the world?**	**What can we see and hear at the seaside?**
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes Birthdays	Harvest Hibernation Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Winter, Different types of weather, animals in winter, Where in the world? (Comparing our weather to other countries Artic and the North Pole) Lunar New Year Shrove Tuesday Pancake Day Valentine's Day Exploring materials Which one is strongest / waterproof	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Climates / Hibernation Animals on the Farm Night and day animals The great outdoors Planting seeds Making sculptures: Andy Goldsworthy Reduce, Reuse & Recycle	Safari Africa Rio/rainforest Animals around the world Climates/Hibernation Frogs Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art Where in the world have you been? Vehicles past and Present
Cultural capital and enrichment	School tour Harvest festival Buddies Library visit Forest school	Remembrance Walk Nativity Pantomime Posting letters Forest school	Fairytale day Lunar new year Valentines day Shrove Tuesday Forest school	Wormery or ant farm Pancake day World book day Mothers day	Trip to a zoo/safari park Forest school	Sports day Forest school
Roleplay areas	Home corner enhanced throughout the term to reflect the learning themes. E.g. a birthday, new baby.	Home corner enhanced throughout the term to reflect the learning themes. E.g. Diwali, Christmas	Home corner enhanced throughout the term to reflect the learning themes. E.g. Lunar New Year, Winter weather.	Home corner enhanced throughout the term to reflect the learning themes. E.g. Easter, Spring	Home corner enhanced throughout the term to reflect the learning themes.	Home corner enhanced throughout the term to reflect the learning themes. E.g. change, moving house.

Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	**We will be learning to…** Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	**We will be learning to…** Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	**We will be learning to…** Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs. .	**We will be learning to…** Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	**We will be learning to…** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	**We will be learning to…** Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills Fine Motor Skills	**We will be learning to…** Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	**We will be learning to…** Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	**We will be learning to…** Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	**We will be learning to…** Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	**We will be learning to…** Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	**We will be learning to…** Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
	Throughout the year we will… Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control. SEE FOUNDATIONAL SKILLS					

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say "Good morning", and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to... Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to... Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
Literacy	**Drawing Club** The Colour Monster The Little Red Hen Bananaman (Video clip) Farmer Duck The Enormous Turnip The Gummi Bears (Video clip) Additional Texts: All are welcome The invisible string I love me Super Duper You Our skin Elmer The Great Big Book of Families When's my birthday	**Drawing Club** Christopher Pumpkin Remembrance (Video clip) The Gingerbread Man Mr Benn (Video clip) The Jolly Christmas Postman T'was the Night Before Christmas The Nativity Additional Texts: Little glow Hello autumn/winter Bonfire Night Hanukkah Rama and Sita Meet the weather Leaf man The Three Little Pigs The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale The three little pigs	**Drawing Club** Lost and Found Jack Frost The Great Race Pingu (Video clip) Guess How Much I Love You Additional Texts Alfie's Weather Kipper's Snowy day. Penguin Small Polar Bear, Polar Bear. The Emperors Egg D.K: Weather. A Dot in the Snow Siren's Seasons	**Drawing Club** Mr Wolf's Pancakes Jack and the Beanstalk Bod (Video clip) The Flower Thief The Odd Egg Additional Texts What the Ladybird heard The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs The Runaway pancake/Chapati Guess How Much I love You Handa's Hen The Easter Story The Tiny Seed Oliver's Vegetables One Plastic Bag Jasper's Beanstalk Tree, Seasons come, and seasons go A stroll through the seasons Stuck	**Drawing Club** Handa's Surprise We're going on a lion Hunt Gorilla The King with Dirty Feet Tadpole's promise Willo the Wisp (Video clip) Additional Texts: Oi Frog The Tadpoles Promise The Billy Goats Gruff Rosie's Walk The tiger who came to tea Elephant and the Bad Baby Pig in the Pond	**Drawing Club** Rosie Revere Engineer Lucy and Tom at the Seaside Trapdoor (Video clip) The Secret of Black Rock The Legend of the Selkies Bubbles (Video clip) When I grow Up Additional Texts Martha Maps it Out Clean Up Lighthouse Keeper' s Lunch Billy's Bucket Commotion in the Ocean Pirates love Underpants

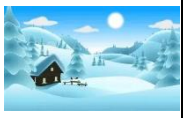
Diversity Texts To be read throughout the year during story time sessions	**BAME**	**Cultural Diversity**	**Neurodiversity**	**Physical Disabilities**	***Different families***
	So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

Comprehension Word Reading Writing	**We will be learning to…** **Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Children will recognise initial sounds, segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make.	**We will be learning to…** **Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Children will begin to read captions and sentences. **Writing** Children will form letters correctly	**We will be learning to…** **Comprehension** Children will act out stories using recently introduced vocabulary. **Word Reading** Children will recognise taught digraphs in words and blend the sounds together. **Writing** Children will write words representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will read words containing tricky words and digraphs **Writing** Children will write labels/phrases representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read longer sentences containing phase 4 words and tricky words. **Writing** Children will write words which are spelt phonetically	**We will be learning to…** **Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Children will read books matched to their phonics ability. **Writing** Children will write simple phrases and sentences using recognisable letters and sounds.
	Throughout the year we will… Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly. SEE FOUNDATIONAL SKILLS					
Phonics	Consolidate Phase 1 <u>Phase 2</u> **Week 1:** s a t p **Week 2:** i n m d **Week 3:** g o c k TW: is **Week 4:** ck e u r TW: I **Week 5:** H b f l TW: the	<u>Phase 2</u> **Week 1:** ff ll ss j TW: put* pull* full* as **Week 2:** v w x y TW: and has his her **Week 3:** z zz qu words with s /s/ added at the end (hats sits) ch TW: go no to into **Week 4:** sh th ng nk TW: she push* he of **Week 5:** words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) TW: we be me	<u>Phase 3</u> **Week 1:** ai ee igh oa **Week 2:** oo oo ar or TW: was you they **Week 3:** ur ow oi ear TW: my by all **Week 4:** air er words with double letters: dd mm tt bb rr gg pp ff TW: you they **Week 5:** Consolidate & TW: are sure pure	<u>Phase 3</u> **Week 1:** review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear **Week 2:** review Phase 3: er air words with double letters longer words **Week 3:** words with two or more digraphs **Week 4:** longer words words ending in –ing compound words **Week 5:** longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	<u>Phase 4</u> **Week 1:** short vowels CVCC TW: said so have like **Week 2:** short vowels CVCC CCVC TW: some come love do **Week 3:** short vowels CCVCC CCCVC CCCVCC longer words TW: were here little says **Week 4:** CVCC and CCV TW: there when what one **Week 5:** root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est TW: out today	<u>Phase 4</u> **Week 1:** long vowel sounds CVCC CCVC **Week 2:** long vowel sounds CCVC CCCVC CCV CCVCC **Week 3:** Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words **Week 4:** root word ending in:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ **Week 5:** Phase 4 words ending in:–s /s/, –s /z/, –es longer words

Mathematics	**We will be learning to…** Opportunities for settling in, introducing the areas of provision. Key times of the day, class Routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Spatial reasoning construction and 3D shapes. Subitise. numbers 1-3	**We will be learning to…** Spatial reasoning 2D shapes and shape puzzles. Name different 2D shapes, recognise and find similarities and differences between them. Subitise. numbers 1-5	**We will be learning to…** Continue, copy and create repeating patterns using colours, shapes and everyday objects. Count objects, actions and sounds accurately and with confidence. Subitise numbers 1-10 Match the correct numeral to a set of objects up to 10 and beyond. Explore number bonds for numbers 0–5 and some to 10.	**We will be learning to…** Spatial reasoning symmetry including shape puzzles and construction. Find a number that is 'one more than/one less than' a given number. Explore the composition of numbers to 10. Partitioning numbers 2, 3, 4, 5, 10 Recall number bonds for numbers 0–5 and some to 10.	**We will be learning to…** Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Comparing numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Use talk to compare length, weight and capacity of different items.	**We will be learning to…** Understand the 'one more than/one less than' relationship between consecutive numbers. Patterns in odd and even numbers. Spatial reasoning maps and plans. Explore the composition of numbers to 10. Continue, copy and create repeating patterns. Use talk to compare length, weight and capacity of different items. Recall number bonds for numbers 0–5 and some to 10.
Understanding the World Past and Present People, Culture and Communities Natural World	**Our History questions** How have I changed? Who is in my family? How are our families the same and different? **Our Geography question** Where in the world do I live? **Our Science question** What changes can we see in Autumn? • How does the natural world change in autumn? • What changes can we see in autumn? • How do animals and plants change as the seasons change? • What happens to animals, plants and the weather in autumn?	**Our History questions** What important events from the past do we remember? What was Christmas like a long time ago? **Our Geography question** How do other people celebrate? **Our Science questions** How does it work? What is it changing?	**Our History question** How do stories from the past help us learn about history? **Our Geography question** What is the winter like in England and other cold countries? **Our Science question** What is the weather like today? What happens when materials freeze or melt?	**Our History question** What can we learn about kings and queens and people from stories and the past? **Our Geography question** How does the weather and the environment change from winter to spring? **Our Science question** How do plants, animals grow and change in the Spring?	**Our History question** How have people learned about animals and habitats over time? **Our Geography question** How care different countries and places around the world the same and different? **Our Science question** How do living things change and live in different places?	**Our History questions** How have seaside holidays changed over time? How have vehicles changed? **Our Geography questions** Where did you go on holiday? How are the places we visit different from where we live? **Our Science questions** What changes can we see in summer? What is happening to my ice lolly? What makes some things float and some things sink?
	Throughout the year we will… Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					

Expressive Art and Design Creating with Materials Being Imaginative and Expressive	**Art question** Can I mix colours to create new ones? **DT questions** Can I make a box be not a box? How can I create a scarecrow?	**Art question** How can I use textures and materials to create a firework painting? How will I print my own celebration wrapping paper? **DT question** What do I need to create a Christmas decoration?	**Art question** Which artists have painted pictures of the night sky? How can we use colour, shape and lines to show the night sky? **DT question** How will I build a den?	**Art questions** Which artists have painted pictures of minibeasts? How can we use shapes and colours to create our own minibeast art? **DT question** How can I use what I find in the garden to create a picture?	**Art question** Which artists have painted pictures of animals? Which artists have painted pictures of flowers? How can I make a picture using dots? **DT question** How can I use clay to create a minibeast?	**Art question** Which artists have painted pictures of the seaside? How can I look closely and draw what I can see? **DT question** How will I make a fruit smoothie ice lolly?
Music	**Sparkyard** My Musical Classroom	**Sparkyard** My Musical Classroom	**Sparkyard** Musical patterns and performing	**Sparkyard** Musical patterns and performing	**Sparkyard** Sound Stories	**Sparkyard** Sound Stories
Nursery Rhymes and Songs	Songs connected to our learning theme. If you're happy and you know it. Tommy thumb, where are you? Jelly on a plate 5 fat sausages Peel banana Apples and bananas	Songs connected to our learning theme. Bumping up and down on a tractor. I'm a Dingle, Dangle scarecrow. Old McDonald Jingle bells We wish you a Merry Christmas When Santa got stuck up the chimney Rudolph the red nosed reindeer.	Songs connected to our learning theme. Mary, Mary, Quite Contrary Here we go round the Mulberry Bush. Girls and Boys Come Out To Play I Had a Little Nut Tree Mary, Mary, Quite Contrary Oats, Peas, Beans and Barley Grow Ring A Ring O'Roses	Songs connected to our learning theme. Five Little Speckled Frogs Five Little Ducks Mary Had a Little Lamb It's Raining It's Pouring I hear Thunder Ladybird, Ladybird There's a tiny caterpillar Little Bo Peep Little Bunny Foo Foo See the Bunnies Sleeping Hot Cross Buns	Songs connected to our learning theme. Down in the jungle 5 cheeky monkeys	Songs connected to our learning theme. 1, 2, 3, 4, 5 Once I caught a fish alive Oh I do like to be beside the seaside A sailor went to sea Over the deep blue sea Bobby Shaftoe's gone to sea I saw a ship a sailing The Skye boat song
Religious Education	I am Special Why are we all different and special? Harvest	Why are some things special? Kapow **Diwali Provision**		What makes the world so special? Kapow **Ramadan/Eid provision**		How can we care for our wonderful world? Kapow
PE Alongside PE lessons the children take part in weekly yoga in the classroom	**Evolve** Me and Myself	**Evolve** Working with Others	**Evolve** Fitness	**Evolve** Ball Skills Throwing and Catching	**Evolve** Movement Development Athletics	**Evolve** Dance Fun and Games
PSHE	**SCARF** Me and my Relationships	**SCARF** Valuing Difference	**SCARF** Keeping myself safe	**SCARF** Rights and responsibilities	**SCARF** Being my best	**SCARF** Growing and changing
British Values Where this might be seen in EYFS:	**Mutual respect** Sharing our outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Lunar	**Mutual Tolerance** In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	**Rule of law** In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger;	**Individual liberty** In addition to previous: Teaching in our RE Exploring our differences; How we are all unique;	**Democracy** In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	**British Values** In addition to previous: Voting for our story of the day.

	New Year; Links to our Core Values; supporting charities Voting for our story of the day.		safeguarding; Team games in PE or outside			

Foundational skills for Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	**Let's Celebrate** 	**It's Cold Outside** 	**The Scented Garden** 	**Our World** 	**Happy Holidays** 
Fine Motor Skills Letter formation	Early Letter Formation (Exposure + correct habits from the start) Begin forming letters taught in Little Wandle Use large-scale movements (whiteboards, air writing, sand trays) Adult models correct formation and starting points Letters may be inconsistently formed	Supported Control & Recognition (Linking phonics to motor patterns) Forms Some taught letters formed recognisably and correctly when writing independently Begins to follow correct formation phrases (e.g. "down, up and over") Uses a mix of large and small-scale writing Increasing control with tools	Increasing Accuracy (Developing accuracy) Forms a growing range of letters correctly Attempts correct orientation and starting points Writes within defined spaces Use tripod or near-tripod grip with support Write letters with clearer control	Consistent Formation (Consistency) Forms most letters correctly Uses consistent starting points and correct orientation. Writes on lines. Apply formation in simple words	Fluency in Writing (Fluency + independence) Form letters correctly and with increasing speed Maintain correct formation when writing words Size and orientation are mostly accurate Reduced reliance on adult prompts	Secure & Automatic (Automaticity) Forms letters correctly and automatically in writing Applies skills across writing tasks (sentences, captions) Writing is legible and controlled Correct formation is embedded
Throughout every term the mantra for holding a pencil correctly is given. This is displayed in all areas that the children sit to write (writing table, office space) We use widget symbols and the mantra of • Pencil on the table pointing at me • Index finger • And thumb • Pinch, pinch, pinch • Flip • Resting finger underneath						

Fine Motor Skills Dough Disco	Whole-Hand Strength Squeeze, squash, pat, tap dough using full hand Join in with simple Dough Disco routines Develop hand and arm strength **Key Vocabulary:** Basic action words + describing movement *squeeze* *squash* *pat* *tap* *press* *soft / hard* *big / small*	Finger Isolation (Individual finger use) Pinch, poke, pull using fingers (thumb + index emerging) Follow Dough Disco movements with increasing accuracy Begin to separate finger movements **Key Vocabulary:** Naming fingers + controlled actions *pinch* *poke* *pull* *push* *fingers* *thumb* *gentle / strong*	Bilateral Coordination (Hands working together) Use two hands together (roll, stretch, twist) Stabilise with one hand, manipulate with the other Follow longer Dough Disco sequences **Key Vocabulary:** Coordination language *roll* *stretch* *twist* *turn* *both hands* *together* *long / short*	Fine Finger Control (Precision) Roll small balls and sausages using fingertips Increase precision and control in movements Maintain rhythm and sequence in Dough Disco **Key Vocabulary:** Precision and refinement *small* *tiny* *smooth* *round* *fingertips* *control* *careful*	Strength + Endurance (Stamina + control) Sustain controlled movements for longer periods Maintain consistent finger movements (pinching, rolling) Movements become smoother and more refined **Key Vocabulary:** Stamina and consistency *strong* *steady* *keep going* *hold* *firm* *repeat* *longer*	Writing Readiness Use thumb, index, and middle finger effectively Demonstrate movements that support tripod grip Transfer strength and control into pencil tasks **Key Vocabulary:** tripod grip fingers control ready neat careful hold
Classroom Dough Area	Exploration Explore dough freely (rolling, squashing, tearing) Begin using simple tools (rollers, cutters) Develop confidence and engagement		Control + coordination Use tools with increasing control (cutting, shaping, pressing) Combine actions (roll then cut, pinch then shape) Begin to create simple models		Precision + application Use a range of tools with precision (pizza cutters, stamps, moulds) Create detailed and purposeful models Demonstrate sustained fine motor control	
Fine Motor Skills Scissor Skills	Introducing Scissors Skills: Hold scissors correctly (thumb on top, fingers underneath) Use helping hand to hold paper Practise opening and closing scissors (snipping playdough/paper) **Vocabulary:** *scissors, open, close, snip, hold, thumb, fingers*	Making Snips Skills: Make single snips into paper Begin to control opening and closing motion Maintain correct grip **Vocabulary:** *snip, cut, open, close, control, careful*	Cutting Along Lines Skills: Cut along straight lines Coordinate both hands (cutting + holding) Stay close to a given line **Vocabulary:** *line, straight, along, follow, hold, turn*	Cutting Shapes Skills: Cut simple shapes (e.g. squares, circles) Turn paper to support cutting curves Improve accuracy **Vocabulary:** *shape, corner, round, turn, edge, around*	Increasing Accuracy & Detail Skills: Cut more complex shapes with greater precision Stay close to lines with control Begin to cut out smaller, detailed shapes **Vocabulary:** *accurate, careful, smooth, edge, detail, control*	Independent & Purposeful Cutting Skills: Use scissors independently in tasks (craft, collage) Choose tools appropriately Cut with control and confidence. **Vocabulary:** *independent, choose, create, design, cut out, finish*