|  |
| --- |
| **DT** |
| Three and Four-Year-Olds | Personal, Social and Emotional Development | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
 |
| Physical Development | * Use large-muscle movements to wave flags and streamers,

paint and make marks.* Choose the right resources to carry out their own plan.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
 |
| Understanding the World | * Explore how things work.
 |
| Expressive Arts and Design | * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, in order 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.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
 |
| Reception | Physical Development | * Progress towards a more fluent style of moving, with

developing control and grace.* Develop their small motor skills so that they can use a range of

tools competently, safely and confidently.* Use their core muscle strength to achieve a good posture

when sitting at a table or sitting on the floor. |
| Expressive Arts and Design | * Explore, use and refine a variety of artistic effects to express

their ideas and feelings.* Return to and build on their previous learning, refining ideas

and developing their ability to represent them.* Create collaboratively, sharing ideas, resources and skills.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| ELG | Physical Development | FineMotor Skills | * Use a range of small tools, including scissors, paintbrushes and cutlery.
 |
| Expressive Arts and Design | Creatingwith Materials | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used.
 |