

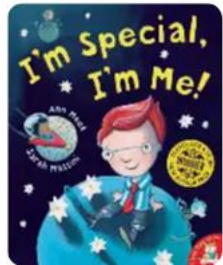
EYFS Long Term Curriculum Map 2025-2026

Guidance from the EYFS Framework (2021) for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timescale	8 weeks	7 weeks 4 days	6 weeks	5 weeks	6 weeks	6 weeks 2 days
Topic	All About Me	Superheroes Time to Celebrate	Frozen Planet	Traditional Tales	Animal Antics	Under the Sea
Focus Texts	 The Colour Monster Goes to School by Anna Llenas 	 Superworm by Julia Donaldson  You Can't call an Elephant in an Emergency by Patricia Cleveland-Peck	 One Snowy Night by Nick Butterworth  Lost and Found by Oliver Jeffers	 Goldilocks and The Three Bears  The Three Little Pigs	 The Tiger Who Came to Tea by Judith Kerr  Walking Through the Jungle by Julia Lacombe	 Rainbow Fish by Marcus Pfister  Tiddler by Julia Donaldson

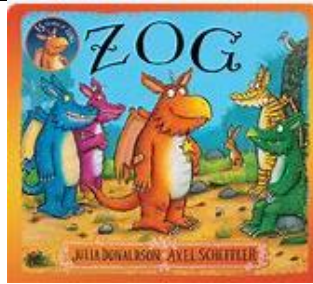
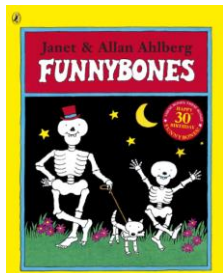
Super Duper You
by Sophy Henn



I'm Special, I'm Me by Ann Meek and Sarah Massini



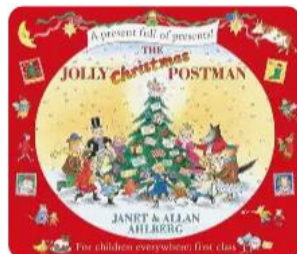
A Little Bit Brave by Nicola Kinnear



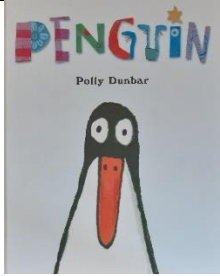
Zog by Julia Donaldson



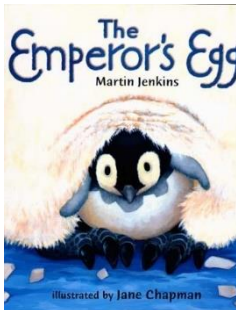
People Who Help Us non-fiction



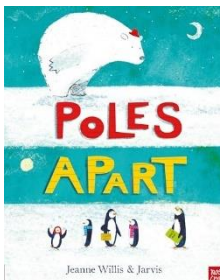
The Jolly Christmas Postman by Janet and Allan Ahlberg



Penguin by Polly Dunbar



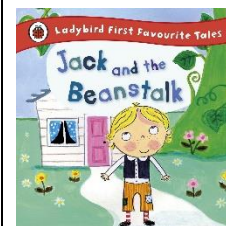
The Emperor's Egg by Martin Jenkins



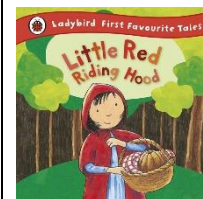
Poles Apart by Jean Willis and Jarvis



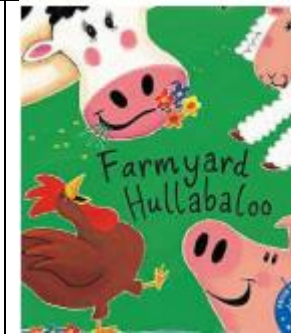
The Gingerbread Man



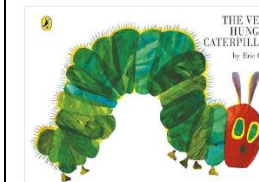
Jack and the Beanstalk



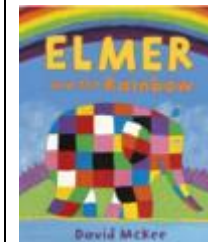
Little Red Riding Hood



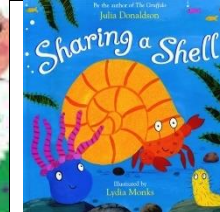
Farmyard Hullabaloo by Giles Andreae



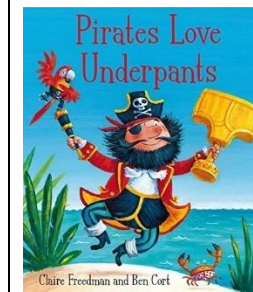
The Very Hungry Caterpillar by Eric Carle



Elmer by David McKee



Sharing a Shell by Julia Donaldson

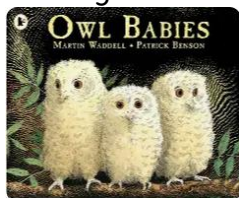


Pirates Love Underpants by Claire Freedman and Ben Cort

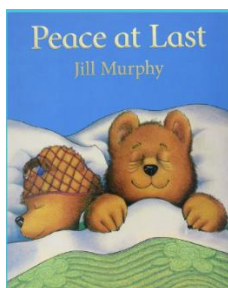


Commotion in the Ocean by Giles Andreae

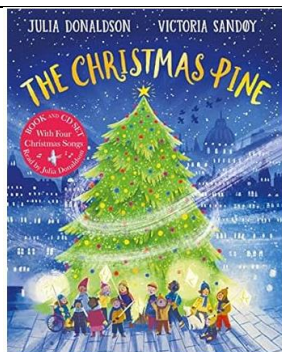
Funnybones by Janet and Allan Ahlberg



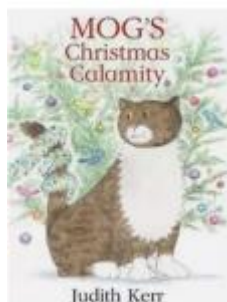
Owl Babies by Martin Waddell



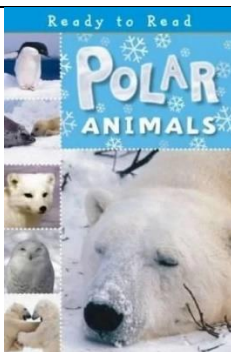
Peace at Last by Jill Murphy



The Christmas Pine by Julia Donaldson

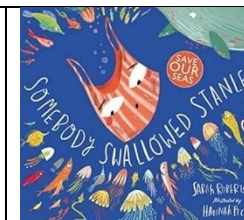


Mog's Christmas Calamity by Judith Kerr



Polar Animals by Wade Cooper

Wanted: The Perfect Pet by Fiona Robertson



Somebody Swallowed Stanley by Sarah Roberts

Literacy Focus

Discrimination of sounds developing phonological awareness
Recognise words that have the same initial sounds.
Give meaning to the marks they make.
Write some letters in their name
Fine motor- pencil control

Write some letters accurately.
Developing Phonological awareness recognise words with the same initial sounds
Writing initial sounds and basic CVC labels
Retell stories through small world and role play
Read individual letters by saying the

Write some letters accurately.
Initial sounds and CVC labels (extend to captions)
Sequence and retell stories
Write some or all of their name

Read simple phrases and sentences.
Write labels and captions
Begin to write words by segmenting the sounds in words
Form lower-case letters correctly

Read captions and sentences
Use and understand new vocabulary from stories, poems and non-fiction
Discuss what they know/ have found out
Draw vocabulary and knowledge from non-fiction and use throughout

Read aloud simple sentences including some common exception words
Write simple sentences- including finger spaces, capital letter, full stops
Use and understand

	Listen to stories and retell	sounds of them Understand that print has meaning, and we read English from left to right Write some or all of their name	Read individual letters by saying the sounds of them Describe events in familiar stories and predict events (join in) Blend sounds in words so they can read short words. Be able to name different parts of a book Phase 3 phonics Read simple phrases and sentences. Write labels and captions		the day in different contexts Form capital letters correctly Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop, Read a few common exception words.	new vocabulary from songs and stories Sequence and retell stories Re-read what they have written to check it makes sense Anticipate key events in stories
Phonics focus (ELS Scheme)	Phase 2- s a t p I n m d g o c k ck e u r ss h b f ff l ll I, the, no, put, of, is, to, go, into, pull, as, is	Phase 3 – j v w x y zz qu ch sh th ng nk ai ee igh oa He, she, buses, we, me, be, push, was her, my, you	Phase 3- oo ar ur oo or ow oi ear air ure er ow They, all, are, ball, tall, when, what	Phase 3- Review Said, so, have, were, out, like, some, come, there, little, one, do, children, love	Phase 4- CVCC CCVC CCVCC CCCVC CCCVC	Phase 5- ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-eu-e c Oh, there, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
Rhymes	Heads, Shoulders, Knees and Toes Five Little Ducks Five Little Monkeys	Ten Green Bottles Ten in the Bed. The Hokey Cokey	I Can Sing a Rainbow The Wheels on the Bus	When Goldilocks Went to the House of the Bears	The Animals Went in Two by Two Down in the Jungle	The Big Ship Sails A Sailor Went To Sea

				Mary Mary Quite Contrary	Old Macdonald Had a Farm	1, 2, 3, 4, 5 Once I Caught a Fish Alive
Enrichment	National Poetry Day 3 rd October	Halloween Bonfire Night 5 th November Remembrance Day 11 th November Children in Need 21 st November National Robin Day 21 st December	Winnie The Pooh Day 18 th January International Lego Day 28 th January World Read Aloud Day 5 th February Pancake Day 19 th February	Random Acts of Kindness Day 16 th February World Book Day 5 th March Mother's Day 30 th March	Earth Day 2 nd May National Space Day 20 th May World Bee Day	International Day of Friendships
Communication and Language	<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.</p>					
Listening	Children are beginning to listen to other children in their setting. They listen during story time and show an	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to	Children's listening skills are continuing to develop and they are listening in lots of different	Children listen when both in and out of school and pay attention to the person talking. When out	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking	Children show good listening skills and can listen to one another, adults

	interest in the books being read.	new stories that are shared with them.	situations such as carpet time, assembly, phonics and other lessons.	of school they know it is important to listen to keep safe – such as cars or Stanger danger.	part in a guided task while remaining on task.	and new people with great skill.
Attention	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.	Children can maintain attention in different contexts. Children show attention to both peers and adults.	Children are developing their attention skills to both listen and continue with an activity.	Children attend to others in play. Children show good levels of attention during learning tasks.
Understanding	Children following simple 1 step instructions. Children understanding appropriate ‘why’ questions.	Children following clear instructions with 2 parts.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.
Speaking	Children speaking in simple sentences. Children can say simple rhymes and sing	Children using expression to communicate meaning. Children starting	Children using talk to pretend play. Children explaining things through speech.	Children using talk to clarify their thinking and ideas. Children speaking in well-	Children explaining how things work, what has happened and why. Children solving problems,	Children creating an imaginary story of their own in play. Children speak clearly in

	songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.	conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.	Children describing things through speech. Children talking in the past tense.	formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.	reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Red Rose Reception Planning	Numbers 1-4	Number 5-9	Counting and comparing Partitioning Addition and Subtraction Comparing Measures Sorting and Patterning	Shape Addition and Subtraction Multiplication and Division Space Time	Counting, Comparing and Ordering Numbers to 20 Comparing and Ordering Measures Money Shape and Sorting	Multiplication and Division Space Time Addition and Subtraction Numbers to 20
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Statutory Guidance from the EYFS Framework for PSED:

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong,

warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>PSHE</p>	<p>Me and My Relationships 1. Talk about similarities and differences. 2. Name special people in their lives. 3. Describe different feelings 4. Identify who can help if they are sad, worried or scared. 5. Identify ways to help others or themselves if they are sad or worried.</p>	<p>Valuing Differences 1. Be sensitive towards others and celebrate what makes each person unique. 2. Recognise that we can have things in common with others. 3. Use speaking and listening skills to learn about the lives of their peers. 4. Know the importance of showing care and kindness towards others. 5. Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping Safe 1. Talk about how to keep their bodies healthy and safe. 2. Name ways to stay safe around medicines. 3. Know how to stay safe in their home, classroom and outside. 4. Know age-appropriate ways to stay safe online. 5. Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and Respect Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Being My Best Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>Growing and Changing Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
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Understanding the World
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically

diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p>RE</p>	<p>Children respect special things in their own lives.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.</p>	<p>Children can compare and contrast different places. Children show respect to one another and to animals.</p>	<p>Children know that different places are special to different people.</p>
<p>Geography</p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them Explore the natural world around them Understand the effect of the changing seasons on the</p>	<p>Continue developing positive attitudes about the differences between people Show interest in different occupations Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Talk about what they see, using wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they</p>	<ul style="list-style-type: none"> - Compare and contrast characters from stories - Draw information from a simple map - Explore natural materials indoors and outside - Use all of their senses in hands-on exploration of natural materials 	<p>Talk about what they see, using wide vocabulary Recognise some similarities and differences between life in this country and life in other countries</p>	<ul style="list-style-type: none"> - Use all of their senses in hands-on exploration of natural materials - Explore collections of materials with similar and/or different properties

	natural world around them Describe what they see, hear and feel whilst outside		have experienced or seen in photos Recognise some environments that are different from the one they live			
People Culture and Communities Past and Present	Talk about members of their immediate family Name and describe people who are familiar to them Begin to make sense of their own life story and family's history Comment on images of familiar situations from the past	Continue developing positive attitudes about the differences between people Talk about members of their community Understand that some places are special to members of their community Show interest in different occupations	Talk about what they see, using wide vocabulary Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise some similarities and differences between life in this country and life in other countries	Continue developing positive attitudes about the differences between people Compare and contrast characters from stories, including figures from the past	Talk about what they see, using wide vocabulary Recognise some environments which are different from the one in which they live Recognise some similarities and differences between life in this country and life in other countries	Talk about what they see, using wide vocabulary Continue developing positive attitudes about the differences between people
The Natural World	Humans Name and describe people who are familiar to them Talk about members of their immediate family and community, e.g. share pictures, use	Humans Show interest in different occupations e.g. visitors such as farmer, vet, emergency services, etc. and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play	Animals excluding humans Understand the key features of the life cycle of an animal Seasonal Changes Describe what they see, hear and feel whilst outside	Plants Plant seeds and care for growing plants (and observe changes during growth and decay) Describe what they see, hear, and feel whilst	Living things and their habitats Explore the natural world around them, e.g. caring for animals, observe and draw pictures of animals Recognise some environments that	Forces Explore the natural world around them, e.g. observe and interact with natural processes such as, magnet attracting an object, a boat floating on water, a

<p>books and provide dedicated talk time, listen to other children and give time for children to ask questions or make comments</p> <p>Seasonal Changes Understanding the effect of changing seasons on the natural world around them e.g. draw attention to the weather and seasonal features, provide opportunities to note and record the weather,</p>	<p>Name and describe people who are familiar to them, e.g. hairdressers, doctors, nurses, etc</p>	<p>Explore the natural world around them, e.g. foster curiosity and give children the freedom to touch, smell and hear the natural world around them</p> <p>Changing Materials Observe and interact with natural processes such as, ice melting</p>	<p>outside. E.g. name and describe some plants, recognising familiar plants</p> <p>Explore the natural world around them e.g. caring for plants, observing and drawing pictures of plants</p> <p>Understand the key features of the life cycle of a plant</p> <p>Materials Talk about the difference in material properties</p>	<p>are different from the one in which they live e.g. teach children about a range of contrasting environments locally and nationally, model vocabulary needed to name specific features of the world</p> <p>Sound Listen to sounds and identify the source</p>	<p>sound causing a vibration,</p> <p>Light Light travelling through transparent material, an object casting a shadow</p> <p>Materials Talk about the differences between materials and changes they notice, e.g. explore how you can shine light through different materials, but not others. Investigate shadows. Exploring floating and sinking.</p>
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Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Art</p>	<p>Finding Circles</p> <p>Observation, Familiarity with Shapes and Shape Names, Visual Literacy,</p>	<p>Painting</p> <p>To respond to Cezanne still life paintings, thinking about the artist’s choice of subject and composition.</p>	<p>Collage – Imaginary Landscapes</p> <p>Children to make marks directly into paint using their fingers and other mark-</p>	<p>Painting – Children to create observational paintings of daffodils -</p>	<p>Collage</p> <p>Painting</p> <p>Children to use a water colour technique to create a colourful galaxy scene.</p>	<p>3D sculpture</p> <p>Children to create insect hotels using natural materials sourced from their local area. Children to create drawings inspired by their</p>
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	<p>Relationship of 2d to 3d, Recording, Sharing, Reflections</p> <p>Observation and Imaginative Drawing of shells – children to engage with these contrasting drawings methods and to compare and observe the results.</p>	<p>To become familiar with vocabulary such as: composition, texture, colour, shape and mood.</p> <p>To be independent in their selection of objects, creative composition and photography – they are the artist!</p> <p>To view everyday objects, form a fresh perspective; looking closely and noticing details.</p> <p>Collaging with wax crayon rubbings</p> <p>Children to explore the world around them in new and exciting ways. Pupils will go onto create a collage from their rubbings, promoting skills such as mark-making and dexterity, as well as nurturing their curiosity about textures and surfaces in the world.</p>	<p>making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.</p>		<p>Textiles</p> <p>Prop making, children to make clothes for their pets. Developing skills such as dexterity, handeye coordination, creating narratives and nurtures pupils curiosity about the world around them.</p>	<p>insect hotels, experimenting with different materials and mark making</p> <p>Drawing – Children to create their own fossils by drawing on pebbles and flint.</p> <p>Painting with string – Father’s Day cards</p> <p>Children to develop dexterity, understanding of line and also building up colour recognition skills.</p>
<p>Design Technology - KAPOW</p>	<p>Structures- Junk modelling houses</p> <p>Making verbal plans and material choices. Developing a junk model. Improving fine</p>			<p>Cooking- porridge</p> <p>Designing a porridge recipe as a class.</p>	<p>Textiles- bookmarks</p> <p>Discussing what a good design needs.</p>	<p>Structures- boats</p> <p>Designing a junk model boat Using knowledge from exploration to inform design.</p>

	<p>motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together. Giving a verbal evaluation of their own and others' junk models with adult support. Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model.</p>			<p>Designing porridge packaging. Chopping plasticine safely. Chopping fruit with support. Tasting the fruits and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Choosing their favourite packaging design and explaining why.</p>	<p>Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading. Reflecting on a finished product and comparing to their design.</p>	<p>Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating the how the shapes and structure of a boat affect the way it moves.</p>
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Music- Charanga	Me!	Christmas Nativity Performance and rehearsals	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
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Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor</p>
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control and precision helps with hand eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PE- Lancashire Planning

Fundamental Skills	Fundamental Skills	Fundamental Skills	Fundamental Skills	Catching and Throwing	Catching and Throwing
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Gross Motor Development

Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.
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Fine Motor development

Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Developing an effective pencil grip. Developing skill when using tools including scissors.	Children forming recognisable letters with an effective pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.
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