

Holme Community School Progression of Skill – EYFS (Reception 2023- 2024)

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all EYFS settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported

Holme Community School Progression of Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group	To answer questions in front of whole class.	To develop the confidence to talk to other adults they see on a daily basis	To share their work to the class- standing up at the front	To link statements and stick to a main theme	To talk to different adults around the school	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	To talk to class teacher and other support staff To learn new vocabulary	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	To use new vocabulary in different contexts To engage in non-fiction books	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen To talk in sentences using a range of tenses	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their 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 from their teacher.
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Holme Community School Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one- step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two- step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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.

Managing Self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the classroom environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> <p>To use the toilet independently</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Forest Fridays</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all EYFS staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as part of a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>To show sensitivity to their own and to others' needs.</p>

Holme Community School Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	To move safely in a space	To balance	To roll and track a ball	To create short sequences using shapes, balances and travelling actions	To use counting to help to stay in time with the music when copying and creating actions	To develop accuracy when throwing and practise keeping score	Negotiate space and obstacles safely, with consideration for themselves and others.
	To stop safely	To run and stop	To develop accuracy when throwing to a target			To follow instructions and move safely when playing tagging games	
	To develop control when using equipment	To change direction	To dribble using hands	To balance and safely use apparatus	To move safely with confidence and imagination, communicating ideas through movement	To learn to play against an opponent	Demonstrate strength, balance and coordination when playing.
	To follow a path and take turns	To jump	To throw and catch with a partner	To jump and land safely from a height			Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	To work co-operatively with a partner	To hop					
		To explore different ways to travel using equipment	To dribble a ball using feet	To develop rocking and rolling	To explore movement using a prop with control and co-ordination	To play by the rules and develop coordination	
			To kick a ball to a target	To explore traveling around, over and through apparatus	To move with control and co-ordination, expressing ideas through movement	To explore striking a ball and keeping score	
				To create short sequences linking actions together and including apparatus	To move with control and co- ordination, copying, linking and repeating actions	To work cooperatively as a team	
					To remember and repeat actions, exploring pathways and shapes		

Holme Community School Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	To use pictures to tell stories	To engage in story times, joining in with repeated phrases and actions	To act out stories	To retell a story	To begin to answer questions about what they have read	To answer questions about what they have read	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.
	To sequence familiar stories	To begin to answer questions about the stories read to them	To begin to predict what may happen in the story	To follow a story without pictures or props	To use vocabulary that is influenced by their experiences of books	To know that information can be retrieved from books	Anticipate (where appropriate) key events in stories.
	To independently look at book, holding them the correct way and turning pages	To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To suggest how a story might end	To talk about the characters in the books they are reading			Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	To recognise their names	To recognise taught Phase 2 sounds	To recognise taught Phase 2 and 3 sounds	To recognise taught Phase 2 and 3 sounds	To recognise taught Phase 2 and 3 sounds	To recognise taught Phase 2 and 3 sounds	Say a sound for each letter in the alphabet and at least 10 digraphs.
	To recognise taught Phase 2 sounds (satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk)	(satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk)	(satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk aiee igh oa oo oo ar or ur ow oi ear air er)	(satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk aiee igh oa oo oo ar or ur ow oi ear air er)	(satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk aiee igh oa oo oo ar or ur ow oi ear air er)	(satpinmdgockckeurhbflfllssjvwxyzzzquchshthngnk aiee igh oa oo oo ar or ur ow oi ear air er)	Read words consistent with their phonic knowledge by sound-blending.
	To recognise taught Phase 2 Tricky Words (the, l, is)	To recognise taught Phase 2 Tricky Words (the, l, is, put, pull, full, as, and, has, his, her, go, no, to)	To recognise taught Phase 2 and 3 Tricky Words	To recognise taught Phase 2 and 3 Tricky Words.	Phase 4 - Adjacent consonants	Phase 4 - Adjacent consonants	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
					To recognise taught Phase 2, 3 and 4 Tricky Words.	To recognise taught Phase 2, 3 and 4 Tricky Words.	

Word Reading	To begin to blend sounds together to read words using the taught sounds	Into, she, push, he, of, we, me, be)	(the, I, is, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure)	(the, I, is, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure)	(the, I, is, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love do, were, here, little, says, there, when, what, one, out, today)	(the, I, is, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love do, were, here, little, says, there, when, what, one, out, today)	
	To blend sounds to read words using taught sounds						
	To read words ending with s e.g. hats, sits		To read words with double letters	To read longer words including those with double letters			
	To read words ending with s /z/ e.g. his, bags		To begin to read longer words	To read words with s/z/ in the middle	To read words with short vowels and adjacent consonants	To read words with phase 3 long vowel sounds with adjacent consonants	
	To begin reading captions and sentences using taught sounds		To recognise taught digraphs in words and blend the sounds together	To read words with -es/z/ at the end	To read longer words	To read longer words	
	To read books matching their phonics ability		To read sentences containing Tricky Words and digraphs	To read words with s and s/z/ at the end	To read compound words	To read compound words	
			To read books matching their phonics ability	To read sentences containing Tricky Words and digraphs	To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)	To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est)	
				To read books matching their phonics ability	To read longer sentences containing Phase 4 words and Tricky Words	To read longer sentences containing Phase 4 words and Tricky Words	
					To read books matching their phonics ability	To read books matching their phonics ability	

Writing	To copy their name	To write their name	To form lower- case letters correctly	To form lower- case letters correctly and begin to form capital letters	To form lower- case and capital letters correctly	To form lower- case and capital letters correctly	Write recognisable letters, most of which are correctly formed.
	To give meanings to the marks they make	To use the correct letter formation of taught letters	To begin to write sentences using fingers spaces	To write sentences using finger spaces and full stops	To begin to copy letters using a lead in and lead out	To copy letters using a lead in and lead out	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	To copy taught letters				To begin to write longer words which are spelt phonetically	To begin to write longer words and compound words which are spelt phonetically	
	To write initial sounds	To write words and labels using taught sounds	To understand that sentences start with a capital letter and end with a full stop	To spell words using taught sounds	To begin to use capital letters at the start of a sentence	To write sentences using a capital letter, finger spaces and full stop	Write simple phrases and sentences that can be read by others.
	To begin to write CVC words using taught sounds	To begin to write captions using taught sounds	To spell words using taught sounds	To spell some taught tricky words correctly	To use finger spaces and full stops when writing a sentence	To spell some taught tricky words correctly	
			To spell some taught tricky words correctly		To spell some taught tricky words correctly	To read their work back and check it makes sense	

Holme Community School Progression of Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	To recognise numbers 1-3	To recognise numbers 1-5	To recognise numbers 0-8	To recognise numbers 0-10	To recognise numbers to 20	To solve simple number problems	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
	To begin to subitise to 3	To begin to subitise to 5	To subitise to 5	To explore the composition of 9 and 10	To revise number bonds to 5	To recap the composition of each number to 10	
	To find one more of numbers to 3	To find one more of numbers to 5	To find one more of numbers to 8	To practise number bonds to 10	To explore how to make numbers above 10 using tens and ones	To know addition and subtraction facts to 10	
	To find one less of numbers to 3	To find one less of numbers to 5	To find one less of numbers to 8	To know addition facts to make 5	To match the number to quantity	To know doubling facts	
	To explore the composition of 2 and 3	To explore the composition of 4 and 5	To explore the composition of 6, 7 and 8	To find one more of numbers to 10			
			To match the number to a quantity	To find one less of numbers to 10			
				To estimate a number of objects			

Numerical Patterns	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To count to 25</p> <p>To add two 1-digit numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order odd and even numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape, Space and Measure	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise o'clock</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise o'clock</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time To recognise o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To recognise o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives.</p> <p><u>However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space, and measure.</u></p>

Holme Community School Progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know about my own life-story	To know about figures from the past	To talk about the lives of the people around us.	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know about the past through settings, characters and events encountered in books read in class and story telling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Talk about the lives of the people around them and their roles in society.
	To know how I have changed	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	To know that the emergency services exist and what they do.				Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.
			To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)				Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	To know about family structures and talk about who is part of their family	To talk about how Hindus celebrate Diwali	To talk about Chinese New Year.	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages (French)	To know that people in other countries may speak different languages (French)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.
	To identify similarities and differences between themselves and peers.	To talk about the Christmas Story and how it is celebrated	To know about people who help us within the local community,			To know that simple symbols are used to identify features on a map	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	To know the name of the village the school is in.	To know that people around the world have different religions					Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
	To know about features of the immediate environment.						
	To know that there are many countries around the world.						

<p>The Natural World</p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
<p>Technology</p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e- safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the Bee- Bots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>

French (Linked to whole-school learning)					To repeat modelled words and phrases: - Bonjour - Au revoir - Je m'appelle	To count to 10	
Holme Community School Progression of Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Being Imaginative and Expressive	To sing and perform nursery rhymes	To perform a song in the Christmas Play	To join in with whole school singing assemblies	To perform songs at the Easter Concert	To move in time to music	To perform in the Year R Graduation (songs, poems, stories, dance)	Invent, adapt and recount narratives and stories with peers and their teacher.
	To join in with whole school singing assemblies	To learn and perform a poem at the Christmas Concert	To create musical patterns using untuned instruments	To join in with whole school singing assemblies	To learn dance routines	To listen to poems and create their own	Sing a range of well know nursery rhymes and songs.
	To experiment with different instruments and their sounds	To join in with whole school singing assemblies	To begin to create costumes and resources for role play	To associate genres of music with characters and stories	To join in with whole school singing assemblies	To join in with whole school singing assemblies	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
	To talk about whether the like or dislike a piece of music	To pitch match		To create costumes and resources for role play	To act out well know stories	To create own compositions using tuned instruments	
	To create musical patterns using body percussion	To sing the melodic shape of familiar songs			To follow a musical pattern to play tuned instruments	To invent their won narratives, making costumes and resources	
	To begin to build up a repertoire of songs				To create narratives based around stores		
	To use costumes and resources to act out narratives	To sing entire songs					
		To use costumes and resources to act out narratives					

Creating with Materials	To name colours	To use colours for a particular purpose	To experiment with different mark making tools such as art pencils, pastels, chalk	To use natural objects to make a piece of art (Andy Goldsworthy)	To know which prime colours you mix together to make secondary colours	To know some similarities and differences between 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. Make use of props and materials when role playing characters in narratives and stories.
	To experiment with mixing colours	To share their creations		To share creations and talk about the process	To plan what they are going to make (cooking, wood work, construction, junk modelling)	To learn about and compare artists (Janet Bell and Henri Matisse)	
	To create simple representations of people and objects	To explore different techniques for joining materials (Glue Stick, PVA)	To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)	To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)	To draw more detailed pictures of people and objects	To explore, use and refine a variety of artistic effects to express their ideas and feeling	
	To draw and colour with pencils and crayons	To know how to work safely and hygienically	To know how to work safely and hygienically	To make props and costumes for different role play scenarios	To manipulate materials	To share creations, talk about process and evaluate their work	
	To role play using given props and costumes	To use non- statutory measures (spoons, cups)	To use non- statutory measures (spoons, cups)	To know how to work safely and hygienically	To create observational drawings	To adapt work where necessary	
	To explore different techniques for joining materials (Glue Stick)	To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab	To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits	To use non- statutory measures (spoons, cups)	To know how to work safely and hygienically		
	To know how to work safely and hygienically						
	To use non- statutory measures (spoons, cups)		To use tools to cut and join wood	To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads	To use non- statutory measures (spoons, cups)		
	To use some cooking techniques: (spreading, cutting)		To know the names of tools		To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)		
	To use different construction materials			To know the name of tools and use tools to cut and join wood using different nails and screws	To create sandwiches, Fruit Kebab, Biscuits, Salads		

