

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 engage in story times, joining in with repeated phrases and actions	To ask questions to find out more	To retell a story	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.
	To understand why listening is important	To begin to understand how and why questions	To understand a range of complex sentence structures	To follow a story without pictures or props			Make comments about what they have heard and ask questions to clarify their understanding.
	To be able to follow directions	To respond to instructions with more than one step					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.

	<p>To talk to class teacher and other support staff</p> <p>To learn new vocabulary</p>	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 use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
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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 talk about how they are feeling	To focus during longer whole class lessons	To identify and moderate their own feelings socially and emotionally	To control their emotions using a range of techniques	To maintain focus during extended whole class teaching	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	To understand how people show emotions	To begin to consider the feelings of others	To follow two- step instructions	To consider the feelings and needs of others	To set a target and reflect on progress throughout	To follow instructions of three steps or more	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	To focus during short whole class activities	To adapt behaviour to a range of situations					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.
	To follow one- step instructions						

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

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 balance and safely use apparatus	To move safely with confidence and imagination, communicating ideas through movement	To follow instructions and move safely when playing tagging games	Demonstrate strength, balance and coordination when playing.
	To develop control when using equipment	To change direction	To dribble using hands	To jump and land safely from a height	To jump and land safely from a height	To learn to play against an opponent	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	To follow a path and take turns	To jump	To throw and catch with a partner	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 work co-operatively with a partner	To hop	To dribble a ball using feet	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 kick a ball to a target	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 Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Fine Motor Skills	To use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
	To mark make using different shapes	To hold scissors correctly and cut along	To hold scissors correctly and cut along a curved line	To write letters using the correct letter formation and control the size of letters	To copy letters using a lead in and lead out	To create drawings with details	Use a range of small tools including scissors, paintbrushes and cutlery.
	To begin to use a tripod grip when using mark making tools	correctly and cut along a straight and zigzagged lines	To thread small beads	To use a hammer, saw and screwdriver	To paint using thinner paintbrushes	To copy letters using a lead in and lead out	Begin to show accuracy and care when drawing.
	To use tweezers to transfer objects	To use a tripod grip when using mark making tools	To use small pegs			To independently use a knife, fork and spoon to eat a range of meals	
	To thread large beads	To accurately draw lines, circles and shapes to draw pictures	To write taught letters using correct formation				
	To use large pegs		To use a hammer and saw				
	To begin to copy letters						
	To hold scissors correctly and make snips in paper	To write taught letters using correct formation					
	To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support					
		To use tap and pin					

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 sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. 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 (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk)	To recognise taught Phase 2 sounds (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	To recognise taught Phase 2 and 3 sounds (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	To recognise taught Phase 2 and 3 sounds (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	To recognise taught Phase 2 and 3 sounds (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	To recognise taught Phase 2 and 3 sounds (sat pin m d g o ck ck e ur h b f l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	To recognise taught Phase 2 Tricky Words (the, I, is)	To recognise taught Phase 2 Tricky Words (the, I, 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.	To recognise taught Phase 4 - Adjacent consonants	To recognise taught Phase 4 - Adjacent consonants	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception 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, 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 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 with s/z/ in the middle	To read words with short vowels and adjacent consonants
	To read words ending with s /z/ e.g. his, bags	To begin to read longer words	To begin to read longer words	To begin to read longer words	To read words with -es/z/ at the end	To read longer words	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 sentences containing Tricky Words and digraphs	To read words with s and s/z/ at the end	To read compound words	To read longer words	To read longer words
	To read books matching their phonics ability	To read books matching their phonics ability	To read sentences containing Tricky Words and digraphs	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/, -est)	To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -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 longer sentences containing Phase 4 words and Tricky Words
					To read books matching their phonics ability	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 former 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 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 write longer words which are spelt phonetically	To begin to write longer words and compound words which are spelt phonetically	Write simple phrases and sentences that can be read by others.
	To write initial sounds	To begin to write captions using taught sounds	To spell words using taught sounds	To spell some taught tricky words correctly	To begin to use capital letters at the start of a sentence	To write sentences using a capital letter, finger spaces and full stop	
	To begin to write CVC words using taught sounds	To begin to write captions 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 read their work back and check it makes sense	
					To begin to read their work back		

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.
	To begin to subitise to 3	To begin to subitise to 5	To subitise to 5	To explore the composition of 9	To revise number bonds to 5	To recap the composition of each number to 10	Subitise (recognise quantities without counting) up to 5.
	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 and 10	To explore how to	To know addition and subtraction facts to 10	Automatically recall (without reference to rhymes, counting or other aids)
	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 practise number bonds to 10	To make numbers above 10 using tens and ones	To know doubling facts	number bonds up to 5 (including subtraction facts) and some number bonds to 10, including 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 know addition facts to make 5	To match the number to quantity		
			To match the number to a quantity	To find one more of numbers to 10			
				To find one less of numbers to 10			
				To estimate a number of objects			

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

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 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 about figures from the past 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 talk about the lives of the people around us. To know that the emergency services exist and what they do. 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)	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 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. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. 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 identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To talk about Chinese New Year. To know about people who help us within the local community,	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages (French) To know that simple symbols are used to identify features on a map	To know that people in other countries may speak different languages (French) To know that simple symbols are used to identify features on a map	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. 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. 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.

The Natural World	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of Autumn To know about features of the world and Earth	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds To know the different between herbivores and carnivores	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them including the season and changing states of matter.
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e- safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes	To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards To type their name using a laptop	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.

French (Linked to whole-school learning)					To repeat modelled words and phrases: - Bonjour - Au revoir - Je m'appelle	To count to 10	
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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 known 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 known 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 use costumes and resources to act out narratives	To begin to build up a repertoire of songs			To create narratives based around stories		
		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.
	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)	Share their creations, explaining the process they have used.
	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	Make use of props and materials when role playing characters in narratives and stories.
	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	To use some cooking techniques (spreading, cutting, threading, coring, mixing)	To use non- statutory measures (spoons, cups)	To know how to work safely and hygienically		
	To know how to work safely and hygienically	Kebab	Sandwiches, Fruit	Kebab, Biscuits			
	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)	To use non- statutory measures (spoons, cups)		
	To use some cooking techniques: (spreading, cutting)			Sandwiches, Fruit	To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)		
	To use different construction materials			Kebab, Biscuits, Salads			

