

Nursery Yearly Overview						
Respect Resilience Independence						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Our Themes</p> <p>Our themes have been carefully chosen to develop the children's knowledge and skills across the year in all the Areas of Learning and allow for our Goals to develop.</p> <p>They are developed and enhanced through core texts.</p> <p>Additional texts find a information book to support themes</p>	New Beginnings	I can sing a rainbow	The World at Night	How does it move?	I can cook!	Who's that hiding in a book?
	<i>Settle into Nursery and get to know staff and routines</i>	<i>Learn the names of different colours while continuing to explore our environment.</i>	<i>Talk about night and day and relate this to our own experiences.</i>	<i>Develop our fascination with transport and vehicles.</i>	<i>Become increasingly confident making and eating new foods.</i>	<i>Delve into the world of rhymes, learning about new characters.</i>
	Owl Babies	Brown Bear, Brown Bear	Peace At Last	We all go travelling by	The Gingerbread Man	Each Peach Pear Plum
	Spot goes to School You choose Come to school Too	The Colour Monster The Rainbow Blots Pete the cat Wow Said The Owl	Whatever Next The Light in the Night	On the Go We Catch the Bus	The Tiger who came to Tea The Runaway Pancake	<i>Goldilocks</i>
		When it's Winter	Amazing Animals	Being Healthy	Watch it grow!	Let's make a splash
		<i>Experience the extremes of cold, through ice and watch water change.</i>	<i>Name animals we know and learn about new animals.</i>	<i>Develop our understanding that the foods we eat can be grown.</i>	<i>Learn that all animals grow and change over time, including ourselves.</i>	<i>Discover animals which live in the seas and secure our numbers to 5</i>
		<i>Dear Santa</i>	<i>Dear Zoo</i>	<i>The Gigantic Turnip</i>	<i>The Hungry Caterpillar</i>	<i>Numicon by the Sea</i>
	Snowflake in my pocket Snow Ghost The Snowman The Snowflake	Walking through the Jungle Roar	Avocado Baby We Planted a Pumpkin The Enormous Potato Titch	Does a Kangaroo have a Mother too? Rosie's walk Who's in the Egg	<i>Hooray for Fish Commotion in the Ocean Seaside Countdown</i>	
Across the year we will develop our learning regularly by:	<p>-Adapting learning and experiences in response to children's interests</p> <p>-Weekly visits to the school Woodlands: developing seasonal observations and enriching all areas of learning</p> <p>-Visiting the IDEA store, with our parents</p> <p>-Using our woodwork bench</p>					
Enrichment Experiences	Parents stay and play	Seasons walk in the park	Visit from StoryTeller Visit the farm	Visit local shop Car experience Visit from fire station	Parent - bring a dish/cake Chick/duck eggs	Seaside Experience Sports Day End of year picnic
Key Events	Harvest	Bonfire Night/ Diwali//Christmas	Chinese New Year Shrove Tuesday	Easter	Eid	

Nursery Core Content

Areas of Learning

Our Themes are carefully designed and mapped to develop all the Areas of Learning. This provides a secure structure to enhance with children's own interests and needs - our planning is responsive and adaptive. Our teaching allows for the careful development of the Characteristics of Effective Learning. We plan for some core activities with a UW and EAD focus to develop our understanding of the themes and the texts and these are chosen to develop the Prime Areas of learning. Our ethos for the prime areas is summarised below.

THEMES	New Beginnings	I can sing a rainbow	The World at Night	How does it move?	I can cook!	Who's that hiding in a book?
		When it's Winter	Amazing Animals	Being Healthy	Watch it grow!	Let's make a splash
Communication and Language (CL)	Throughout the year, we develop children's communication and language through high quality learning conversations in a language-rich environment. We are clear role models for the types of language we want children to develop. Over time we scaffold children to add more words to their understanding so that they can speak in sentences up to 6 words. We ask questions such as 'why' and model giving answers in order to encourage children to be confident in sharing their thoughts and leading their own learning. We encourage children to join in with stories, rhymes and songs to become familiar with the range of different phonemes in words. We support parents to be aware of the language we use in Nursery so they can mirror it at home where possible.					
Personal Social and Emotional Development (PSED)	We teach children to understand and name their feelings and behaviour. Over time we ensure children feel settled and confident in a range of situations, including communicating with different adults and peers. We help the children to play collaboratively with others, modelling the vocabulary needed to share ideas, listen and problem solve. We model being a learner, showing how to express ourselves when we are frustrated and excited or wanting our own turn so that children can mirror behaviours. We set up situations where children learn to take turns and tolerate delays - communicating their needs as appropriate. We use stories and songs to explore emotions and experiences in a range of different contexts to add to the children's PSE awareness.					
Physical Development (PD)	Gross Motor - We provide a wide range of opportunities inside and outside to develop children's physical skills and muscle development. We increase challenge, refine activities and allow for trial and error. We model and support how children can control their movements, giving meaning through vocabulary such as ' <i>balance</i> ', ' <i>safe</i> ' and ' <i>practise</i> '. We introduce games such as musical statues to help children enjoy experimenting with their bodies and responding to music and rhythms. Our use of bikes and scooters enables development of spatial awareness and coordination. We teach children to observe the effects of different activities on their bodies. We encourage children to collaborate with building, moving equipment and making choices about what to play with.					
	Fine Motor - We observe whether children have preference for a dominant hand, and encourage them to develop this through a variety of tool use. We use scissors, hammers, tweezers and cutlery to develop safe and effective tool use. We develop hand eye coordination and refinement of movement through threading, collaging and cooking. We incorporate the woodwork bench into our Goals to ensure purpose and focus for developing fine motor skills. The use of playdoh, climbing, digging in the garden and catching helps develop children's finger muscle strength. By valuing mark making we develop independent drawers and writers. Over time we ensure that we refine mark making, developing focus on anti-clockwise circles and vertical and horizontal lines and finally, letter formation.					
	Self Care (inc PSED) - We help children confidently use the toilet and hand basins, and support those still learning to use the toilet independently. We emphasise the importance of good hygiene practices and teach these to the children. We offer opportunities for children to become more independent with changing their own clothes or putting on their own socks and shoes and managing zips and buttons - our use of costumes and dress-up outfits helps with this. We teach children about the importance of health and help them to explore different foods - including food preparation.					

Literacy	We develop Literacy across each theme and using our core texts. We bring pupils' attention to books and storytelling, explicitly teaching about how to read books and developing the 5 key concepts of print. We provide opportunities to retell stories with props, puppets, costumes and masks and explicitly develop story related vocabulary. We value writing and provide opportunities to mark make using different materials, helping children attribute meaning to the marks they make. We do this through shared and guided story mapping. Vocabulary is integral to our continuous provision, and words and images are introduced alongside themes, core texts and interests. The development of Literacy is integral to our Goals.					
Phonics	We use 2 core phonics books each term to develop our phonological awareness in all Phase 1 Aspects. These Aspects are also taught through our continuous provision activities and adult interactions across the year. Adults teach children to: tune into sounds; listen and recall sounds and to talk about sounds. We recognise that some aspects are more developmentally appropriate at different times of the year and so we plan to target and secure learning progressively. We move to small group work across the year with a focus on aspects 4,5 and 7.					
Core Phonics Texts	Polar Bear, Polar Bear Tanka Skunka	Shark in the Park Shark in the Dark	We're going on a Bear Hunt Animal Alphabet	And the Train Goes Choo, Choo, Clickety Clack	Kitchen Disco Monkey and me	Oi Frog Rhyme Crime
Core Nursery Rhymes and Songs	-Twinkle, Twinkle -Wind the bobbin up -Heads shoulders -Row your boat	-The Wheels on the Bus -Ring-a-roses -I can sing a Rainbow -Incy wincy spider	-Old Macdonald -I went to visit a farm -Down in the jungle -Mary, Mary	-Miss Molly had a dolly -Humpty dumpty -Five speckled frogs -Down at the station	-I am the baker man -Polly put the kettle on -I've got a body -I hear thunder	-Old Mother Hubbard -Little Bo Beep -Jack and Jill -The Big Ship
Maths	We develop a strong grounding in number by bringing counting and numbers into all areas of our provision and play. We model positive attitudes to exploring numbers and shapes and encourage children to replicate these in independent play e.g. saying a number for each jump, looking at the numerals in the bike park, identifying and using shapes when constructing and making patterns with paint or other materials. We aim to develop the fast recognition of up to 3 objects and do this in a variety of ways including from the books we read: e.g. seeing 3 owls in Owl Babies, or 3 bowls of porridge in Goldilocks. We model, and help children to develop, language of position and comparison.					
Maths coverage	We plot our maths coverage to ensure that the age related DM statements are developed in taught, short carpet sessions each day. These start in Term 2 after developing learning behaviours in Term 1.					
Core Maths Nursery Rhymes	Hickory dickory dock	Baa baa black sheep	Once I caught a fish alive Zoom, zoom, zoom	One tomato 1 man went to mow	Five Little Ducks 5 currant buns	Ten green bottles One, two buckle my shoe (to 10)
Interactive Maths displays	Clock and mouse display	Baa baa black sheep display	Once I caught a fish alive display	1 man went to mow display	Five little ducks display	Ten Green Bottles display
Understanding the World (UW)	Understanding the World includes, 'Past and Present, People'; 'Culture and Communities' and 'The Natural World'. We start with their personal experiences and zoom out to the community and world around them, using books and experiences to heighten understanding. We develop activities to bring children's awareness to the world around them and provide them a breadth of experiences which foster their cultural, social, technological and ecological understanding.					
Suggested core activities linked to text and themes with UW focus	-Establish home corner play - Develop photo and families wall	-Establish home corner play - Take part in talk about winter festivals	- Planets and spaceship small world - Farm small world	-Construct lego/duplo vehicles	- Set up market and food shop role play -Kitchen/bakery role play	- Ocean small world -Explore books and atlases about countries by the sea

<p>Enhancing Areas</p> <ul style="list-style-type: none"> • Water tray • Garden • Mud kitchen • Role play areas • Small world • Books • Sand tray • Woodlands • Tapestry • Snack Table 	<p>-Settling: Woodlands; Getting to know others; toileting; Fire evacuation procedures - Planting</p>	<p>-Explore changes in states - freezing/ melting - senses exploration -Colourful fruit salad and salad</p>	<p>- Celebrate festivals and make accompanying decorations - Explore animal habitats and countries (make habitats from construction) - Light and dark exploration - tents and torches -Naming animals and body parts(claws, hooves, tails etc)</p>	<p>-Emergency vehicles and workers small world -Explore jobs of people who work on different vehicles - Make own wheeled toy (woodwork) -Easter bonnet parade - Ramps and distance experiments with vehicles -Use remote control cars and toys -Planting -Chopping vegetables -Fruit and veg kebabs</p>	<p>-Trip to the market -Maps of outside area - Lifecycles - caterpillars - Make minibeast houses - (woodwork) - Cooking/ baking - Gardening -Take part in cooking - changing states (pancakes/gingerbread) -Experiment with planting -Set up compost heap to observe decay</p>	<p>-Water life and the natural world -Make own boat (woodwork) - Take part in floating and sinking experiments,using own made play doh boats -Make porridge</p>
<p>Expressive Arts and Design (EAD)</p>	<p>EAD involves creating with materials and being imaginative and expressive. We develop the children’s artistic and cultural awareness to support their imagination and creativity. We provide opportunities to engage with the arts, enabling children to explore and play with a wide range of media and materials. We aim to develop children’s ability to observe and appreciate what they see and hear, and their vocabulary to communicate and express themselves.</p>					
<p>Suggested core activities linked to text and themes with EAD focus</p> <p>Enhancing areas:</p> <ul style="list-style-type: none"> • Costumes • Role play areas • Craft corner • Woodwork bench • Music area • Easel • Story props • Small world 	<p>-Take photos with iPads and digital cameras -Self portraits</p>	<p>-Thread rainbow necklaces -Rainbow patterns on pegboards -Weaving coloured ribbons outdoors -Explore paint mixing -Fire work music - shakers, maracas, scrapers, blocks -Firework pictures- chalk on black paper -Dance to snowman music</p>	<p>-Dance to music - animal dance -Use animal masks to create role plays and retell stories -Collages with fabrics and paper for animal textures -Act out and make costumes for, Whatever Next -Use shape kits to make owls</p>	<p>-Decorate Easter eggs (focus on closed shapes and continuous lines) -Make repeating patterns with colour vehicles -Junk modelling vehicles -Represent vehicles with colour and shape -Observe and draw fruit and vegetables</p>	<p>-Collaborate with making signs, pictures and posters for the plant area -Use instruments to play along with songs -Draw pictures of themselves and other animals as babies</p>	<p>-Use musical instruments to respond to rhythms in story and make their own -Mix colours to paint different fish -Create collages of seaside landscapes(textures, materials and patterns) -Collaging name outlines -Dress up in storybook costumes</p>

Nursery Curriculum Goals

Our Goals have been chosen to focus on core outcomes which we know will give all children the breadth of experience, knowledge and skills to become lifelong learners. They have a strong focus on communication and language development, in line with the needs of our children. The Milestones help us to plan a developmental approach to learning, thinking carefully about where children are in their personal development and how to support them to progress. The Goals allow for development across all areas of the Nursery provision. [\(More maths specific in blue\)](#)

Nursery Milestones

Milestone 1

Milestone 2

Milestone 3

GOAL 1 - I can talk about my learning

Children are keen to share their learning- they show this to adults and peers including play they are involved with, work in books and on Tapestry. They tell you what they have done and the processes they followed. They can talk about what they found hard and modifications they have made. Children start to use joining words - because; or; and. *(ie I held on tighter and could climb higher. I got a new glue stick because the other one had run out. When I added more water it made it go faster - now my boat is brilliant!)* They are proud of their learning.

- Explores the Nursery environment, playing in different areas - may have a preferred area
- Learn where things belong and start to access them
- Tries new activities
- Starts to play with others
- Uses some language in context
- Parents use Tapestry
- Uses pronouns - me, him, she, they

- Listen to adults and follows their lead with actions and communication - as adults further establish conversation prompts
- Uses some modelled language for learning *(eg Hmm, It went wrong, I am thinking)*
- Asks for help and guidance
- Selects resources with increasing independence *(eg gets extra flour, finds another hammer for a friend, gets the scissors)*
- Knows that Tapestry has a record of their learning and wants to see it

- Looks at Tapestry to reflect on their learning and make comments about their work
- Tells you what they are thinking as they play
- Use a wider range of the conversation prompts about their learning
- When asked about their learning children share what they are doing and have done - they know where to find a record of their work *(Class books, displays, Tapestry etc)*
- Use descriptive language about their work - *(eg colourful picture, tall tower)*
- Respond to 'why?' questions
- [Respond to 'how many?' questions](#)
- [Describe shapes.](#)
- [Explore and compare size and capacity.](#)

Engages with the Nursery environment

Wants to share what they have made or done

Comments on what they have done

GOAL 2 - I can tell a story

Children tell stories they know using props and role play. They can adapt known stories and invent their own stories through Helicopter stories and play. They start to use the future and past tense accurately.

- Listen to stories
- Understand what is happening in a story
- Looking closely at illustrations
- Naming objects on the page
- Play with toys and story props - using them to represent any imaginative scenario
- Role play characters with costumes and props

- Join in with repeated refrains
- Offering opinions on stories - asking and answering questions in story time
- Use toys and story props to begin to retell class stories, using some story vocabulary in play - sentences of at least 4 words *(The dog is big. The plane is fast. The tiger ate the*

- Engage in extended conversations about stories - continue conversation for many turns
- Join in with extensive refrains, rhymes and songs from stories
- Retell a story using props with longer sentences of up to 6 words *(The bear chased the little boy.)*
- Make up their own stories using Small World

	<ul style="list-style-type: none"> - Begin to invent play - Play with others 	<ul style="list-style-type: none"> - sandwiches.) - Begin to use Small World equipment to construct own narratives in play - use talk to organise play - Include words for time (for example, 'now' and 'later') and plurals and prepositions - (in, on, under) 	<ul style="list-style-type: none"> - equipment - Include stories with a narrative of amounts - ie I had 3 cars but I gave 1 to Ayaan and now I have 2.
	Represent known scenarios with play (stories and real life)	Retell known stories using props and play equipment	Invent stories with props and play

GOAL 3 - I can segment words into sounds and blend sounds into words.

Children can identify 1 syllable words from sound talk. They can apply sound talk to 1 syllable word.

	<ul style="list-style-type: none"> - Adults join in with play to enrich and extend vocabulary - Adults listen to language - Pick up on sounds in the environment/animals/stories and start to enjoy copying them (eg Moos when playing with the farm animals, brrroomm the car, joins in with the "swishy swashy" in '..Bear Hunt') - Children start to follow rhythms using body percussion (up to 3: tap head/knees/clap and repeat) 	<ul style="list-style-type: none"> - Adults introduce sound talk toy (adults to demonstrate clear articulation). - Children start to make their own rhythms using body percussion - Children join in with words and phrases in story time - they can predict what is coming up or know when words are replaced. - Children clap along with a beat in a song - Children make suggestions of an item or person with a beginning sound (I'm going to stir the mixture with a /s/ - children complete 'spoon'. I'm going to give the ball to /a/a/a/ - children complete 'Ahmed') 	<ul style="list-style-type: none"> - Can point to body part identified in sound talk (eg Who can touch their h-ea-d? (adult then to clarify - yes head!)) - Can show a finger for each sound heard (eg segment pig into p-i-g and show three fingers).
	Enjoys experimenting with sounds	Starts to identify different sounds in talk	Can use sound talk

GOAL 4 - I can write the first few letters of my name

Children write the first two letters of their name. This is written clearly using comfortable pen grip and correct directionality.

	<ul style="list-style-type: none"> - Develop gross motor skills - strength and muscle development in upper body, wrists and fingers. - Opportunities are provided to develop throwing and catching, climbing, manipulating play doh etc, constructing, threading (eg larger beads, pasta necklaces). - Focus on what they are doing to develop hand eye coordination. 	<ul style="list-style-type: none"> - Give meaning to marks - tell another what a mark means (eg enjoys using easel to paint images, pretends to write a shopping list) - Make marks using different materials - chalk, paint etc - Use different tools and fingers to mark make (eg mark make on paper, in sand etc) - Provide tools to refine grip - tweezers, finer threading, needle work, peg boards 	<ul style="list-style-type: none"> - Control mark making - make lines, circles, zig zags - Form anticlockwise movements and vertical lines - Use language for making marks (up, down, round and round) - Find own name card - Begin to use phonics images to learn letter formation mnemonics - Develop mark making for a purpose (eg lists, signs, maps) - Simple story mapping - including mark making around an image
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	Coordinate hand movements	Mark make with tools and fingers	Make specific letter shapes and marks - lines, circles, zig zags
GOAL 5 - I can play a game with a friend Children play for a period of time with a peer or group of peers. They are confident communicators, talking together in sentences of up to 6 words. They develop positive relationships with adults and peers.			
	<ul style="list-style-type: none"> - Develop a strong relationship with a key adult (who models language and communication skills). - Play alongside others starting to develop collaborative play (eg <i>give a child something</i>) - Develop their pretend play - Describe and identify their own feelings (<i>I am sad/I love it</i>) - Begin to describe the feelings of characters in stories - Takes part in adult led activities- following instructions 	<ul style="list-style-type: none"> - Seek out peers to play with - Children greet staff and respond to greetings (eg <i>Good morning at the gate</i>) - Children begin to speak in longer phrases and sentences up to 4 words when communicating with friends (<i>'Give me' becomes 'Give me the ball'</i>) 	<ul style="list-style-type: none"> - Initiates activities and invites others to join in - Use talk to organise play: Explains rules and points out what they need (eg <i>Uses behaviour language 'we are gentle'</i>) - Asks for help from peers - Tells peers what they like and dislike - Asks to play with others - Use language of apology and thanks - Takes turns - Listen to others rules and play with them - Suggest solutions to conflict
	Play in the Nursery	Communicate with others	Takes part in conversations alongside play
GOAL 6 - I can ride a balance bike Children can move along on a balance bike with both feet off the floor. They can steer and negotiate obstacles. They can identify the handlebars, seat and <i>wheel spokes</i> .			
	<ul style="list-style-type: none"> - Can sit comfortably on a chair or on the carpet - Develop confidence to 'have a go' - Sit on a trike or push-along wheeled toy moving it with their feet, developing their balance - Push trike pedals - develop climbing and balancing and length strength and coordination - Negotiate space on and off a vehicle - running actively around in outside area safely with minimal contact with other things/people (eg <i>taking part in games of tag, races and hide and seek</i>) - Starts to take turns and ask for turn (eg <i>Showing ability to delay their turn based on following a timer or clear instruction</i>) - Park and return bike/trike to correct area - Follow rules for outside play 	<ul style="list-style-type: none"> - Pedal and steer - improve navigation of obstacles (eg <i>riding in and out of cones or other areas</i>) - Steer scooters - Park and return bike to specific spot (<i>match image - moving to numicon or numbers</i>) - Understand and follow instructions (eg <i>Ride the bike around the cones when asked</i>) - Take turns and ask for a turn - Continue to develop physical balance and confidence with climbing and jumping on the A frames onto mats - Develop use of verbs for your own movements and those of others or characters in books- jump, run, pedal, skip, fly. 	<ul style="list-style-type: none"> - Sit on balance bike and develop balance with both feet on the ground - Scoot on a balance bike using feet on floor to push along - can take off one foot and then the other - Development movement and balance - continuing to steer with increased agility and refinement - Explore how things work - name some parts of the bike and investigate how they move.
	Move on a trike	Steer safely round obstacles	Balance and move on a 2-wheel bike
GOAL 7 - I can make my own play-doh Children are able to select resources and ingredients to independently follow a recipe card. They tolerate exploring and playing with different textures and substances.			

	<ul style="list-style-type: none"> - Combine ingredients using different tools, with adult support (<i>eg sand and water/flour and water</i>) - Use different sized containers - fill with increasing accuracy - Tolerate making a mess (<i>eg playing in the mud kitchen, playing in the sandpit</i>) - Stir increasingly 'thick' substances - Using their senses and talking about what they see - Takes part in adult led activities- following instructions 	<ul style="list-style-type: none"> - Take part in adult led instruction (<i>eg cooking, crafting</i>) - Listen to instructions and pay attention - Have the confidence to join in - Follow a recipe card with guidance - children start to point to words, images and numerals - Use a variety of suitable tools and equipment (<i>eg choosing a spoon to stir/knife to spread</i>) - Accurately pour liquid into a bowl or cups/spoons of dry ingredients, starting to count amounts (<i>eg sieving in sandpit, pouring water - '1,2,3 spoonfuls'</i>) - Understand how materials change - combine substances until blended - (<i>eg make a dough/fully change paint colour</i>) - They include words for space (for example, 'over there') and function (for example, they can tell you a spoon is for stirring) 	<ul style="list-style-type: none"> - Follow a recipe card with increased independence - Continue to join in with activities, becoming more active and making simple next steps (<i>eg able to say what ingredients comes next by looking at recipe card, gathering up all the tools needed</i>) - Become increasingly independent and select appropriate resources (<i>eg choosing own materials to mix, setting up own activity with correct tools</i>) - Understand symbols and numbers (1-3) (<i>eg seeing the number 3 and counting out 3 spoonfuls</i>) - Counting out amounts in order (1,2,3) and applying cardinal principle - that the last number is the total amount - Measure capacity - accurately filling containers to the top - slowing down to avoid spilling. - Take turns with others - collaborate - Take responsibility to tidy up - Express ideas creatively - Manipulate materials - rolling out dough, adding colours to paint for desired effect.
	Mix substances using different tools	Follow all the steps in the recipe card, with support.	Accurately fill containers

GOAL 8 - I can make a model at the woodwork bench (all text copied from the SN Policy)

Children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.

	<ul style="list-style-type: none"> - Explore using one handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour. - With adult support, children learn how to use these tools correctly and understand their use. Children begin to understand how to use tools safely and are supported to do so by the adults. - Take part in junk modelling and use scissors and Sellotape to join things together. 	<ul style="list-style-type: none"> - Confidently use one handed tools to create changes in materials e.g. Use a peeler on potatoes or a stick. - As children grow in confidence they are introduced to the woodwork tools and shown how to use these safely. - Access the woodwork bench and explore using some tools with adult support e.g. hammering nails into pieces of soft wood. - Increasingly follows instruction and attends to tasks in hand 	<ul style="list-style-type: none"> - Have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely. - With support children use tools such as: hammers, hand drills, screw drivers, saws and the glue gun safely and with increasing confidence. - They have an idea of what they want to make and how they want it to look. - Include discussions of amount, length and size (ie longer piece, 2 short pieces, 3 nails).
	Grip a tool and control its movement.	Control a tool safely and change a material.	Talk about what they plan to make, in advance or during the making.