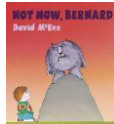

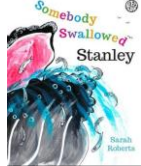
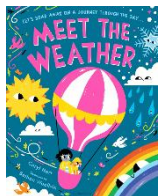


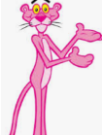


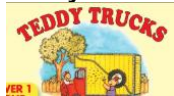
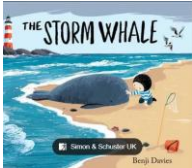


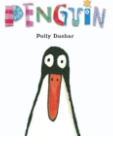


## EYFS Drawing Club Progression


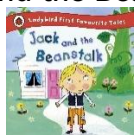
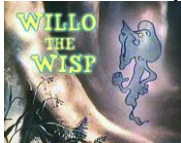

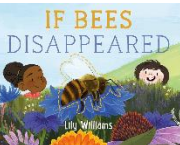
Stimulus (Book, Traditional Tale, Animation)	Vocabulary Tier 1	Vocabulary Tier 2	Vocabulary Revisited/ Embedded	Phonics Skills Acquisition Linked to EYFS framework	Phonics Skills Application	Maths
<b>Autumn 1</b>						
<b>Not Now Bernard!</b> 	Monster Comic Horns Scales	Ignore Disgruntled Snarled Puzzled		Give meaning to the marks I make  Identify a dominant hand for mark making and writing	Use vertical, horizontal, diagonal and curved lines to create form  Form Set 1 letters: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r	Use positional language to talk about objects within a picture  Begin to 'notice' and subitise up to 3 objects within my picture
<b>The Three Little Pigs</b> 	Pigsty Nasty Build Materials	Terrified Destroy Construct Happily		Work towards holding my pencil using a tripod grip	Begin to use Fred Fingers to write CVC words containing taught Set 1 letters	Begin to represent amounts up to 5 in different ways
<b>Somebody Swallowed Stanley</b> 	Whale Ocean	Swept Terrible Vast Spout Squawking Tugged		Orally decode a CVC word before writing  Recognising initial sounds, identifying the correct letter (sound mat if needed) to match the sound		Experiment with writing numerals 1-3  Begin to use shape to represent objects
<b>Non-Fiction Meet The Weather</b> 	Weather	Planet Weeks Days Gargantuan Ferocious Murky Crystal		Writing initial sounds leading up to CVC words		Use vocabulary of <i>shape names, sides, corner, curve, straight</i>  Use language linked to capacity to describe a picture <i>big, bigger, small, smaller, heavy, heavier, light, lighter, full, empty</i>


Autumn 2						
<p>The mole who knew it was none of his business</p> <p><small>The Story of the Little Mole who knew it was none of his business</small></p> 	<p>Mole Speedy Cross</p>	<p>Beneath Surface Intrigued Investigate Revenge</p>		<p>Forming recently taught letters so they are recognisable</p>	<p>Form Set 1 letters including j, v, w, x, y, z and Set 1 Special Friends sh, ch, th, qu, ng, nk, ck</p>	<p>Use language linked to time to talk about what happens to my picture <i>now, then, next</i></p>
<p>The Gingerbread Man</p> 	<p>Run Chase Biscuit Shout</p>	<p>Chomp Gobbled Escape Menace</p>		<p>Writing CVC words from newly taught sounds</p>	<p>Use Fred Fingers to write CVC, CCVC and CVCC words containing Set 1 sounds including Set 1 Special Friends</p>	<p>Continue to represent amounts up to 5 in different ways</p>
<p>The Pink Panther</p> 	<p>Clever Fur Chase</p>	<p>Crafty Skinny Disgruntled Creeping Mischievous</p>	<p>Chase Revenge Disgruntled Mischievous</p>	<p>Write my name accurately to label things which are important to me</p>	<p>Begin to include Red Words <i>the, I, no</i> in isolation (as a code not for sentence use)</p>	<p>Talk about the composition of number up to 5</p>
<p>The Giant Jam Sandwich</p> <p><small>The GIANT Jam Sandwich</small></p> 	<p>Village Sticky Slice</p>	<p>Pesky Swarm Escape Capture Enormous Trapped</p>	<p>Escape</p>	<p>Create clear codes in my pictures to give meaning to my work</p>		<p>Begin to include numerals 1-5</p>
<p>The Three Billy Goats Gruff</p> 	<p>Troll Bridge Stream Meadow</p>	<p>Creature Medium Bellowed Terrified</p>	<p>Terrified</p>	<p>Begin to re-read what I have written back to an adult</p>		<p>Select (and draw) 2D shapes for a purpose, talking about their properties <i>curved, straight, long, short,</i></p>
<p>Teddy Trucks</p> 	<p>Drive town</p>	<p>Direction Puzzled Furniture Problem Solution Removal</p>	<p>Puzzled Problem Solution</p>			

						<p><i>equal, side, corner</i></p> <p>Begin to include AB/ABC patterns into my drawings to add detail</p>
<b>Spring 1</b>						
<p><b>The Storm Whale</b></p> 	<p>Friend Whale</p>	<p>Problem Solution Lonely Marine Return Heartfelt</p>	<p>Friend Problem Solution</p>	<p>Begin to write simple phrases or captions inspired by stories and my own ideas</p>	<p>Continue to use Fred Fingers to write CVC, CCVC and CVCC words containing Set 1 sounds including Set 1 Special Friends</p>	<p>Continue to use language linked to capacity to describe a picture <i>big, bigger, small, smaller, heavy, heavier, light, lighter, full, empty</i></p>
<p><b>Chicken Licken</b></p> 	<p>Farm Feathers</p>	<p>Disaster Crafty Terrified Cunning Eerie Cavern</p>	<p>Crafty Terrified</p>	<p>Begin to include a narrative into my writing by orally communicating what I am going to write</p>	<p>Form all Set 1 taught letters accurately and with coordinated control</p>	<p>Begin to represent numbers 5-10 in different ways and talk about their composition</p>
<p><b>Mr. Benn</b></p> 	<p>Costume Magic</p>	<p>Ordinary Transform Enchanted Adventurous Extraordinary Courageous</p>	<p>Transform Magic</p>	<p>Re-read a caption or phrase I have written out loud</p>	<p>Include Red Words <i>the, I, no</i> in isolation and within a phrase or caption</p>	<p>Be able to identify an odd or even</p>
<p><b>Penguin</b></p> 	<p>Feathers</p>	<p>Ecstatic Silent Entertain Imitate Ignore Aggravated</p>	<p>Feathers</p>			


		Heroic			Use lines for guidance in my writing	quantity in my picture when asked by an adult
<b>Goldilocks and the Three Bears</b> 	Golden	Cautious Shriek Mountainous Revolting Furious Destroyed Startled	Shriek Destroyed			Begin to use doubles to represent amounts
<b>Non-Fiction If Sharks Disappeared</b> 	Ocean	Marine Beneath Species Problem Solution Possibility Environment	Marine Beneath Solution			Use a wider range of time language <i>first, now, then, next, finally, today, tomorrow, yesterday</i> to give my picture a narrative  Continue to experiment with numerals 1-5
<b>Spring 2</b>						
<b>Dark, Dark Tale</b> 	Mansion	Ascend Billowing Passageway Dilapidated Antique Curious Mysterious		Say my caption, phrase or sentence accurately before writing  Begin to reduce the size of my letters	Write Set 1 CVC, CVCC, CCVC words accurately  Begin to use Red Words <i>put, of, no, he, my, for</i> in	Use language linked to height <i>short, shorter, tall, taller, long, longer</i>
<b>Hansel and Gretel</b>	Witch	Naïve	Gobble			

		<p>Mysterious          Famished          Sorceress          Mouthwatering          Gobble          Treacherous</p>		<p>whilst          maintaining          accurate          formation</p>	<p>isolation (as a          code not for          sentence use)</p>	<p>Continue to          represent          numbers 5-          10 in          different          ways and          talk about          their          composition</p>
<p>Wacky Races</p> 	<p>Partner          Race</p>	<p>Crafty          Wacky          Invention          Dastardly          Cunning          Malevolent</p>	<p>Crafty</p>	<p>Become          familiar writing          along a line</p>	<p>Begin to          experiment          with Set 2          Special          Friends ay, ee,          igh, ow, oo</p>	<p>Begin to          represent          number          bonds to 10          pictorially or          as a number          sentence</p>
<p>Journey</p> 	<p>Castle          City</p>	<p>Mystical          Curious          Passageway          Sneakily          Capture          Enchanted</p>	<p>Curious          Passageway          Capture          Enchanted</p>			<p>Experiment          with          numerals 6-          10</p>
<p>The Little Red Hen</p> 	<p>Dough          Wheat          Mill</p>	<p>Famished          Cautious          Aggravated          Refuse          Huff</p>	<p>Cautious          Famished          Aggravated</p>			<p>Select 2D          shapes          accurately          for a          purpose and          explain          reasoning          linked to          their          properties</p>
<p>The Ning Nang Nong          (Spike Milligan Poem &amp;          Plasticine Stop-Motion          Video)</p> 	<p>Poem          Plasticine</p>	<p>Instrumental          Fantasy          Imaginary          Landscape          Animation          Creative</p>	<p>Animation          Plasticine</p>			<p>Continue to          apply          knowledge          of doubles          up to 10</p>

Summer 1						
<p>What's in the Witches Kitchen?</p> 	Frown	<p>Curious Revolting Combination Cautious Direction Shudder Appetite</p>	Cautious Curious		<p>Confidently write multiple CVC, CCVC and CVCC words containing Set 1 sounds including Set 1 Special Friends which act as codes in my writing</p>	<p>Begin to use language to describe 3D shapes <i>cube, cuboid, cylinder, sphere, pyramid, triangular prism, faces, flat, curved</i></p>
<p>Jack and the Beanstalk</p> 	Magic	<p>Beast Creeping Scurry Cautious Happily Ascend Descend</p>	<p>Creeping Happily Cautious Ascend</p>		<p>Write CVVC CCVV words which contain Set 2 Special Friends (sound mats for support matching phoneme to corresponding grapheme)</p>	<p>Select 3D shape for a purpose to represent objects</p> <p>Represent numbers 1-10 pictorially in a range of ways</p>
<p>Willo the Wisp</p> 	Woodland	<p>Enchanted Ethereal Phenomenon Ghoul Levitate Mischievous Erratic</p>	<p>Enchanted Mischievous</p>			<p>Represent numerals 1-10</p>
<p>The Night Pirates</p> 	Treasure Island	<p>Courageous Stealthy Voyage Navigate Revenge Strategy</p>	<p>Courageous Revenge</p>		<p>Write captions and short sentences accurately</p>	<p>Represent numerals 1-10</p>
<p>Non-Fiction If Bees Disappeared</p> 		<p>Environment Possibility History Hive Vanished Collaborate Nectar</p>	<p>Environment Possibility</p>		<p>Use Red Words <i>put, of, no, he, my, for</i> in captions and short sentences</p>	<p>Explore representing amounts from 10-20</p> <p>Begin to use teen numbers</p>

<p>Banana Man / Pop Eye</p> 	<p>Spinach</p>	<p>Ordinary          Extraordinary          Metamorphosis          Nemesis          Transform          Duo          Mighty</p>	<p>Ordinary          Extraordinary          Transform</p>		<p>Begin to include Red Words <i>said, your, you, be, are</i> in isolation or in sentences</p> <p>Begin to experiment with finger spaces to make my writing clearer</p> <p>Begin to keep my letters to a more consistent and appropriate size</p> <p>Begin to write more than one caption or sentence about my picture</p> <p>Begin to experiment with full stops</p>	<p>and identify them accurately</p> <p>Begin to experiment with recording my ideas as a number sentence (addition)</p>
<p>Summer 2</p>						
<p>Slug Love!</p>	<p>Gutter</p>	<p>Devouring          Shriek          Naïve          Reunited</p>		<p>Write recognisable letters, most of which are</p>	<p>Confidently use Set 1 and Set 2 sounds in words</p>	<p>Represent amounts using groups</p>

		Disabled Gutter Determined Vulnerable		correctly formed	including or, ar, ir, oy, ou, air	Accurately form numerals 1- 10 and explore numerals 11-20
Little Red Riding Hood 	Cloak Woodland	Disguise Shudder Heroic Curious Sinister Deceptive	Shudder Heroic Curious Woodland	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Use a range or Red Words including <i>said</i> , <i>your</i> , <i>you</i> , <i>be</i> , <i>are</i> within captions or sentences	Represent number bonds to 5 or 10 pictorially or using a number sentence
Wallace and Gromit 	Friendship	Invent Faulty Villainous Malfunction Obsessed Naïve Partner	Friendship Naïve Invent	Write simple phrases	Begin to use finger spaces accurately in my writing	Use and draw 2D shapes accurately
Martha Maps it Out 	Map Planet City	Direction Navigate Universe Possession Possibility	Navigate City		Begin to use finger spaces accurately in my writing	Use language of 3D shape
The Magic Porridge Pot 	Porridge Wizard	Appetite Enchanted Gobble Casting Concerning Vast	Appetite Enchanted Gobble		Begin to write multiple sentences to communicate my ideas to the reader	Create own maps and use positional language accurately to describe <i>on top</i> , <i>below</i> , <i>next</i> <i>to</i> , <i>in</i> <i>between</i> , <i>opposite</i>
Fraggle Rock	Puppet	Euphoric Beneath Aggravated	Beneath Aggravated Wacky			

		Wacky Comical Plethora Vibrant				
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