



Common Play Behaviours – Skills Progression

This is a tool to ensure challenge for all learners using Continuous Provision and to add resources through the year.

The resources to facilitate the skills are not defined to a particular level of skill but provides ideas of how to layer resources up into Continuous Provision as the children's skills develop in each area.

Small World Area

Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Represents a range of resources as chosen objects • Able to find a resource for a given purpose to fit in with their narrative 	<ul style="list-style-type: none"> • Create an environment that they have created/imagined • Children design and imagine their own story setting 	<ul style="list-style-type: none"> • Uses story language and story features to create a narrative of their own 	<ul style="list-style-type: none"> • Able to intertwine their own experiences with the experiences of others • Creates shared narratives 	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)
Developing Skill	<ul style="list-style-type: none"> • Represents objects as different objects • Explains what they are (e.g.:- This is my car) • Talks expressively about the object they have 	<ul style="list-style-type: none"> • Represent/create environments from stories 	<ul style="list-style-type: none"> • Uses some story language in their play - familiar lines from stories, familiar story themes 	<ul style="list-style-type: none"> • Articulates thoughts and feelings through narrative 	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals

Emerging Skill	represented as something else				
	<ul style="list-style-type: none"> • Imitates sounds (e.g.:- Vehicles and animals) • Represents objects as what they are 	<ul style="list-style-type: none"> • Represent an environment that they are familiar with 	<ul style="list-style-type: none"> • Explains their actions in small world play (e.g.:- pretend the man is walking, going to work) 	<ul style="list-style-type: none"> • Reacts to their experiences through a narrative 	Artificial grass coloured fabric and vinyl, cars, vehicles, figures from stories/ TV/ movies Fairy-tale characters Animals

Construction Area

Behaviour	Creates a structure	Special awareness	Constructs with a purpose in mind	Resources to facilitate CPB
Extended skill	<ul style="list-style-type: none"> • Combines resources to create a structure • Builds more elaborate structures. • Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure • Ensures model is stable 	<ul style="list-style-type: none"> • Build a house/model with different rooms or different parts • Uses smaller blocks/ construction tools to create intricate structures 	<ul style="list-style-type: none"> • Change, adapt and modify model to serve a purpose • Combine construction resources to create model • Creates a design before they construct 	Small blocks Kapla Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets
Developing Skill	<ul style="list-style-type: none"> • Uses resources to construct buildings • Positions resources both vertically and horizontally 	<ul style="list-style-type: none"> • Connects buildings and structures (e.g.:- Putting a road between buildings). • Select the appropriate sized blocks/construction resources for their chosen purpose. • Select the appropriate sized blocks/construction resources for chosen workspace. 	<ul style="list-style-type: none"> • Knows what they want to build when they begin to construct • Plans what they will use 	Lego Mobilo Small blocks Large Blocks Coloured blocks Kapla Squared paper

		<ul style="list-style-type: none"> • Understands safety elements (e.g.: - If tower is taller than themselves then it might hurt them if it falls) 		
Emerging Skill	<ul style="list-style-type: none"> • Uses resources to build towers. • Builds vertical models 	<ul style="list-style-type: none"> • Constructs in a large space with large blocks • Constructs in a small space with small blocks 	<ul style="list-style-type: none"> • Can identify what they have built during build or once built – may not know beforehand • Selects resources they need as they go 	Duplo Stickle bricks Mobilo Small block Large blocks

Role Play Area

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Expresses a range of emotions through role play • Responds to scenarios in role play with empathy 	<ul style="list-style-type: none"> • Plays as different roles. • Uses different voices and expressions • Takes on a range of roles confidently 	<ul style="list-style-type: none"> • Uses story language and story features to create a narrative of their own • Creates shared narratives 	<ul style="list-style-type: none"> • Able to intertwine their own experiences with the experiences of others 	Material, scarves, cloaks Hats, ties, bags, purses, jewellery Material for children to create own clothing/accessories
Developing Skill	<ul style="list-style-type: none"> • Expresses some emotions through role play • Shows an awareness of the feelings of other 'characters' feelings in joint role play 	<ul style="list-style-type: none"> • Dresses in different outfits to become different characters • Uses props to develop their chosen character role • Acts out both familiar and imaginative scenarios 	<ul style="list-style-type: none"> • Uses some story language in their play - familiar lines from stories, familiar story themes • Describes what they are doing in their role play 	<ul style="list-style-type: none"> • Articulates thoughts and feelings through narrative 	Till and coins Selection of play food Household objects Role play outfits <i>Begin to introduce more open-ended resources</i> Babies and baby clothes

<p>Emerging Skill</p>	<ul style="list-style-type: none"> •Laughs and smiles in role. •Pretends to cry in role 	<ul style="list-style-type: none"> •Plays in role as themselves in situations that are within their experience •Acts out common scenarios 	<ul style="list-style-type: none"> •Talks about and explains their actions in role play 	<ul style="list-style-type: none"> •Reacts their experiences through a narrative 	<p>Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.</p>
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In the Little Acorns we also enhance our house role play in accordance to a yearly plan, taking into account holidays, celebrations, religious festivals and children's lives within the class. This is adaptable as events arise such as weddings, births, moving house etc.

Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape 	<ul style="list-style-type: none"> • Chooses tools to create a desired shape, size, texture 	<ul style="list-style-type: none"> • Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay 	<ul style="list-style-type: none"> • Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail 	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	<ul style="list-style-type: none"> • Uses rolling pin to flatten dough/ clay with some necessary pressure 	<ul style="list-style-type: none"> • Explores the way tools create different textures 	<ul style="list-style-type: none"> • Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough 	<ul style="list-style-type: none"> • Smooths dough with hands/ fingers to shape it • Roll's dough in hands to shape it 	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/ clay 	<ul style="list-style-type: none"> • Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay 	<ul style="list-style-type: none"> • Tears dough/ clay with fingers • Splits up dough using hands 	<ul style="list-style-type: none"> • Squashes dough with hands and fingers to shape it 	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes

Creative Area

Behaviour	Cutting	Fixing/Joining	Stick/ Collage	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card 	<ul style="list-style-type: none"> • Plans how they will fasten things together • Checks that fastening is secure • Selects media to achieve desired effect 	<ul style="list-style-type: none"> • Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is 	<p>Scissors, hole punch, cello tape, masking tape, stapler</p> <p>Paper clips, Treasury tags</p> <p>Glue/ PVA glue</p> <p>Range of paper/card</p> <p>Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</p> <p>Support using glue gun</p>
Developing Skill	<ul style="list-style-type: none"> • Some control over scissors to cut materials • Holds scissors correctly 	<ul style="list-style-type: none"> • Fastens paper and card together with success • Beginning to explore techniques to join thicker materials 	<ul style="list-style-type: none"> • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures 	<p>Scissors, cello tape, masking tape</p> <p>Large and small boxes</p> <p>Thick and thin card</p> <p>Paper, tissue paper, crepe paper</p> <p>Bottles, tubes</p> <p>PVA glue</p> <p>Glue sticks</p> <p>Lollipop sticks, match sticks, pom poms,</p>

Emerging Skill				feathers, sequins, beads, buttons self adhesive paper
	<ul style="list-style-type: none"> • Uses scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper 	<ul style="list-style-type: none"> • Explores fastening resources together using available resources 	<ul style="list-style-type: none"> • Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card 	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers

Painting Area

Behaviour	Mixing	Printing	Mark Making/ Painting	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Experiments with different tones and shades • Makes choices about what colours they will mix • Mixes an intended colour for an intended purpose 	<ul style="list-style-type: none"> • Prints to create patterns and pictures • Prints with a range of colours. • Carefully plans where they will print and what they will print 	<ul style="list-style-type: none"> • Express their thoughts and ideas with paint • Observes objects on display when painting and responding with paint • Uses a range of movements and brush strokes to paint 	Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists
Developing Skill	<ul style="list-style-type: none"> • Uses primary colours to mix secondary colours • Explores the properties of colours as they mix • Mixes colour for a desired purpose 	<ul style="list-style-type: none"> • Paints onto chosen printing tool before printing • Takes time when printing 	<ul style="list-style-type: none"> • Uses horizontal and vertical brush strokes to paint • Paints a desired picture • Gives meaning to the marks that they make 	Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper
Emerging Skill	<ul style="list-style-type: none"> • Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> • Explores printing with different objects • Prints randomly on paper 	<ul style="list-style-type: none"> • Covers the paper in paint • Paints in random directions 	Paint brushes Poster paint Water Palettes

- Puts printing tool into paint then prints on paper

Sand Area

Behaviour	Dig	Mould	Sieve	Bury/ Enclose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Selects the most appropriate scoop/ spade for digging • Digs with control • Digs for a desired purpose 	<ul style="list-style-type: none"> • Uses a range of containers/ moulds to create intricate sand creations • Uses spades/ scoops/ buckets to make sand into desired shapes 	<ul style="list-style-type: none"> • Sieves sand for a desired effect • Sieves sand for a desired purpose • Sieves sand to filter out larger objects 	<ul style="list-style-type: none"> • Buries and covers up resources • Pats sand down to cover up resources • Uses spades/ scoops to bury objects 	<ul style="list-style-type: none"> • Potato mashers • Colander • Kitchen utensils • Different sized containers • Sieves with small holes/ large holes
Developing Skill	<ul style="list-style-type: none"> • Scoops sand up using scoop/ spade • Moves sand from A to B using a spade • Loses little sand off the spade • Able to dig a hole or space in sand 	<ul style="list-style-type: none"> • Free play with hands - makes shapes, heaps and tunnels • Fills moulds and shapes and turns over to make shape • Recognises that damp sand holds shape 	<ul style="list-style-type: none"> • Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> • Free play with hands. • Uses hands to cover up objects 	<ul style="list-style-type: none"> • Ice cube moulds • Irregular shaped moulds • Different sized sieves, • Different sized buckets, containers • Short-handled scoops/ spades
Emerging Skill	<ul style="list-style-type: none"> • Explores moving sand using spade/ scoops • Digs using hands 	<ul style="list-style-type: none"> • Makes impressions using hands, fingers, knees, arms 	<ul style="list-style-type: none"> • Sifts sand through fingers. • Explores and observes the way 	<ul style="list-style-type: none"> • Covers their hands and fingers in sand 	<ul style="list-style-type: none"> • Different shaped moulds • Buckets

	<ul style="list-style-type: none">• Lifts sand in hands and places back down	<ul style="list-style-type: none">• Fills containers/ buckets with sand• Pats down sand to make it smooth	sand moves through sieve		Spades, scoops - long and short handled Sieves
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Water Area

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Pours an amount of water into a chosen container • Pours with increased accuracy with less spilling 	<ul style="list-style-type: none"> • Fills a container to their intended point of fill • Starting to read scales when filling 	<ul style="list-style-type: none"> • Spills little or no water when transporting • Does not fill the container to the top - shows an awareness of how much they can carry without spilling • Plans and uses the most effective ways to transport water to avoid spillages 	<ul style="list-style-type: none"> • Understands what will happen to the water when they mix it • Loses little or no water when mixing 	<ul style="list-style-type: none"> Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters
Developing Skill	<ul style="list-style-type: none"> • Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any 	<ul style="list-style-type: none"> • Fills containers with increasing control. • Fills containers with a desired amount 	<ul style="list-style-type: none"> • Carefully carries water from A to B but spills a little • Explores using a range of resources and techniques to transfer water for example pipets 	<ul style="list-style-type: none"> • Mixes slowly as not to spill • Increased control when mixing • Mixes with a goal in mind for example to make potions 	<ul style="list-style-type: none"> Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels

					Some transparent containers Whisks
Emerging Skill	<ul style="list-style-type: none"> • Tips to pour quickly • Drops objects into the water • Observes as they pour water from container to container • Observes the way water moves 	<ul style="list-style-type: none"> • Fills containers until they overflow • Randomly fills different containers 	<ul style="list-style-type: none"> • Carries water from A to B but spills large amounts of water along the way • Explores the way water moves and is transported • Tries to catch water as it is transported 	<ul style="list-style-type: none"> • Explores the way water moves as they mix and stir it • Spills some water when mixing 	<ul style="list-style-type: none"> Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel

Mud Kitchen

Behaviour	Concoct/imagine	Problem solve	Actions	Purpose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines. 	<ul style="list-style-type: none"> Uses new equipment in a variety of scenarios Will talk to peers and work together to solve a problem 	<ul style="list-style-type: none"> Sharing out • serving • ladling • whisking • moulding • crushing • mashing • measuring • boiling • sieving 	<ul style="list-style-type: none"> Can follow a recipe that uses simple language and words in line with phonic knowledge. Works through all stages of process of making something combining ingredients, cooking and serving 	<ul style="list-style-type: none"> Recipes Ladles Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales sieve
	<ul style="list-style-type: none"> Adds imagination to what they create worm pie, slime cake, eye ball soup 	<ul style="list-style-type: none"> Uses trial and error multiple times to effectively use a new piece of equipment Will observe peers and learn from what they are doing 	<ul style="list-style-type: none"> scooping • stirring • mixing • transferring • patting/smoothing • adding • picking • chop 	<ul style="list-style-type: none"> Can follow a recipe that use pictorial representations Has an end goal in mind and can talk about ingredients and actions needed to reach goal 	<ul style="list-style-type: none"> Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit

Emerging Skill

- Create familiar everyday meals- pies, cake, soup

- Explores how new resources work and incorporates them into play
- Asks for help with new equipment

- Splatting/splashing
- Emptying
- Filling
- pouring

- With support can talk about what they are making and name ingredients that they are using
- Explores combining resources

Mud
Saucepans
Bowls
Big spoons
Water

Writing

Behaviour	Marks	Meaning	Pencil grip	Purpose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Becomes aware of letter/sound connections Writes recognisable letters/words/phrases 	<ul style="list-style-type: none"> Can read back writing to an adult Uses phonic knowledge to support with spelling Beginning to understand use of punctuation 	<ul style="list-style-type: none"> Modified tripod/tripod grip Dominant hand is developed 	<ul style="list-style-type: none"> Experiments with different forms of writing Able to talk about the purpose of writing 	Sound mats Key words Variety of templates Notebooks Examples of writing eg letter, postcard etc
Developing Skill	<ul style="list-style-type: none"> Understands that writing and drawing are different Is aware of directionality Name and write recognisable letters 	<ul style="list-style-type: none"> Is aware that print has meaning Gives meaning to own marks 	<ul style="list-style-type: none"> Digital grip 	<ul style="list-style-type: none"> Write words that are familiar to them and their name Understands different forms and writing and mark makes to imitate this form of writing 	Name cards in line with Little Wandle Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper

Emerging Skill			e.g. shopping lists	
	<ul style="list-style-type: none"> • Controls scribbles • Draws circles. Lines and other patterns 	<ul style="list-style-type: none"> • Marks do not communicate meaning • Does not always look at paper when making marks 	<ul style="list-style-type: none"> • Palmer/whole hand grasp 	<ul style="list-style-type: none"> • Exploring how to make marks on paper

Funky Fingers

Behaviour	Posting (hand eye co-ordination)	Squeezing	Threading	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Small pegs onto peg boards • Small matchsticks into small holes • Balancing marbles on golf tees 	<ul style="list-style-type: none"> • Tweezers to pick up small objects • Tongs to pick up small objects • Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape) 	<ul style="list-style-type: none"> • Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) • Threading beads onto pipe cleaners to make bracelets • Weaving ribbon • Hanging objects onto trees/twigs • Threading nuts and bolts 	<ul style="list-style-type: none"> Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	<ul style="list-style-type: none"> • Large pegs on pegboards • Scoops/spoons to put objects into containers • Balancing small balls on golf tees 	<ul style="list-style-type: none"> • Pipettes to squeeze out one drop of liquid • Sponges to squeeze out water • Pegs onto cardboard shapes/pieces of ribbon 	<ul style="list-style-type: none"> • Threading pasta onto string • Threading pipe cleaners into colanders/plant pots/air flow balls • Thread cut up straws onto pipe cleaners 	<ul style="list-style-type: none"> Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners straws

Emerging Skill			<ul style="list-style-type: none"> • Threading leaves onto sticks 	
	<ul style="list-style-type: none"> • Putting coins/cards in a container with a slit • Use of hands to post items into containers 	<ul style="list-style-type: none"> • Popping bubble wrap • Moulding dough into different shapes • Washing up liquid bottles to empty liquid out 	<ul style="list-style-type: none"> • Threading chunky beads onto pipe cleaners • Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	<ul style="list-style-type: none"> Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

Maths

Behaviour	Number	Shape/Pattern	Measures	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Move or touch objects to count them • Count objects that cannot be touched • Count objects that cannot be seen e.g. sounds/claps • Give a specified number from a larger group • Subitise when in an irregular pattern • Recognise numerals to 10 	<ul style="list-style-type: none"> • Intentionally select a shape for a purpose e.g. A cylinder because it rolls • Talk about the properties of 2D and 3D shapes • Can identify a variety of 2D and 3D shapes • Makes shape pictures without a template • Spot an error in a pattern and correct 	<ul style="list-style-type: none"> • Can use balance scales to determine which is heavier or lighter • Beginning to measure items using non-standard units (cubes, paperclips, handprints) • Can order 3 objects by size 	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations
Developing Skill	<ul style="list-style-type: none"> • Say one number name for each object (one to one correspondence) • Give someone a specified number of objects 	<ul style="list-style-type: none"> • Can spot real life shapes in the environment that match shapes within their play • Can name basic 2D shapes (square, 	<ul style="list-style-type: none"> • Explore balance scales/rulers/measuring tapes/measuring cylinders within play • Can use full and empty to describe capacity 	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images

	<ul style="list-style-type: none"> • Subitise when in a regular pattern e.g. dice • Recognise numerals to 5 • Recognise different number representations 	<ul style="list-style-type: none"> circle, rectangle, triangle) • Comments on shapes of objects during play • Makes shape pictures with a template • Create an ABABAB pattern 	<ul style="list-style-type: none"> • Can use small/ big and tall/short to describe size • Can you long and short to describe length 	<ul style="list-style-type: none"> Plastic numerals Dice Different number representations
<p>Emerging Skill</p>	<ul style="list-style-type: none"> • Say number names to count objects, not necessarily in the right order • Can use number language within play • Beginning to recognise some numerals • Represent numbers on fingers 	<ul style="list-style-type: none"> • Select and rotate shapes to fit in a given space • Explore/play with shapes to build towers and make pictures • Can find two shapes that are the same • Continue a pattern that has been started 	<ul style="list-style-type: none"> • Direct comparison of 2 objects • Use of some language within play 	<ul style="list-style-type: none"> Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations

Reading

Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Can remember and recite songs and rhymes • Read individual letters by saying the sounds for them • Blend sounds into simple words • Read cvc words • Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) • Use finger to say each sound 	<ul style="list-style-type: none"> • Recall facts from non-fiction books • Asks and answers questions about a book • Gives suggestions on what might happen next • Predicts an ending • Relate own knowledge and experience to the story • Make links to other stories that are similar • Can describe a setting, or character • Can discuss events in the story 	<ul style="list-style-type: none"> • Make attempts to follow text with finger • Read a few common exception words matched to the school's phonic programme • Read simple phrases and words made up of words with known letter-sound correspondences • Read some tricky words that can't be decoded 	<ul style="list-style-type: none"> • Re-read books to build up confidence in retelling • Uses and creates story maps to prompt retelling stories • Retell stories with exact repetition and some in own words • Retell the beginning, middle and end of a story • Uses props to retell a story 	<p>Books (fiction, non-fiction, poetry, multicultural, dual text)</p> <p>Big books</p> <p>Magazines</p> <p>Comics</p> <p>Brochures</p> <p>Leaflets</p> <p>Cookbooks</p> <p>Maps</p> <p>Labels</p> <p>Puppets</p>

				<p>games, Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games Talking tins</p>	
<p>Developing Skill</p>	<ul style="list-style-type: none"> • Spot and suggest rhymes • Count and clap syllables in a word 	<ul style="list-style-type: none"> • Learn new vocabulary linked to stories • Print has meaning • Print can have different purposes • English text is read from left to right and from top to bottom • Can name different parts of a book • Page sequencing 	<ul style="list-style-type: none"> • Recognise words with the same initial sound • Start to recognise their name and other familiar words 	<ul style="list-style-type: none"> • Listens and talks about stories to build familiarity • Starts to retell a familiar event • Continues to repeat words and phrases from familiar stories with greater detail 	<p>Books (fiction, non-fiction, poetry, multicultural, dual text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels</p>

		<ul style="list-style-type: none"> • Repeats refrains in stories and poems • Can talk about what is happening in the pictures 			<p>Puppets Phonics poster Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games</p>
<p>Emerging Skill</p>	<ul style="list-style-type: none"> • May notice the first letter of their name or familiar word • Enjoys rhymes and songs together, 	<ul style="list-style-type: none"> • Develops play around favourite stories and uses props • Asks questions about the book 	<ul style="list-style-type: none"> • Pays attention and responds to the pictures or the words • Notices some print in the environment 	<ul style="list-style-type: none"> • Enjoys sharing books with an adult • Has favourite books and seeks out others to share 	<p>Visits to local environment to point out words, logos, letters and numbers</p>

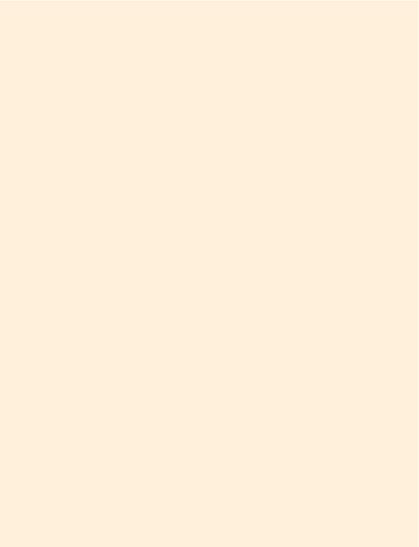
	<p>tuning in and paying attention</p> <ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Say some of the words in songs and rhymes • Copy finger movements and other gestures • Sings songs and says rhymes independently e.g., singing whilst playing 	<ul style="list-style-type: none"> • Makes comments and shares their own ideas • Can hold a book correctly • Points to pictures and locates images 	<p>(e.g. logos, door number, bus or name)</p>	<p>with, or looks at it alone</p> <ul style="list-style-type: none"> • Repeats words and phrases from familiar stories 	<p>Books (fiction, non-fiction, poetry, multicultural, dual text)</p> <p>Big books</p> <p>Magazines</p> <p>Comics</p> <p>Brochures</p> <p>Leaflets</p> <p>Cookbooks</p> <p>Maps</p> <p>Labels</p> <p>Puppets</p>
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Gross Motor

Behaviour	Body Movement	Climbing	Balance and Co-ordination	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Roll with control, confidence and precision • Walk for longer periods and aware of space • Jump on 2 feet with control, confidence and for longer periods • Jump and turn 180 • Begin to jump with a rope • Can run avoiding obstacles, with greater control, adjust and stop speed • Confidently throw a ball with accuracy to another person • Confidently catch a ball from another person 	<ul style="list-style-type: none"> • Crawl with control, confidence and precision • Climb on apparatus with control, confidence and precision • Confidently climbs up steps using alternate feet 	<ul style="list-style-type: none"> • Hop with greater balance, control and for longer periods • Skip with greater balance, co-ordination and for longer periods • Confidently ride a scooter • Confidently ride a tricycle and bike with or without stabilisers • Make up own simple dance routine or sequence • Hit a ball with a bat with greater accuracy 	Scooters balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute

	<ul style="list-style-type: none"> • Can queue in a line being aware of others' space • Experiments and chooses ways to move through and travelling on apparatus 			Slopes, hills, steps
<p>Developing Skill</p>	<ul style="list-style-type: none"> • Throw a ball with increasing accuracy • Roll a ball with increasing accuracy • Catch a ball with increasing accuracy • Jump across stepping stones • Collaborate with others to manage moving large items such as planks safely • Wave flags or streamers with greater control 	<ul style="list-style-type: none"> • Crawl with increasing control and confidence • Climb on apparatus with increasing control and confidence • Climb up steps using alternate feet with increasing accuracy and confidence 	<ul style="list-style-type: none"> • Able to use and remember sequences and patterns of movements relating to music and rhythm • Begin to hit a ball with a bat • Ride a scooter or a tricycle with increasing control • Skip with increasing control • Hop with increasing control • Stand on one leg for a longer period 	<p>Scooters Tricycles balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls</p>

				Quoits Scarves, flags, streamers Hoops Skittles Parachute Slopes, hills, steps Slide See saw
Emerging Skill	<ul style="list-style-type: none"> • Throw a ball • Roll a ball • Begin to catch a ball • Jump on and off a small step 	<ul style="list-style-type: none"> • Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> • Ride a scooter or a tricycle with some assistance • Make attempts to skip and hop • Begin to stand on one leg • Can copy sequences and patterns of movements relating to music and rhythm 	Scooters Tricycles balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits



Scarves, flags, streamers
Hoops
Skittles
Parachute
Slopes,
hills,
steps
Slide
See saw
Gym ball/peanut
ball

Expressive Art

Behaviour	Dance	Imagination	Music	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Express their feelings and responses on dance and performing arts • Move to and talk about dance and performing arts • Make up simple dances on own or with others 	<ul style="list-style-type: none"> • Develops storylines in play • Apply new vocabulary learnt in role play • Apply own experiences and knowledge to storylines • Adapt own ideas to accommodate others • Confidently finds props to assist with play • Confidently make props to assist play experiences or make representations 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody • Listen attentively to music • Discuss changes and patterns in music • Talk about why they like a particular song • Engage and explore music making and perform with others or in a group 	Instruments Scarves Hats Dressing up clothes Puppets CD player, soundtracks and stories Fabric Cushions Role play area Boxes and crates Streamers and flags
Developing Skill	<ul style="list-style-type: none"> • Watch and talk about dance and performing arts 	<ul style="list-style-type: none"> • Plays cooperatively with others in role play 	<ul style="list-style-type: none"> • Sing in a group or on their own with increasing 	

- Copy simple movements and begin to make up dances

- Apply own experiences and knowledge to play
- Begins to find props to assist with play
- Develop own ideas and choose which materials to build or make

- confidence and recall of words
- Listen with increased attention to music
- Begin to talk about preferences
- Begin to tap out a rhythm with hands or an instrument

Emerging Skill

- Copy simple movements
- Responds when asked about dance and performing arts
- Shows an interest in watching dance and performing arts

- Chooses to be a particular character
- Use an object to represent something else
- Asks for help in finding props to assist with play
- Make simple models to represent people, animals, objects

- Sing in a group or on their own and recall most of the words
- Sings or requests favourite songs
- Explores instruments and the way they sound
- Listen with increased attention to sounds

Understanding the world

Behaviour	Observe	Investigate/ Experiment	Test	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Closely observes experiments over a number of days • Discusses what their observations tell them • Seeks out things to observe to find things out 	<ul style="list-style-type: none"> • Records their findings in their own way • Makes decisions about what will be the most effective resources to use to carry out experiment 	<ul style="list-style-type: none"> • Tests ideas and theories • Plans what they will do next based on their findings 	Sorting trays, collecting pots, Cameras Notebooks, notepads, clipboards Globe Life cycle puzzles Multicultural books/pictures/jigsaws

<p>Developing Skill</p>	<ul style="list-style-type: none"> • Observes something with interest. • Notices and comments on change in their environment, outdoors • Asks questions about what they have observed 	<ul style="list-style-type: none"> • Uses appropriate resources to carry out chosen test • Formulates a hypothesis about what they think will happen and why 	<ul style="list-style-type: none"> • Plans a test - considering what it is that they want to find out • Thinks about how they can find out the answer to their question 	<p>Mirrors Pull/push toys Range of materials Range of objects Springs, spinners Timers Magnets Life cycle puzzles Multicultural books/pictures/jigsaws</p>
<p>Emerging Skill</p>	<ul style="list-style-type: none"> • Observes the immediate world around them • Comments on what they can see 	<ul style="list-style-type: none"> • Explores cause and effect 	<ul style="list-style-type: none"> • Explores cause and effect but changes a variable (e.g.:- Floating and sinking - will it float if there is more water?) 	<p>Goggles, magnifying glasses, binoculars Range of materials Range of interesting objects</p>