

Defence Children Services

Play Progression



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Introduction

The Defence Children Services Early Years team in Cyprus have been designing and working on the Play Progression Model for 0-5 years. This Play Progression Document has been created from a project where leaders in the Early Years have designed a 'tool' for supporting play-based learning across the Early Years. The rationale for the project was to create a progressive set of play behaviours which will enable teachers and early years practitioners to support and challenge 0-5 years children, within different areas of the continuous provision. All adults working with the children will know what is expected of a child at that age and stage of development during child-initiated and adult-supported play. The Play Progression document is a continuum, and practitioners can use the document to extend children's learning or support it, if further intervention is needed.

How the document will be used.

The intent is that practitioners, teachers and leaders in the Early Years in schools and settings will use the document to plan, resource, facilitate and evaluate the knowledge and skills taught and applied in the Early Years provision. The aim is for the document to be used to support less experienced practitioners whilst observing and/or playing alongside children during their explore and learn (continuous provision) time. The document will also enable curriculum leaders in school to understand and reflect upon how their subject is taught and learnt across the Early Years. In this document you will notice some questions to consider in each of the areas of play.

Adults could use this Play Progression documents to:

- Support children in their play
- Plan and create learning opportunities through and enabling environment which promotes curiosity, exploration and investigation
- Provide excellent quality resources which support play skills to be embedded and extended
- Be aware of the potential learning in all areas of play linked to the curriculum expectations
- Model and extend skills involved in play, extending thinking and problem solving
- Interact with children, asking questions and making suggestions to support their learning
- Be familiar with key vocabulary – model and support children in their use of key words
- Work alongside children, modelling skills, attitudes and learning behaviours
- Read/sing with children from fiction/non-fiction books, plans, cards etc.
- Scribe children's ideas and thoughts (using symbols and words), and display their work
- Observe children's learning through play and their use of the provision
- Assess children's development/progress to inform planning for future learning

Impact of using the Play Progression Documents

As a result of using this document practitioners will be able to enhance the areas of provision in response to children's needs; ensuring interests and their developmental needs are built upon.

Practitioners will be aware of the resources that could be used to extended children's learning, ideas and interests, whilst promoting curiosity and motivating their exploration and discovery.

Practitioners will be able to reflect, consider and review, each learning space so that they provide resources which promote a wide breath of skill and knowledge development, whilst understanding their role to maximise learning in each area.

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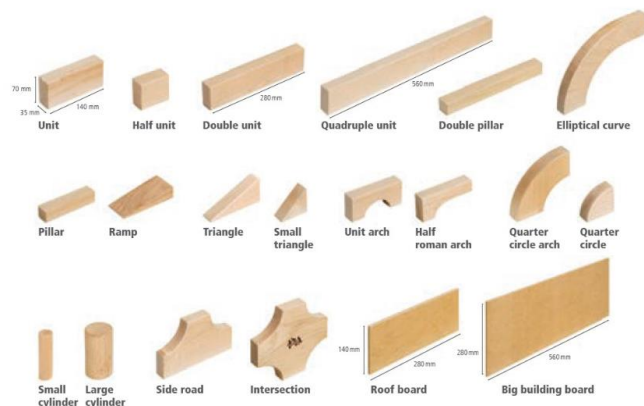
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Block Play



Stage 1: Applies to the very young child, under two years of age. Blocks are carried around, not used for construction.

Stage 2: At approximately age two or three, building begins. Children mostly make rows, either horizontal on the floor or vertical (stacking).

Stage 3: Bridging: two blocks with a space between them, connected by a third block.

Stage 4: Enclosures: four blocks placed to enclose a space.

Stage 5: Age three to four. When facility with blocks is acquired, patterns and symmetry can be observed.

Stage 6: Age four to five. Naming of structures, with names relating to function of building.

Stage 7: Beginning at age five, buildings often represent actual structures children know from real life or stories. Strong impulse to dramatic play around the structures.

STAGES OF BLOCK PLAY						
Discovery	Stacking	Balancing and Bridges	Enclosures	Symmetry and Patterns	Early Representational – Symbolic Play	Advanced Representational
Explore the blocks through their senses. Picking them up, dropping them or banging them together. Packing and repacking into containers. Carrying them around. Making piles and knocking down other's towers. No used for construction.	A 2-3 years of age children will make towers and rows of blocks. A repetition of stages. Lining blocks up and may stack them up one on top of the other to make a vertical tower. May lay all the blocks out in rows on the floor. Experimenting with vertical and horizontal placement.	Simple 3-block bridges from around the age of 3. Fully experimenting with block building and balance. Begin rows and stacks which add to their bridges and form passageways and roads. Developing gross motor and fine motor skills and refining hand-eye-coordination.	Closing spaces and creating enclosures. May take up large areas of space. Problem solving and spatial awareness skills develop. Will start to associate enclosures with real life things such as a barn or garage. Enclosures and bridges become the scenes for small worlds and imaginative play.	Sorting and matching blocks to create intricate designs reflecting symmetry and balance. Lining up different shaped blocks into patterns and arrays. Begin to use more and more blocks in their imaginative constructions. Loose parts become accessories to their creative explorations.	Pre-schoolers (4 to 5 years) usually in this stage. Begin to create personally familiar structures and name them. Detailed and intentional building. May start to plan and negotiate with others to create a predetermined structure. Exploring blocks as a language and a story telling tool for dramatic play.	Complex buildings with elaborate details like multilevel, curved buildings that sprawl over other toys and structures. Often pre-planned. Structures become part of an elaborate pretend play story. Often replicate familiar buildings and structures. Symbolic play where the blocks represent things such as planes, cars and trains. Noticeable increase in dexterity and block play skills.
						

Common Play Behaviours - EAD

Creative – EAD Art, DT, Music			
Mark making and drawing	- Explore making marks using parts of their body e.g. fingers - Explore a range of media using their fingers, feet, brushes, sticks - Make marks intentionally sometimes selecting the mark making implement	- Use a continuous scribble movement in their mark making and drawing Create closed shapes with continuous lines and begins to use these shapes to represent objects. Express some ideas and feelings through drawings and mark making - Make marks on their picture to represent their name and meaning (see pencil grip progression and Fine Motor Play Progression) - Draw lines and circles to represent an object or person Draw simple things from observation	- Become more confident in their grip of mark making implements; demonstrating accurate hand-eye coordination, muscle development and strength - Use drawing/ mark making to represent some of their ideas - Draw bodies of an appropriate size with some extra detail building up to bodies with sausage limbs and additional features - Understand how to grip a pencil comfortably and explore making marks, creating lines and circles (see pencil grip progression) - Start to develop observational drawing skills Draw with increasing complexity and detail. Controlling size of their drawing - Draw self-portraits, landscapes and buildings - Draw with imagination and show different emotions in their drawings. - Produce more detailed work and be able to talk about what they have included.
Key Vocabulary	- mark - squiggle - Drawing - Looking - Holding - Line - Big small - Up down	line circle scribble Press notice observe diagonal zig zag Grip Grasp	

Resources	Corn flour, mud, paint, jelly bath Soap flakes, play dough	Corn flour, mud, paint, jelly bath, corn flour, use of the mud kitchen for stirring Paint with water on concrete surfaces Large crayons, chalks, On different surfaces; paper, concrete, plastic, use of easels A range of different sized brushes, pastels, thick felt tip pens and markers	A range of different sized pencils, chalks, pastels, charcoal, fine brushes, Magnifying glasses
Role of the Adult	- Promote mark-making across the different areas of the provision - Model the correct use of tools, to the child's age and stage of development - Observe and respond to the child when using the mark-making tools. Use the age and stage of pencil / pain-brush grip and support appropriately, changing the resource as necessary - Make suggestions about resources that children could use to extend children's development - Provide opportunities on a daily basis to strengthen hands to improve manual dexterity.		
Painting	• Explore paint using fingers, hands, feet. • See emerging dexterity when holding a painting implement • Paint on flat surfaces • Painting using one block colour • Some marks can be meaningful • Knows some colour names • See developing dexterity when holding a painting implement • Paint on an easel or vertical surface • Paint using a range of colours • Some marks can now identifiable • Enjoy painting over colours/ mixing and marks • Has a more secure grip and control of a brush, roller etc • Paint using large handled chunky paint brushes • Identify most colours and starting to make choices about colours to use for representation	• Has a developing grip and control of a brush, roller/ mark making tool • Paint using large handled chunky paint brushes • Can identify most colours • Gain a more secure grip and control of a brush, roller etc • Experiment with a selection of smaller paintbrushes • Painting over textures • Make specific colour choices • Experiment with some different types of paint • Apply exceeding dexterity and grip of painting implement • Painting marks are obvious and planned e.g. shape outlines • Paint 3D objects • Paint outline of pattern and shapes and fill in with a different colour • Experiment with mixing colours and identify a new colour made	• Wash and replace the resources used with little prompting • Emerging dexterity and pencil grip • Marks made are obvious and planned • Explore different paint types; water colours, ready mix, powder paint. • Explore adding textures to paint • Experiment with mixing colours • Continue to experiment with colours and how they can be changed. Identify and name darker and lighter colours (tone) • Describe their work giving meaning to the marks they have made. • Explore different painting styles through planned artist work e.g. splatter painting, paint using only one colour • Explore different artists and try to use some of the techniques • Develop ability to represent objects, people, and shapes • Mix paints to make new colours following instructions • Create a wash background and combining colour in the style of Joan Miro • Identify colour in nature and how they can be applied to art in the style of Andy Goldsworthy • Explore tones and making shades of colour and tints

		- Explore colours; experiment with making darker and lighter colours - Squeeze a paint bottle with support to get the correct amount of paint into a palette Wash and replace the resources used with adult support	- Select a colour for particular purpose Create patterns - Use lines of different thicknesses - Understand various materials can be combined for various effects - Start to work collaboratively on projects - Begin to evaluate their own work and make improvements - Use different painting materials including acrylic paint, brush o dyes, inks - Able to represent objects, people, and shapes - Know how to mix colours for a specific choice; create a colour wheel - Paint through inspiration, feeling, observation or imagination - Work collaboratively to create a joint piece of work - Evaluate their own work and those of others and suggest how improvements can be made
Key vocabulary	- brush - mix - paint - colour names - Dab - Wet - Dry - Drip - Thick - Thin - Easel - Apron - Gloopy	- darker - lighter - fine - roller - secondary colours - shades of colour; beige, turquoise - ready mix - water colour - ink - acrylic - colour wheel - tone - tint - combine - background - imagine - inspiration - vocabulary linked to artists e.g. splatter painting, block painting - Improve - Observe	

Resources	Large paint brushes, rollers, sticks and leaves Large paint brushes or other large brushes e.g. large brushes, mops Natural implements to paint with e.g. a branch with leaves, a stick Easels or large vertical surfaces Ready mix paints, powdered paint A variety of large paintbrushes or rollers, other types of brushes e.g. nail brush, smaller scrubbing brushes, mops	A variety of large paintbrushes or rollers, other types of brushes e.g. nail brush, smaller scrubbing brushes, mops Ready mix paint, watercolour paint, powdered paint, poster paint Different sized paintbrushes including some smaller and finer paintbrushes Mixing palettes Use of natural dyes e.g. onion skin, beetroot Objects such as boxes, containers, furniture for children to paint on	Different sized brushes including finer brushes Natural objects to paint with twigs, branches Ready mix paint, watercolour paint, powdered paint Mixing palettes Pictures of relevant artist's work Examples of colour wheels
Role of the Adult	- Provide an appropriate space for children to independently use the painting materials and natural resources - Praise the way children explore the materials and selects and use the painting tools; focusing on the process rather than the end result - Talk about what children are doing, using new vocabulary to build upon new ideas. - Encourage children to talk about their ideas and their work - Model the correct use of tools, to the child's age and stage of development - Observe and respond to the child when using paint-brush grip and support appropriately, changing the resource as necessary - Encourage children to describe different textures, shades, - Make suggestions about resources that children could use to extend children's development Provide opportunities to explore painting in both 2D and 3D		
Printing	• Print with hands, fingers, and feet • Explore printing with a range of objects • Print by pressing onto a range of textures and surfaces • Print with block colours • Print using objects with one colour • Print freely using objects • Print outside on different surfaces • Start to observe the effect of printing • Start to use objects, fingers etc to print a pattern using more than one colour • Notice the pattern or print changes depending on the object	• Start to use objects, fingers etc to print a pattern using more than one colour • Notice the pattern or print changes depending on the object • Create some simple pictures using objects • Take prints from objects • Print a given repeated pattern • Print with rollers, sponges, shapes • Print onto different textures and materials • Print using a range of natural objects • Explore and recreate textures and patterns with a large range of materials • Print using an ABAB pattern	• Print using a wide variety of objects • Explore and create textures and patterns with a large range of materials • Introduce to artists who inspire printing e.g. Mondrian, Kandinsky • Print simple repeating patterns • Recognise patterns and shapes in the environment when using objects both natural and manmade • Describe the work of notable artists • Experience how various materials can be combined to create effects • Print and recognise symmetrical patterns • Print more complex patterns including rotation • Replicate techniques used by notable artists and designers • Print their own designs, objects and patterns using their own ideas and explain the choice and effects created

	• Create some simple pictures using objects - Take prints from objects	Use of relief printing using string, card	
Key vocabulary	• shape pattern • Shape names • Same/different - Comparative sizes	• repeat ABAB pattern • Recreate rotate • ordinality/order • Match • Compare • Describe • Different/same • Number • Shape Names • Manipulate • Materials • Textures • diagonal • zig zag • symmetrical • spiral - rotate	
Resources	A range of ready mixed paint A variety of surfaces and textures A variety of objects -natural leaves, vegetables, fruit etc Manmade objects – Duplo bricks, corks, different types of brushes Children's choice of objects to print with to create pictures	Natural objects – cones, leaves, flowers, shells, and manmade objects Different sized rollers, sponges, different shaped sponges A variety of materials to print onto – plastic, paper, card, material Textured materials and surfaces String, card, card packaging Rolling pins with raised surfaces	Natural and man-made objects Textured materials and surfaces String, card, card packaging Examples of artists' work Use of other media to print with e.g. ink, acrylic paint
Role of the Adult	- Notice, observe, comment and model the use of appropriate mathematical language eg pattern, repeat, first, next - Praise the way children explore the materials and selects and use the printing tools; focusing on the process rather than the end result - Talk about what children are doing, using new vocabulary to build upon new ideas. - Encourage children to talk about their ideas and their work - Model the correct use of tools, to the child's age and stage of development - Observe and respond to the child when using a printing and support appropriately, changing the resource as necessary - Encourage children to describe different textures and model how to bring textures into the printing - Make suggestions about resources that children could use to extend children's development		
Cutting, joining, collage	• Pulls and tears • Begin to hold cutting implements	• Use one handed tools and equipment to cut	• Hold scissors correctly • Given opportunity to use a variety of tape and use tape dispenser to cut the correct amount of tape

	• Make random snips in paper/ material/ play dough • Gain some control over scissors • Able to make cuts with choice • Begins to use glue and starts to spread Combines materials with flat surfaces	• Combine materials with flat surfaces • Use PVA glue from squeeze tubes • Begin to hold scissors correctly and have some control when cutting along a line making snips or materials • Use PVA glue with a spreader or brush • Usually holds scissors correctly- starting with easy grip scissors. (use scissor progression doc) • Cut along a straight line • Cut a range of materials • Use basic tools to cut and stick eg stapler, hole punch, string, tape and glue • Begins to use tools and techniques to join Begins to use a variety of tape e.g. masking, Sellotape	• Use a glue stick appropriately, twist and replace the lid. • Use scissors to cut curved lines and shapes. (use scissor progression doc) • Experience using tape to join materials • Begin to use folding techniques e.g. fans, aeroplanes, books • Use PVA glue with some control; spreading accurately • Use scissors independently and particular purposes when combining different types of media and materials; turning the paper as appropriate • Use PVA glue using a glue spreader effectively • Folds card and paper • Use simple joins when using different materials • Hole punch double holes
Key vocabulary	• pull • tear • Join • Fix • Vocab relating to size • Sticky • Wet • dry	• glue • spreader • stapler • hole punch • decoration • masking tape card • Sellotape • curved • fold • Measuring • Joining • Designing • Observing	
Role of the Adult	• Encourage children to explore the possibilities of a range of materials • Model using a range of tools and techniques for different purposes • Facilitate the discussion on which is the best join strategy or resource for the purpose • Show how to model the tools safely • Provide an area for children to clean their resources used independently		

Textiles/ materials, collage, and sculpture (including junk modelling) SEE Malleable Play progression Document for more detail for sculpture	- Experiences a range of textures and materials/fabrics with different textures - Focus on malleable; using palm to flatten and squeeze dough Experiments with a range of malleable materials uses tools and fingers to make patterns - Uses a range of materials to create patterns, objects - Begins to roll dough - Uses tools to cut dough - Uses play dough cutters to make specific shapes	- Explores different materials and textures. malleable, fabrics, natural - Explores junk modelling with different materials - Uses a variety of collage materials to explore making cards, decorations etc for a purpose - Explores and talk about different materials and textures - Begins to talk about their model - Begins to select particular junk materials to represent objects and ideas - Begins to be aware of artists that use textiles and collage and begin to respond - Understands how different textures feel and explore freely e.g. malleable, fabrics, natural Sews and weaves using a variety of different materials and implements - Uses a range of materials to create patterns, objects - Makes own playdough; uses palm of the hand to make medium sized shapes - Uses tools to make patterns by pressing into malleable materials - Begins to use transient art using a variety of materials Starts to make choices about what materials to use to create cards, decorations, models etc	- Understand how different textures feel and explore freely e.g. malleable, fabrics, natural - Junk model with different materials - Add details to models such as mouth and eyes - Understands what transient art is - Begins to talk about their models - Explores weaving using a variety of materials - Understands the purpose of different materials and textiles and their properties - Begins to make own props/ puppets to retell a story - Creates work to celebrate special days e.g. decorations, cards - Awareness of the work of artists such as Andy Goldsworthy who use natural objects Weaves independently and sews with some support, using natural and manmade materials - Makes independent choices about selection of materials for an effect/purpose Designs and then create models using carefully chosen materials and techniques Reflects and evaluate on their models and make improvements, solving problems as appropriate Begins to sew using a running stich
Key vocabulary	- flat squeeze - Roll - Gloop - Shiny - Sparkly	- fabric - rough - Smooth - material - Foil	

	• Hard • soft	• Decoration • Weave • Malleable • Transient • Bumpy, coarse • Encrusted • Feathery • Fluffy • Reflective • Woolen, velvet • Mosaic • Needle and thread	
Resources	PVA glue Prepared malleable materials play dough Play dough with 'texture' added Plasticine Shaving foam Custard Porridge Couscous Mud Natural materials A variety of play dough to include herb, coloured, jelly Loop scissors Tools – sticks, dough cutters, tools to cut dough Snowflakes Plasticine Slime Man made materials cotton, silk etc	Loop scissors Easy grip scissors Wavy scissors School scissors for left and right-handed Stapler, Hole punch Masking tape, sticky tape, brown tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms, ;/ feathers, sequins, beads, buttons Hammer, screwdriver, nails, screws Natural materials – shells, leaves, pinecones, pebbles, Different textured materials Junk material Pictures of artists' work that use collage and textiles	Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons Paper, card boxes Hammer, screwdriver, nails, screws Natural materials – shells, leaves, pinecones, pebbles, beads Different textured materials Junk material Support using glue gun Paper, card, boxes Hammer, screwdriver, nails, screws Natural materials – shells, leaves, pinecones, pebbles, beads Different textured materials Pictures of Andy Goldsworthy art
Role of the Adult	• Ensure there is a range of equipment for open-ended possibilities to explore (eg fixing, junk modelling, materials) • Encourage children to explore the possibilities of a range of materials • Model using a range of tools and techniques for different purposes • Facilitate the discussion on which is the best strategy or resource for the purpose • Show how to model the tools and materials safely • Provide opportunity for children to talk about their plan for their design and how to problem solve when there is a challenge • Give children the opportunity and space (and value) to engage with a project over a period of time • Provide an area for children to clean their resources used independently		

Music and Dance	- Experiences listening to a range of songs and nursery rhymes and sometimes joins in - Starts to move their body to sounds, music or a regular beat - Mirrors actions they observe clapping, waving etc Explores a range of percussion instruments for banging, tapping, shaking - Begins to join in with a range of songs and nursery rhymes Moves while singing / vocalising - Starts to experiment with sounds when playing musical instruments - Experiences stories which have a strong melodic rhythm e.g. Going on a bear hunt - Introduced to a range of music and songs Moves while playing with sound makers or instruments Explores and experiments with a range of media including music, instruments, to use whole body movements including dance. Experiments listening to sound and rhythms Joins in with songs more confidently	Experiments listening to sound and rhythms, demonstrating auditory discrimination - Joins in with songs more confidently and enjoys joining in with moving, dancing, moving rhythmically Listens to a variety of sounds and music from diverse cultures - Creates sounds by rubbing, shaking, tapping, striking, or blowing - Starts to learn and sing a number of well-known songs, number rhymes, nursery rhymes - Picks a song/ object from a song basket that they know and want to sing Create and composes musical patterns using body percussion - Introduce and uses appropriate vocabulary to describe beat, sound and rhythm e.g. Loud and soft, fast, and slow - Knows a number of songs and rhymes and will make choices about songs they want to sing Performs songs to an audience - Sometimes makes up their own songs Sings as part of a group - Shows an interest in the way sound makers and instruments sound and experiments with ways to play them.	- Starts to introduce and use appropriate vocabulary to describe sound and rhythm e.g. Loud and soft, fast, and slow Sings as part of a group - Starts to sing songs to an audience - Shows an interest in the way sound makers and instruments sound and experiments with ways to play them. Moves to music and songs showing an awareness of tempo, beat and rhythm Creates and composes and performs their own musical patterns with support, and make a sound by shaking, tapping etc - Confidently responds to and sings familiar songs from you tube, TV, films, and songs from home - Talks about likes and dislikes when listening to different types of music - Uses instruments to tap out simple rhythms - Can keep the beat with support using different parts of their body e.g. hands, heads, feet Explores and learn how sounds and movements can be changed - Uses their voice in different ways - Plays an instrument within a song - Knows their preferences for types of music and songs - Shows feelings and expressions when listening to and/or dancing to a range of music Creates up their own movements and dances often in cooperation with others - Can model well known stories and create their own that have a strong rhythm such as Going on a Bear hunt Sings in a group or on their own, increasingly matching the pitch and following the melody - Joins in with whole school singing assemblies - Confidently perform in school performances - Selects and use instruments for a particular purpose with dynamics

			• Knows what a rhythm is and can follow and make up their own • Can improvise using their voice and an instrument • Begins to compose, conduct and direct a small group
Key vocabulary	• clap • wave • shake • bang • tap • Sound • Singing • Whirling • Dancing • Marching • Vocabulary from well-known rhymes • Listening • Quiet • Loud • Gentle • Microphone • Bells • Drums • Quick/slow	• strike • blow • loud • soft • slow • fast • beat • rhythm • Pulse • Pitch • Tune • Express • Compose • conduct • Conductor • Perform • distinguish • tempo • melody • types and names of instruments • Musical genres • Tune	shake language;
Resources	• Wood, pans, shakers, bells, drums, tambourines Song basket with objects that could be linked to a song or nursery rhyme	• A variety of different music, songs, rhymes to listen to using a scheme such as Charanga or use of Poetry basket • Percussion instruments; drums, bells, shakers, xylophones, tambourines • Song baskets with objects and rhyme or song	• A variety of different music, songs, rhymes to listen to using a scheme such as Charanga or use of Poetry basket • Percussion instruments; drums, bells, shakers, xylophones, tambourines, rhythm sticks • Live musicians

		Live musicians	
Role of the Adults	• Have a selection of musical instruments available and ensure they are cleaned after use • Give children a range of instruments, songs, and music from different cultures, times and tradition • Ensure singing takes place daily at a variety of pitches • Encourage children to listen to a range of music and respond in a variety of ways eg through art, dance and movement • Provide props to make children make connection with familiar songs • Model how to use a variety of instruments appropriately • Teach children a broad range of songs, raps, rhymes and chants • Provide opportunities to listen to a variety of music, encouraging the children to express their likes and dislikes • Encourage children to join in by copying and repeating different beats and rhymical patterns • Provide opportunities for children to explore and identify different types of music		
Role Play/ Drama (Including Small World)	• Becomes involved in role play settings that are familiar to them e.g. a kitchen • Explores role play resources • Plays alone • Mirrors some emotions and feelings • Copies the adult in pretend play e.g. I'm having a cup of tea, making dinner • Notices others but maybe prefers to play along side • Uses talk in pretending that objects stand for something else • Begins to play/ take on a role in familiar role play e.g. I am the mummy, baby • Starts to play and interact more with peers Laughs, cries, and smiles in role.	• Uses talk in pretending that objects stand for something else (e.g.: - This is my car) • Able to find a resource for a given purpose to fit in with their narrative • Begins to play/ take on a role in familiar role play e.g. I am the mummy, baby • Starts to develop coordination when dressing and undressing dolls/ pouring from a teapot • Begins to include a storyline in their play which includes others • Sticks to a main theme or intention • Plays in role as themselves in situations that are within their experience • Acts out common scenarios • Uses props to develop their chosen character role • Uses talk to communicate with others to develop a storyline • Uses appropriate props, costumes, scenes to develop their story line • Expresses feelings and emotions in their play	• Includes a range of feelings and emotions in their play • Recalls and retells parts of familiar stories through use of toys, puppets, masks, role play or small world • Creates props to support their role play/ storyline • Uses their language to plan and create a role play setting • Explores imaginative roles, negotiating, making choices and decision e.g. fairy, wizards etc • Creates an environment that they have created/ imagined • Designs and imagine their own story setting • Includes others' ideas in their play and create a story in collaboration, compromising when appropriate, taking turns and cooperating • Begins to take on imaginative roles e.g. fairy, wizards etc • Uses their imagination to build a scene • Builds complex small worlds using a wide range of resources • Compare and contrast small worlds that children have created • Use acquired knowledge and new vocabulary to develop story lines in their play with others building throughout the year • Enhance small world play with resources that they pretend are something else. • Uses some story language in their play - familiar lines from stories, familiar story themes

		including showing awareness of 'other' characters feelings in joint role play • Recalls and retells parts of familiar stories through use of toys, puppets, masks, role play or small world • Creates props to support their role play/ storyline • Uses their language to plan and create a role play setting • Creates an environment that they have created/ imagined • Participates in small world play related to rhymes and stories • Designs and imagine their own story setting • Includes others' ideas in their play and create a story in collaboration, taking turns and cooperating	• Uses their phonic and writing skills to support their creation of props e.g. signs and invitations • Starts to combine different forms of expression which includes, singing, moving, drawing, and talking, mapping, and constructing and dramatic play • Takes on a role that involves imagination and direct others in their narrative • Creates more complex narratives building on the contribution of others • Creates representations of both imaginary and real-life events, people, and objects • Confidently use story vocabulary in their play such as long ago, next, • Describes to adults and peers the structure and scenario set • Uses different voices and expressions • Ask and answers questions about their play/ narrative
Key vocabulary	• emotions; happy, sad, angry • simple characters; mummy, Daddy, baby • prop vocabulary; hat, dress, spoon, bowl • Familiar story characters • Small World eg sea-life,	• vocabulary from well-known stories; once upon a time, then, next, after, the end • Prop vocabulary; wand, cloak, Characters; witch, fairy, King	expression Storyline retell reenacting Story language; suddenly, long ago Vocabulary connected to scenes; a magical castle, a dark, deep forest Vocabulary connected to character voices; booming, bellowed, whispered Question words; who, what, where, when, how
Resources	• Heuristic baskets • Familiar role play settings e.g. kitchens, using real life objects and a variety of natural objects that can be used to represent objects, shells, leaves, stones • Familiar story characters	• Familiar role play settings using real life objects, use of vegetables, fruit, magazines, recipes, dressing up clothes and props • Dressing tables with a variety of props	Familiar role play settings using real life objects, use of vegetables, fruit, magazines, recipes, dressing up clothes and props Dressing tables with a variety of props Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with) Suitcases, picnic baskets, camping equipment Role play props based on stories

	• Small World eg sea-life, mini-beasts, castles animals, zoo, doll's house, fairies, pirates, dolls, dinosaurs, • Emergency vehicles, diggers • Buildings, Garage, • Natural Resources • Fabric • Trains, Cars, aeroplanes • Grass • Home corner, real-life resources	• Suitcases, picnic baskets, props to support stories • Puppets, puppet theatre • <u>Small-world props</u> • <u>Natural items eg grass, gravel, conkers, fir cones</u> <u>Mini-me characters</u>	Puppets, puppet theatre Characters from familiar stories Doll's house and house furniture Mini me character photos Animals Props associated with specific stories, events, periods in history, or scenes Dressing tables with a variety of props <u>Small-world props</u> <u>Natural items eg grass, gravel, conkers, fir cones</u>
Role of the Adult	• Ensuring resources reflect diversity and challenge gender and cultural stereotypes. • Ensure that open-ended natural materials are accessible to use their imagination and create their own world. • Set up the resources which promotes, curiosity and children can play straight away as they are excited to engage and explore • Play along-side children, introducing new concepts and vocabulary which builds on what children already know and can do • Help children to make connections to their world; by setting up scenarios that are based on their interests and experiences • Model using the resources in imaginative play to create a narrative • Introduce and teach new vocabulary so that children express their imaginative ideas verbally • Engage in active listening; ask open ended questions, encourage predication and observe what children do		

Common Play Behaviours - Reading

Reading			
Behaviour / Skill Level	0-3	3-4	4-5
Books and Reading	Looks at pictures and names familiar items like dog, cat, cup and baby Begins to recognise their picture/an object of reference Explores books tactually and visually Indicates awareness of being read to. Predicts and answers questions about what they see in books 'Where is the...', 'can you find...'. Imitates words and actions; tries to copy you by pretending to cook, shave, take care of a doll. Begins to pretend to read by turning pages and making up stories Browses pages of books with another person Handles books correctly, turns pages with prompting Recognises books by front cover Selects, brings books to you to read Enjoys stories when different noises or voices are made Copies expressions or phrases listens and concentrates when sharing a book with an adult Recalls and repeats familiar stories Begins to know the sequence of a story	Recognise their own name and recognise words with the same initial sound Notices some print in the environment e.g. logos, signs, door numbers etc Shows awareness of a range of different sounds in the environment. Listens to and shows awareness of sounds made with instruments and other noise makers. Plays instruments and uses them to make loud and quiet sounds Enjoys and joins in with body percussion activities (such as clapping hands, clicking fingers and stamping feet) Counts and clap syllables in a word Sings songs and says rhymes independently e.g., singing whilst playing Spots rhymes and suggests rhyming words Enjoys and confidently joins in with songs and rhymes, and is able to copy sounds, rhythms, tunes and tempo Begins to identify alliteration Follows a sequenced pattern of sound Begins to focus on initial sounds in words and joins in with games such as 'I spy' which require awareness of initial sounds Joins in with making different mouth movements and sounds (eg. whee, ooooo, shshsh, zzzz, chhchchc, oh, boing etc.) Begins to de-code Joins in with activities where loud and quiet, long and short voice sounds are used) Orally blends single letter sounds into simple CVC words	During self-directed time chooses books for enjoyment Uses pictures to create a story within an unfamiliar book they choose Retells the stories within the familiar books they choose. Retells stories with increased expression, sharing and expressing ideas and opinions Enjoys and confidently joins in with songs and rhymes, and is able to copy sounds, rhythms, tunes and tempo Identifies some letter sounds within the books they choose to read Uses phonic knowledge to sound out some words they are trying to read, Orally blends single letter sounds into simple CVC words Reads an increasing number of common exception words Summarise the story and retrieve information from the story

Language Development and Comprehension	Understands many words, phrases and simple questions, such as “ where is Mommy?” Imitates movements such as “flying” like a bird or “jumping” like a frog. Talks using phrases and short sentences of three or more words. Will “ fill in the blank” when you leave off the last word or phrase of a familiar story of rhyme.	Listens to rhymes and repeated refrains and begins to join in. Shows interest in books in the environment Enjoys listening to and sharing books with an adult, peers or by themselves Retells simple aspects of familiar stories, remembering some characters and settings Begins to use language learned from favourite stories in role-play and uses a developing vocabulary To begin to describe the story of a picture book Develops play around favourite stories and begins to use props Knows that print has meaning and makes their own interpretation of it Knows that English text is read from left to right and from top to bottom Holds books the right way up and turns the pages one at a time Know that information can be retrieved from books and computers	Enjoys rhyming and rhythmic activities and joins in with repeated refrains and rhymes Uses illustrations and print in books and the environment. Looks at and handles books independently (holding them the right way up, turning pages etc) Understands and enjoys humour within stories (eg. nonsense rhymes, jokes) Listens with attention to stories Retells stories with detail using vocabulary from the story and using their own words Responds to stories with appropriate comments, questions and actions Describes the main story settings and principal characters Uses and understands recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Anticipates (where appropriate) key events and repeated phrases in stories and rhymes
Vocabulary	reading listening looking enjoying thinking begin middle end share show wondering front back heavy book story words pages	book page gesture illustrator story imagine text beginning end fairy tale hardback myth character words front	

	sound picture front cover	
Role of the Adult	• Provide a wide range of reading materials, that are age-appropriate and represent different cultures and abilities • Promote the enjoyment and love of reading ensuring that the children see the adults read with intonation, love and enjoyment • Model the correct handling and use of books • When sharing a book, leave sufficient time for children to comment on and respond to a what they have read • Scaffold the use of book related language • Demonstrate the link between phonics and the reading process (when age and stage appropriate) • Ensure reading materials are linked to children's interests • Provide books for different areas of play relevant to the context eg construction books in Block Play	

Common Play Behaviours – Sand

Sand			
Play Behaviour	0-3 yr olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Mould and Manipulate	Makes impressions in sand using hands, fingers, knees and arms, immersing themselves in the sand	- Build/mould simple shapes using hands (eg, mountain/hill) - Makes shapes in a confined space - Builds more defined shapes (eg castle/house using hands and tools) - Fills moulds and shapes and turns them upside down to make a shape Recognises that wet sand holds a shape	- Uses a range of containers/ moulds to create intricate sand creations which are planned for - Uses a variety of tools to make the desired shape in the sand - Adds water to dry sand to aid moulding - Adds resources of their choice to enhance the play e.g. feathers, stones, cones etc - Explores natural world through sand and enhancements - Explains to others the methods and processes used and share skills with other peers Names the equipment
Dig	- Lifts sand in hands and places back down - Explores moving sand using a spade/ scoop - Digs using hands and beginning to use tools Fills containers using hands and beginning to use tools	- Able to dig a hole or space in sand and talk about why they are digging. - Select tools (eg, spade) to scoop up sand to build mound or transport into container (eg, bucket) - Select tools/hands to add patterns/interesting shapes to their build (eg, doors/windows) Names the equipment	- Selects the most appropriate tool with which to dig - Digs with control and safety eg when using metal spade - Dig using teaspoons, measuring spoons and forks. - Digs for a desired purpose Digs collaboratively for a shared outcome
Sieve	Uses hands to let sand flow through Shows interest and begins to use tools to investigate sieving	- Use tools to investigate the flow of the sand - Sieves sand through fingers exploring and observing the way sand moves Sieves sand exploring and observing the way sand moves through the sieve	Sieves sand for a desired effect and purpose Sieves sand to filter out larger objects

Pour/Fill/ Empty	Fills the container to the top using a resource of their choice	Fills a container with some control, discussing whether the item is full or empty and using vocabulary such as more, less	- Buries and covers up items for a purpose - Uses a range of tools to dig, cover and bury e.g. spades, teaspoons or scoops depending on object or area to cover Pour sand using a funnel or tubing																																																																							
Bury/ Enclose	Scrapes sand away to make a hole and then moves the sand back over it	- Explores sand and the feeling of sand when they bury their feet hand etc - Cover their hands, feet and fingers with sand Buries and covers up items understanding that they are now hidden	Can select the resource and type of tool and sand needed for the purpose eg. A small spoon when trying to fill a small container																																																																							
Mark Make	Move things across the sand and note that it makes a mark in the sand	- Identify, name and describe the natural materials and the patterns they make (the indentations in the sand) - Copy a pattern - Recognise and create patterns - Make a repeated pattern	Writes letters and captions in the sand using an appropriate tool eg stick Applies knowledge from other areas of the curriculum within their sand play eg can create an island (geography)																																																																							
Language: Key Vocabulary	<table><tr><td>Pour</td><td>Press</td><td>Fill</td></tr><tr><td>Empty</td><td></td><td></td></tr><tr><td>Sieve</td><td>Shake</td><td>Wet</td></tr><tr><td>Dry</td><td></td><td></td></tr><tr><td>Turn</td><td>Dig</td><td>Pat</td></tr><tr><td>Small</td><td></td><td></td></tr><tr><td>Big</td><td>Squeeze</td><td>Rake</td></tr><tr><td>Mix</td><td></td><td></td></tr><tr><td>More</td><td>Less</td><td></td></tr></table>	Pour	Press	Fill	Empty			Sieve	Shake	Wet	Dry			Turn	Dig	Pat	Small			Big	Squeeze	Rake	Mix			More	Less		<table><tr><td>Half Fill</td><td>Half Empty</td></tr><tr><td>Container</td><td></td></tr><tr><td>Mould</td><td>Upside down</td></tr><tr><td>Scrape</td><td></td></tr><tr><td>Scoop</td><td>Tools</td></tr><tr><td>Large</td><td></td></tr><tr><td>Size</td><td>Cover</td></tr><tr><td>Bury</td><td></td></tr><tr><td>Hidden</td><td>Soggy</td></tr><tr><td>Damp</td><td></td></tr></table>	Half Fill	Half Empty	Container		Mould	Upside down	Scrape		Scoop	Tools	Large		Size	Cover	Bury		Hidden	Soggy	Damp		<table><tr><td>Compact</td><td>Tea, Desert/</td></tr><tr><td>Serving spoon</td><td></td></tr><tr><td>Investigate</td><td>Purpose</td></tr><tr><td>Measure</td><td>Resource</td></tr><tr><td>Equipment</td><td></td></tr><tr><td>Flow</td><td></td></tr><tr><td>Enclose</td><td></td></tr><tr><td>Litre, millilitre</td><td></td></tr><tr><td>Manipulate</td><td>Sprinkle</td></tr><tr><td>Sculpt</td><td>Dust</td></tr><tr><td>Design</td><td>Excavation</td></tr><tr><td>Pattern</td><td>Extraction</td></tr></table>	Compact	Tea, Desert/	Serving spoon		Investigate	Purpose	Measure	Resource	Equipment		Flow		Enclose		Litre, millilitre		Manipulate	Sprinkle	Sculpt	Dust	Design	Excavation	Pattern	Extraction
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Resources: To facilitate play and skill development	Large, simple moulds and large buckets Short handled spades Large two-handed sieves with large holes-colanders Scoops Large Combs Natural resources Trucks, diggers and small world	One handed sieves of varying sizes Potato mashers Colanders Kitchen utensils Different sized containers Sieves large holes Smaller rakes/smaller combs Brushes/ dustpans natural materials – stones, shells, pebbles, twigs, off cuts of wood	Silicone moulds of larger range. Different levels of depth and complexity Smaller pebbles stones and matchsticks, Irregular 3D shapes Natural resources e.g. sticks, feathers, reeds Natural items for the children to sieve and separate from the sand and mark make																																																																							

		Authentic resources- china, cups, jugs. bottles etc Funnels, tubes Trucks, diggers and small world	with Teaspoon, Lollipop sticks Waist height level lager spades Spirit level and builder tools Trucks, diggers and small world
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Common Play Behaviours – Construction

Construction			
Behaviour / Skill Level	0-3 Year Olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Creates a structure	- Transports blocks - Explore resources using their senses - Knows about cause and effect- if I push it will fall - Stacks horizontally using blocks	- Uses resources to construct - Demonstrates some control when using blocks by picking up and moving them one handed and knows where to select and return equipment - Towers and buildings - Uses simple bridging techniques - Positions resources both vertically and horizontally - Uses imagination to create for a purpose	- Combines resources to create a structure - Builds more elaborate structures - Includes systems and adds detail - Ensures model is stable - Predicts the suitability of some materials/ resources - Works collaboratively and communicates imaginatively with others - Evaluate, modifies and improves their models - Demonstrates problem building skills to make structures - Makes links and connections to real life experiences, interests and knowledge
Spatial awareness	- Confidently explores items trying to fit them into spaces that are appropriate - Knows how different construction works - Positions blocks etc on top of....	- Connects buildings and structures in a large space with large blocks - Selects the appropriately sized blocks/construction resources for their chosen purpose - Select the appropriately sized blocks for chosen workspace - Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls)	- Build a house/model with different rooms or different parts - Uses smaller blocks/construction tools to create intricate structures - Explore how weight and shape effects movement and motion - Aware of the potential of different equipment - Demonstrates more precise and refined fine motor skills - Demonstrates good hand-eye co-ordination
Constructs with a purpose in mind	- Beginning to develop independence in working with different construction materials - Beginning to develop control over; holding, Joining, breaking apart, bending, snapping, pushing and pulling	- Knows what they want to build - When they begin to construct selects resources they need as they go - Beginning to select different equipment for different purposes - Expresses own ideas to others - Beginning to problem solve - is this brick the right length?	- Change, adapt and modify model to serve a purpose - Combines construction resources to create a model - Creates a design before they construct - Selects different equipment for different purposes often linked to recall of prior experiences and learning - Willing to share own ideas and listen to those of their peers - Respects others models and structures - Builds without fear of making mistakes and adds more detail to structures - e.g. add chimney

			Solves simple problems- Which items do I need to put at the bottom of my construction if I want the heaviest to be at the bottom?
Key Vocabulary	Build, building, lift, sorting, carrying, stacking place, Tall/Taller, Strong, Large, tower, bend, join, push, pull, snap, top, bottom, high, low, more, small, block, brick In, out	Construction, construct, structure, steady massive, measure, edge, balance, wide/ narrow, transporting, height, plan different, similar, positional language e.g. on top, in front, in between	Equal, steady, level, fasten, length, attributes, wobble, wider, solid, connect, assemble, stability, disassemble, gravity, heavy, architecture, resources, firm, surface, equipment, vertical, horizontal, evaluate, design and comparative terms measure, recording, exploring, reviewing, Hypothesise, investigate
Resources	Objects, eg blocks that stack both large and small all of varying lengths and weights Objects that stack both large and small all of varying lengths and weights Construction kits that allow children to manipulate or interlock them Fabric Natural objects	Duplo, Stickle bricks, Mobilo Small block, Large blocks Crates, planks of wood Large and small blocks Large and small construction kits Builders tools Tape measures Tarpaulin Tyres Guttering, netting, large tubes Rope and string Items for junk modelling Natural resources	Meccano, Nuts and bolts Handles, Wheels and axels, Knex etc, varying sized planks, sticks Crates- junk materials, large and small construction kits Squared paper/design sheets/ clip boards Mosaics, Pulleys, Canes and poles, carpenters' pencils (flat, triangular), wood glue, magnets, sandpaper (fine & coarse), spirit level, softwood (sawing & hammering), balsa wood, hardwood (glued, sanded) Plywood, screwdrivers (flat, cross-point, ratchet) Nails (flat heads), hammers (8–10oz), nuts & bolts, vice, saws, pliers, hand drill, pincers, rulers

Common Play Behaviours – Forest School

Forest School			
Play Behaviour	2yr olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Safety	- Showing awareness of boundaries within the area. - Can stop when asked	- Follows the instructions to Muster following the earthquake drill and the sighting of a snake etc - Beginning to explain the rules of forest school. - Beginning to explain and model safety procedures such as 'respectful position next to the fire'.	- Confidently explains the rules of forest school. - Explains the routine involved in events such as 'muster, muster', earthquake, fire, etc Uses forest school safely without having to be reminded by an adult.
Resources: To facilitate play and skill development	- Clear muster point. - Consistency within safety rules/ boundaries.	- Clear muster point. - Consistency within safety rules/ boundaries.	- Clear muster point. - Consistency within safety rules/ boundaries.
Den making	Become aware of how easily a den can collapse; use the space cautiously.	Builds a simple den with only little support using tarpaulin, rope and pegs to peg out the tarpaulin	Builds a simple den without support using tarpaulin, rope, knots and pegs
Resources: To facilitate play and skill development	Material of a range of sizes and a variety of pegs.	Large pegs, tent pegs, mallet, material of a range of sizes.	Large pegs, tent pegs, mallet, material of a range of sizes.
Dig	- Using their hands and tools to fill and empty - Opportunity to transport using their hands and tools e.g. taking mud from the tyre to the bowl	- Digs with developing control when using different sized tools e.g. with short or long handles and talks about why they are digging - Moves soil from A to B using a spade and spills very little Dig with intent	- Selects the most appropriate tool with which to dig - Digs with control and safety e.g. when using metal spade Digs for a desired purpose
Resources: To facilitate play and skill development	Trowels, gardening gloves.	Trowels, shovels, forks – short and long handed, gardening gloves, soil. Buckets, tyres, planters.	Trowels, shovels, forks – short and long handed, gardening gloves, soil. Buckets, tyres, planters.
Tools	Uses loppers with support to cut back bushes.	- Uses a hammer with support to 'Whop' on cotton material. - Uses a hammer with little support to knock nails into a post. - Uses a mallet with little support.	- Uses a hammer without support to join two pieces of wood. - Uses a mallet with no support. - Uses loppers with little support to cut back larger branches /bushes.

		• Uses loppers with little support to cut back bushes. • Uses a saw safely, with support to make cuts in wood. • Uses a saw with little support to cut small branches maintaining safety with support. • Cleans tools with support. Uses flint and steel to light the fire.	• Uses a saw safely with little support to cut a disc of wood. Explains what you need to use to clean tools and look after tools without support.
Resources: To facilitate play and skill development	Small loppers, trowels.	• Hammer, white cotton material, nails, logs, wooden discs, mallet, loppers, saw, wire wool, WD40, flint and steel, cotton pads, stumps for whopping.	• Hammer, white cotton material, nails, logs, wooden discs, mallet, loppers, saw, wire wool, WD40, flint and steel, cotton pads, stumps for whopping.
Knots	• Beginning to understand knots are needed to hold something in place. Begins to tie over hand knot with support.	• Ties an over hand knot with little support • Ties a square knot with little support • Ties a bow knot with a little support • Ties a clove hitch with little support • Attempts knots – timber hitch, alpine butterfly, quick release knot and trucker's hitch with an adult.	• Ties an over hand knot without support. • Ties a square knot without support • Ties a bow knot on shoelaces. • Ties a clove hitch without support. • Becoming aware of what knot to use with purpose.
Resources: To facilitate play and skill development	• Rope	• Rope of different sizes and depth.	• Rope of different sizes and depth.
Fine Motor	• Attempts weaving on a large-scale frame. • Threading activities using natural resources.	• Begins to be able to weave on simple weaving frames • Uses tools safely with little support. • Uses hand pruners with little support • Uses smaller sticks to mark make etc outside	• Weaves independently. • Uses tools safely • To use hand pruners with little support • To be able to use tools safely without support. • To be able to use small sticks to mark make. • To use pencils effectively.
Resources: To facilitate play and skill development	• Rope, string, ribbon, leaves, hole punch, simple weave frames.	1. Rope, string, ribbon, leaves, hole punch, simple weave frames.	• Rope, string, ribbon, leaves, hole punch, simple weave frames.

Camp fire	Becoming familiar with the fire circle and follow the rules around the fire with support.	- Follows the rules around the campfire with support. - Makes a tipi lay with little support. - Collects kindling suitable for lighting a fire with support. 2. Adopts the respect position around the fire.	- Explains the rules around the campfire. - Acts safely and responsibly around the campfire. - Always use the respect position without being reminded. - Uses respect position to use long kebab sticks to melt marshmallows.
Resources: To facilitate play and skill development	- Fire circle, sticks, flint and steel, knee mats, wood, fire gloves, fire bucket, skewers. - Role modelling from adults and supervision.	- Fire circle, sticks, flint and steel, knee mats, wood, fire gloves, fire bucket, skewers. 3. Role modelling from adults and supervision.	- Fire circle, sticks, flint and steel, knee mats, wood, fire gloves, fire bucket, skewers. - Role modelling from adults and supervision.
Play	- Beginning to show confidence using the environment - Shows curiosity in the environment. - Displays schemas such as 'transporting'. - Beginning to follow and facilitate the Forest School ethos and principles – SPICES. - Beginning to incorporate music, role play, literacy, maths and STEAM into their play with support.	- Show confidence in the environment. - Independently choosing and selecting resources to support their ideas. - Beginning to respect nature and have knowledge of how and why. - Self-learning. Beginning to build on their play and ideas in forest school following their curiosity and interests. - Beginning to show confidence following and facilitating the Forest School ethos and principles – SPICES. 4. Beginning to incorporate music, role play, literacy, maths and STEAM into their play with little support.	- Confidence to play and exploring, knowing how to use the environment. - Respects the environment, explaining how and why we look after it. - Self-learning. Building on their play and ideas in forest school following their curiosity and interests. - Follows and facilitate the Forest School ethos and principles – SPICES. - Incorporate music, role play, literacy, maths and STEAM into their play with support.
Resources To facilitate play and skill development	- Material for roleplay. - Resources of interest e.g. fairy garden. - Clip boards and mark making resources. - Story books.	- Capes and material for roleplay. Walkie talkies. - Resources of interest e.g. fairy garden. - Clip boards and mark making resources. 5. Story books.	- Capes and material for roleplay. Walkie talkies. - Resources of interest e.g. fairy garden. - Clip boards and mark making resources. - Story books.
Growing and decay	Beginning to be respectful to growth.	- Beginning to take care of foods and plants growing, knowing what they need. 6. Beginning to notice changes in the environment.	- Talk about what we are growing and how we take care of them. - Notice changes within the environment and explain them.

Resources: To facilitate play and skill development	- Seeds, watering cans, loppers. - Trowels, spades, forks. - Soil, planters. - Gardening gloves. - Magnifying glasses. - Role modelling from adults.	- Seeds, watering cans, loppers. - Trowels, spades, forks. - Soil, planters. - Gardening gloves. - Magnifying glasses. 7. Role modelling from adults.	- Seeds, watering cans, loppers. - Trowels, spades, forks. - Soil, planters. - Gardening gloves. - Magnifying glasses. - Role modelling from adults.
Managing risk	Begin to take risk with support.	- Beginning to climb trees with support. - Using new tools, knowing there can be dangers and learning how to use them safely. - Beginning to identify and analyse the risk when approaching a new resources/ situation. Begin to manage the risk with little help. 8. Rough and tumble play – Beginning to show compassion, problem solve and have self-control with support.	- Beginning to climb trees, knowing they must have a partner watching them for support. - Using new tools, knowing dangers and how to be safe. - Able to identify, analyse and manage the risk when approaching a new resources/ situation. 9. Rough and tumble play – Show compassion, problem solve and have self-control with little support.
Resources: To facilitate play and skill development	Time to explore and investigate.	10. Time to explore and investigate.	11. Time to explore and investigate.
Mark making	Make marks as they play and explore and identify the marks they are creating.	- Use the natural environment and resources to make marks on a small and large scale. - Use available mark making resources with purpose in their play. 12. Beginning to be respectful of mark making resources, knowing how to take care of them and store them safely.	- Use the natural environment and resources to make marks on a small and large scale. - Use available mark making resources with purpose in their play. 13. Respectful of mark making resources, knowing how to take care of them and store them safely.
Resources: To facilitate play and skill development	- Mud and sand – wet and dry - Paint - Chalk, pens, pencils. - Natural mark making – bashing, tracing e.g. trees - With water	- Mud and sand – wet and dry - Paint, brushes, sticks, pinecones. - Chalk, pens, pencils. - Natural mark making – bashing, tracing e.g. trees 14. With water	- Mud – wet and dry - Sand, brushes, sticks, pinecones. - Chalk, pens, pencils. - Natural mark making – bashing, tracing e.g. trees 15. With water

Sensory experiences	• Sensory path • Herb garden • Flower garden	• Use herbs and flowers in their play. • Use the appropriate resources for gathers herbs and flowers. • Begin to talk about how things look, smell, and feel. • Mud kitchen 16. Beginning to understand the effects of the weather on the mud, herbs etc.	• Use herbs and flowers in their play. • Use the appropriate resources for gathers herbs and flowers. • Talk about how things look, smell, and feel. • Mud kitchen 17. Understand the effects of the weather on the mud, herbs etc.
Resources: To facilitate play and skill development	• Scissors • Sensory garden • Mud – pots, pans, utensils. • Collect rainwater.	• Scissors • Sensory garden • Mud – pots, pans, utensils. 18. Collect rainwater.	• Scissors • Sensory garden • Mud – pots, pans, utensils. 19. Collect rainwater.
Language: Key Vocabulary	• Fall/ collapse, dig, trowel, gloves, empty,	20. Collapse, digging, trowel, gardening gloves, growing, changing, fire circle, safe, dangerous, rules.	21. Collapse, digging, trowel, gardening gloves, growing, changing, fire circle, safe, dangerous, rules, compassion, risk.



Common Play Behaviours – Malleable Play

Malleable Play			
Play Behaviour	0 –3 yr olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Rolling	- Using both palms of the hands to flatten, roll, and make marks - Beginning to have a go	- Using both hands to squeeze, twist, pinch and push dough with a range of utensils - Be able to roll into a ball, cylinder - Be able to use a range of everyday equipment e.g. pasta roller, garlic press, rolling pin	- Uses tools to add detail - Creates more intricate shapes - Able to use tools to manipulate dough/clay to add detail To show increased control using singular hands.
Moulding	- With encouragement using ingredients to make their own play dough - Experiencing different textures Can identify colours	- Copy techniques e.g. patting, squeezing, rolling - Follow measures to create their own playdough - Can add additional scents and colour mixing - Use a range of natural resources - Use a range of loose parts play - Be able to push down on mashers to create patterns	- Chooses tools for a purpose to create a desired shape, size, texture ensuring any excess dough/clay has been cut away neatly - Safely uses a range of small tools with accuracy and ease - Uses a variety of techniques to join materials e.g. joins clay using water - Represent and name 3D shapes whilst manipulating malleable materials Independently follows a recipe to make play dough
Cutting	- Explores different cutting tools to create a desired shape - Tears dough with fingers - Splits up dough with hands - Beginning to develop the understanding of sizes e.g. small, big, large - Introduce scissor tools	- Uses cutting tools to cut away any excess dough - Develop scissor tools to cut dough into sections focusing on snipping skills - Use a range of cutlery or utensils to focus on fine motor skills	- Uses more intricate tools to make small and complex shapes with increased precision - Uses cutting tools to cut away any excess dough with precision - Focused scissor control with one hand

Shaping	- Creating and exploring different shapes and sizes using tools to make patterns - Beginning to use cutters, stamps and tools confidently. - Starting to express their preferences - Beginning to share resources - Use hands to squash, bend, twist and stretch the dough - Beginning to use imagination in play - Beginning to understand the meaning of the use of tools - Smooths dough with hands/fingers to shape	- Creates more intricate shapes - Able to use tools to manipulate the dough - Create indentations - Able to sculpt using imagination/provocation - Squeeze dough with a garlic press or similar tool - Create plaits Add details such as mouths and eyes for imagination	- Creates a detailed model using plan - Reflects upon and evaluates - Uses tools to add more detail with precision - Creates more intricate shapes - Able to use tools to manipulate dough/clay to add detail - Chooses tools for a purpose to create a desired shape, size, texture ensuring any excess dough/clay has been cut away neatly Uses a variety of techniques to join materials e.g. joins clay using water
Language: Key Vocabulary	Poke, soft, hard, push, pull, squeeze, stretch, flatten, pinch, press, long, roll, pat, short, round, ball, wiggly, stretchy, twist, sausage, cut, spiral, print, pattern	Crumble, tear, knead, twist, wet, bend, straighten, tie, tweeze, plait, decorate, tripod grip, straight line, wavy line, thumb, index finger, middle finger, pencil grip, mash, squish, sculpt, indent, plait, method, enclose, bury, snip, smooth, bumpy	Grind, rip, manipulate, rotate, secure, embellish, evaluate, design, plan, create, form, mould, chisel, scoop, pulverise, compress, pummel, insert, model, conceal, texture, sculpt, slippery
Resources: To facilitate play and skill development	Variety of soft play dough e.g. fragrant, jelly etc. - Ice - Muffin/cake tins - Metal baking trays - Play dough cutters and tools e.g. textured rollers - Dough stampers - Wooden boards, - Bowls, plates, and dishes - Herbs and spices, pasta - wooden rolling pins - Playdough making resources, - picture provocations - Variety of textured dough e.g. marshmallow dough, salt dough, bread dough, cloud dough, clay - Extruders with patterned ends - Metal trays and baking tins in varied sizes - Tweezers	- clay, clay boards, - Buttons, eyes, shells, leaves - water - scissors - playdough extruder - rolling pins - metal knives and forks - metal ladles - metal spoons - a variety of mashers - shape cutters - Object cutters - Garlic press - cupcake cases, candles - easels - wet sand, mud, gloop, oil, clay - bottle tops, lollipop sticks – loose parts	- Putty (all types) - Plasticine - Modelling clay - Rubbery dough - Water beads - Clay and clay tools (Clay, wire cutter loop tool) - Clay boards - Water (to be used to shape and mould clay) - Obscure embellishments for enhancement purposes - Scissors (textured) - Kitchen utensils e.g. Pizza slice, teaspoons, pasta maker, garlic press etc - Weighing scales - Loose parts - metal knives and forks

	- Scissors (small sized) - Embellishments e.g. lollipop sticks, feathers, shells etc - Weighing scales - Natural resources - sand, mud		- Writing baskets to encourage design making.
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Common Play Behaviours – Water

Water			
Behaviour / Skill Level	0-3 yr olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Pouring	- Tips to pour quickly - Drops objects into the water Observes as they pour water from container to container Observes the way water moves Pours water and then uses it to wash items	Pours slowly into an intended place e.g.: - Back into the tray or in another container as not to lose any Observes the way water moves and talks about what they can see	Pours an amount of water into a chosen container Pours with increased accuracy with less spilling - Self-selection of materials with variance in: -Porosity Observes the way water moves and predicts how it might behave
Filling/ Emptying	Fills containers until they overflow - Randomly fills different containers Empties containers and observes what is happening	Fills containers with increasing control. Fills containers with a desired amount and knows the measurement of full and empty Empties containers using hand eye co-ordination to empty carefully into another container	- Fills a container to their intended point of fill and begins to measure, predicting the outcome eg this is too much it will overflow - Starting to read scales when filling (measuring) - Explores concept of measurement comparing and estimating
Transporting	- 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	- Carefully carries water from A to B but spills a little - Explores using a range of resources and techniques to transfer water for example pipettes/ funnels etc solving problems to complete the task Observes objects floating and sinking and explains what is happening	- 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 or of the amount they need Explores floating and sinking - Plans and uses the most effective ways to transport water to avoid spillages- solving problems and reflecting on what they have observed
Mixing	Explores the way water moves as they mix and stir it - Spills some water when mixing	Mixes slowly as not to spill - Increased control when mixing Mixes with a goal in mind for example to make potions and describes what has happened and explains why it has happened	Investigates and understands what will happen to the water when they mix it Observes what happens when mixes/stirs at different speeds - Loses little or no water when mixing Explores viscosity or transparency
Displacement of water	Explores the effect of splashing as they pat their hands etc into the water or stamp in a puddle	Explores the movement of water as they pull or push items through it	- Knows what to use to move items through water to acquire the desired affect - Observes the water level rising when an object is placed in it
Resources	Different sized: Beakers, containers, buckets, Irregular shaped containers and buckets, cups, jugs etc small regular, 2 handles e.g. beaker	Different sized: Containers, Pots and pans, Colanders, Kitchen utensils Sieves	Spoons with slots and holes in Measuring spoons Different sized spoons- small Jugs with spouts/ handles

Defence Children Services - Play Progression

	Container small regular, 1 handle Jug with handle and lip Jug with spouts Clear containers to see tipping point Large pots and pans No handle container Water wheels Colouring, bubbles Paintbrushes Dolls and sponges towels	Natural materials Funnels, Large jugs, Large pipettes Ladles Spoons of different sizes- large whisks Hand Cloth and sponges to squeeze water from Wide plastic piping Large/ wide guttering Corks Mops and buckets Natural resources Water pumps	Variety of different sized bottles Piping- wide and narrow Pipettes, basters Spray bottles of varying sizes Syringes Taps for controlling flow Guttering Connectors and Multi-level water containers Corks and natural objects of varying weights Thermometers
Vocabulary	Pouring Filling Emptying Squeezing, stirring, squirting, scooping, splashing Warm, cold, wet Sinking, floating, heavy Light, full, empty, bubbly Ice, jug, bucket, sponge, tube, boat, bubble, water	Gurgle, drip, whisk, swell, swirl, mix, half full, half empty, less, least, Measure, more, most, contain, pour, dry, float, sink, soak, melt, flow, funnel, deep, surface, guess, shallow, spray, drain, drizzle	Volume, compare, investigate, predict, examine, observe Water resistance, freeze resistant Absorb, syphon, evaporate, surface, dew, condensation estimate



Common Play Behaviours – Physical Development

Physical Development			
Behaviour / Skill Level	0-3 Year Olds	3-4yrs (Nursery)	4-5yrs (Children in Reception)
Develop postural control & gross motor control - upper body & core strength. Large Physical Play	Sits on a trike and moves it forward attempting to steer and pedal with support. 'Walks' a balance bike and can use feet to scoot it.	Steers and pedals a trike with growing confidence. Use a balance bike and maintains balance Pedals and maintains balance for a few feet down a slight incline Can brake at a specific point with control	Steers and pedals a trike confidently and independently around static obstacles. Sits with a passenger on the back, navigating obstacles. - Can maintain balance on a balance bike while manoeuvring around corners
	Begins to climb the ladder/steps of the climbing frame with support. Jumps down with support from a low-level piece of equipment Begins to use stairs with support Begins to run with varying speed and in different directions	Climbs the ladder/ steps of the climbing frame independently with a firmer grip and alternate steady foot placement. Uses stairs without support Runs changing speed and direction with developing control	Climbs the ladder/ steps of the climbing frame skilfully using alternate feet with confidence and more speed. Climbs above their own head height
	Shows interest in hanging from monkey bars or other equipment and asks for support.	Grips more firmly and requires less support to hang from monkey bars and equipment and attempts to jump down.	Freely hangs onto monkey bars with firm grip and jumps down with agility. Beginning to move along the monkey bars
	Pushes items out of the way or to places they want to play with them. Lifts crates or large play bricks to put in position with support.	With some support, Lifts crates and large blocks to put in position independently with good grip and standing upright.	Lift crates and other heavy items with a friend collaborating and adjusting position. Could also use planks to create a balance beam.
	Begins to use a rope or swing with a loose grip with support.	Uses a rope or swing with a stronger grip and more upper body strength.	Uses a rope or swing with confidence and some speed with a firm grip and more upper body strength.

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			Moves body to try and increase speed.
	When sat can wash and wipe the floor or surface beside them Washes and wipes items in upright position with support.	Washes and wipes items in upright position with large sweeping movements.	Washes and wipes items in upright position with large sweeping movements and small quick movements to clean successfully. Clockwise and anticlockwise movements
	Rolls items away from them by pushing Begins to roll a ball using underarm with guidance.	Rolls a ball using underarm at a target with a good stance and shoulder position.	Roll a big ball along a wall at shoulder height. Rolls an item accurately towards a target.
	Beginning to throw a large ball randomly. Catches a ball by chasing- does not necessarily respond to aerial ball	Can stand appropriately and use hands and eye coordination to throw and catch with support. Bounces a large ball.	Can catch and throw a ball with more accuracy using a good stance and hand position. Catches a large ball between extended arms Catches a large ball by bringing hands in towards chest
	Begins to kick a large ball randomly, may miss sometimes.	Uses foot to tap static ball a small distance Kicks ball with one foot while swinging opposite arm Directly kicks to knock down a tower	Walks towards and kicks a large ball with more control and some accuracy towards a person or target.
	Jumps on a trampoline randomly. Maybe sat down and then progressing to standing	Learns to lift arms and legs up to bounce on a trampoline Jumps forward, taking off and landing on 2 feet	Jumps using arms and legs to bounce with increasing control Jumps and turns in the air Hops on one foot 3 to 5 times
	Can crawl through a tunnel slowly with support.	Can use tummy and legs and arms to pull self through a tunnel more effectively.	Can travel through a tunnel on tummy or hand and knees with more speed and with an item.
	Practises crawling forward on tummy or on all fours to represent an animal with guidance.	Practises crawling forward on tummy or on all fours to represent an animal with more confidence.	Crawls forward on tummy or on all fours to represent an animal with more agility of limbs and speed. Can include a wheelbarrow walk. Can avoid obstacles.
	Walks and runs freely, may bump into obstacles.	Explores and attempts to double step or balance on one leg to try to hop or hold a pose.	Skips, hops and stands on one leg. Changes direction or makes turns in the process. Skips rhythmically

Defence Children Services - Play Progression

	Begins to clap and stamp to music	Begins to move rhythmically to music and explore dancing	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
	Yoga and balance - Beginning to hold body core for a period without toppling over- sitting and standing Stands on tiptoes- -- Walks along a chalk line	Balances along a low balance beam, sometimes needing support Stands on one foot for 2 seconds	Can use core strength to balance a hold position for sustained period Uses a balance beam confidently without support Holds a controlled static balance on one leg Balances on an unstable surface with increasing control.
	Can enter the pool and steady self with support.	Can enter the pool and feels confident to play with items and create splashes more independently.	Can bob up and down, attempt to float. Propels forward and backwards with increasing confidence and is more aware of limb coordination.
	Sits at a table with support.	Can sit at a table with better posture.	Can sit at a table with sturdy upright posture whilst using the upper body without needing support.
Crossing the mid-line: <i>The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.</i>	Begins to use large-muscle movements to wave flags and streamers, paint and make marks. Begins to use each hand to reach across the body to pick up or use something on the other side e.g. Pretending to wash yourself with a face cloth all over	Reaches across the body to pick up something to the side Uses Flipper flappers and magic wands	Uses opposite hands to reach across the body to access and use resources, Uses flags and streamers across their body, confidently and with control, in response to music.
Language: Key Vocabulary			
Resources: To facilitate play and skill development			

Common Play Behaviours – Pencil Grip

1-2 Years	2-3 Years	3-4 Years	4-6 Years	6-7 Years
Fisted grip or Palmar Supinate Grip	Digital Pronate Grip	'Splayed' or 4 finger Grip	Static Tripod Grip	Dynamic Tripod Grip
Children often hold their writing tool like a dagger, scribbling using their whole arm.	All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the age. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line.	4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (eg. Head, stick, body and one other body part such as arm or leg).	This is a 3-finger grasp, where the thumb, index finger and middle finger work as a unit. At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadrapod Grip.	At the fingers begin to move independently, the ring & little fingers gently curl into the palm, the web space opens & becomes more circular, the writing tool is held closer to the nib & movement of the writing tool comes from the fingertips (the hand, wrist, elbow & shoulder are stabilised) the static tripod grip develops into a fully matured Dynamic Tripod Grip. Children will consistently be using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately and at a good speed.
	