

## Environment – Progression of skills – Common Play Behaviours

### Reception

<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
Literacy	Attention	<ul style="list-style-type: none"> <li>- Focusing attention (3-4 years)</li> </ul>	<ul style="list-style-type: none"> <li>- Two channelled attention (4-5 years)</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated attention (5-6 years)</li> </ul>
	Dexterity	<ul style="list-style-type: none"> <li>- Wrist Pivot</li> <li>- Fine motor movements</li> </ul>	<ul style="list-style-type: none"> <li>- Dip and pip joint movements</li> <li>- Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers)</li> </ul>	<ul style="list-style-type: none"> <li>- Intricate Fine motor movements</li> </ul>
	Pencil grip	<ul style="list-style-type: none"> <li>- Splayed finger grip (3-4 years)</li> </ul>	<ul style="list-style-type: none"> <li>- Static tripod grip (4-6 years)</li> </ul>	<ul style="list-style-type: none"> <li>- Dynamic tripod grip ( 6-7 years)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>- Hearing initial sounds</li> <li>- Letter formation</li> <li>- Hearing sounds in phase 2 cvc words (oral blending and segmenting – Aspect 7)</li> <li>- Writing/building phase 2 cvc words</li> <li>- Rhyming words</li> <li>- Recognisable figures, objects and letters</li> <li>- Smaller and more controlled marks</li> </ul>	<ul style="list-style-type: none"> <li>- Tricky words</li> <li>- Writing/building phase 2 cvc words</li> <li>- Letter formation</li> <li>- Build a sentence</li> <li>- Story scribing</li> <li>- Sequence a story</li> <li>- Retell a story</li> <li>- Write a list</li> <li>- Writing instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Hear sounds in phase 3 words</li> <li>- Build phase 3 words</li> <li>- Break flow of speech into words</li> <li>- Use full stops and finger spaces</li> <li>- Write a story</li> <li>- Write a recount</li> <li>- Letter writing</li> <li>- Describing words</li> <li>- Write a story</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>- Reading for independence and pleasure</li> <li>- Retelling stories</li> <li>- Joining in with repeated phases</li> </ul>	<ul style="list-style-type: none"> <li>- Reading using phonics</li> <li>- Retelling stories</li> <li>- Predicting stories</li> <li>- Reading CVC, CCVC, CVCC words.</li> <li>- Reading tricky words</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension in reading e.g. answering complex questions at the end of the story.</li> <li>- Reading sentences</li> <li>- Reading with fluency.</li> <li>- Beginning to sight read HFW.</li> <li>- Knows information can be retrieved from books and computers</li> </ul>
Creative	Painting	<ul style="list-style-type: none"> <li>- See Emerging dexterity and pencil grip</li> <li>- Marks made are obvious and planned</li> </ul>	<ul style="list-style-type: none"> <li>- Can paint outlines of pattern/shapes and fill in with a different colour</li> <li>- Exploring tones</li> </ul>	<ul style="list-style-type: none"> <li>- Replicating techniques used by notable artists and designers</li> <li>- Create a colour wheel</li> </ul>

		<ul style="list-style-type: none"> <li>- Paints 3D objects</li> <li>- Experiment with mixing colours</li> <li>- Describe their work giving meaning to the marks they have made.</li> </ul>	<ul style="list-style-type: none"> <li>- Select the correct resources</li> <li>- Describe the work of notable artists</li> <li>- Creates patterns</li> <li>- Uses lines of different thickness</li> <li>- Understand various materials can be combined to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>- Creates representations of events, people, and objects.</li> <li>- Use colour to represent feelings</li> <li>- Use come ideas for artists to create own piece</li> </ul>
	Printing	<ul style="list-style-type: none"> <li>- Printing using a variety of large objects</li> <li>- Explores and recreated textures and patterns with range of large materials.</li> <li>- Relief printing – string card etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the work of notable artists</li> <li>- Creates patterns</li> <li>- Understand various materials can be combined to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>- Replicating techniques used by notable artists and designers</li> <li>- Creates representations of events, people, and objects.</li> </ul>
	Cutting	<ul style="list-style-type: none"> <li>- Usually holds scissors correctly</li> <li>- Cuts up and along in a linear fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Cut a range of materials</li> <li>- Cut along patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Cut circular shapes</li> <li>- Use come ideas for artists to create own piece</li> </ul>
	Joining / Collage	<ul style="list-style-type: none"> <li>- PVA using glue spreaders</li> <li>- Folding card / paper</li> <li>- Using sticky tapes</li> <li>- Use wood work tools to combine two objects</li> <li>- Hole punch double</li> <li>- Sticky tack</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the work of notable artists</li> <li>- Use dexterity to combine materials with elastic bands and large paper clips</li> <li>- Stitching – hole punch and lace/wool/string</li> <li>- Treasury tags</li> <li>- Complex folding and tearing</li> <li>- Creates patterns</li> <li>- Understand various materials can be combined to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>- Replicating techniques used by notable artists and designers</li> <li>- Stitching – large blunt ended darning needle and embroidery thread</li> <li>- Glue gun</li> <li>- Split pins and small paperclips</li> <li>- Select the most appropriate tool to shape assemble and join.</li> <li>- Creates representations of events, people, and objects.</li> </ul>
Role play / small world	Communication and language/ speaking and listening	<ul style="list-style-type: none"> <li>- Introduces new storyline/narrative into their play</li> <li>- Use talk in pretending that objects stand for something else (eg 'This box is my castle')</li> <li>- Take on role in familiar home role play (mum, dad, baby etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Stick to main theme or intention</li> <li>- Use past, present and future tense form accurately</li> <li>- Start to use complex sentences (and, because)</li> <li>- new/exciting objects to talk about with peers</li> <li>- Explore fantasy world play</li> </ul>	<ul style="list-style-type: none"> <li>- Take on a role that involves imagination (eg. Role that does not link to direct experiences)</li> <li>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time.</li> </ul>

			<ul style="list-style-type: none"> <li>- Use language to plan and create a role / setting</li> </ul>	<ul style="list-style-type: none"> <li>- Describing and explaining the structure and scenario set.</li> <li>- Articulation of thought process and plans.</li> <li>- Asking questions and recognising they can be answered in different ways.</li> </ul>
	PSED skills	<ul style="list-style-type: none"> <li>- Care for equipment</li> <li>- Develop negotiation skills</li> <li>- Include others in play, sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Include feelings/emotions in play</li> <li>- Play collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>- Resolve disagreements and create a story collaboratively.</li> <li>- Work and play safely at all times.</li> </ul>
	Cognitive skills	<ul style="list-style-type: none"> <li>- Develop mathematical concepts in meaningful context (counting &amp; sequencing/time)</li> <li>- Project themselves into feelings, actions of others (links to own interests e.g. character from TV).</li> <li>- Develop 1-1 correspondence.</li> <li>- Place furniture in the correct rooms of the house</li> <li>- Start to introduce story line into role-play.</li> <li>- Show initiative when developing ideas</li> <li>- Develop mark making creating pictures and initial sounds.</li> <li>- Re-enact special occasions.</li> <li>- Use basic technology</li> </ul>	<ul style="list-style-type: none"> <li>- Develop literacy skills in meaningful context (see Literacy skills)</li> <li>- Take on a role in imaginative play (Fantasy – fairys, wizards etc.)</li> <li>- Solving problems.</li> <li>- Create props and resources.</li> <li>- Use one object to represent another.</li> <li>- Develop positional language</li> <li>- Create props and resources</li> <li>- Develop coordination when setting the table, pouring from teapots</li> <li>- Develop an awareness of how to care for animals through play.</li> <li>- Develop mark making creating lists, stories, pricelists</li> <li>- Using the clock to tell the time.</li> <li>- Program technology using forwards and backwards directions</li> <li>- Explore world maps and globes.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Knows information can be retrieved from books and computers</li> <li>- Performing simple tests</li> <li>- Develop coordination when dressing, dressing dolls, fastening buttons.</li> <li>- Develop mathematical concepts in meaningful context (measure, money )</li> <li>- Know about different occupations and the roles they involve</li> <li>- Know some vehicles are connected to certain scenes.</li> <li>- Improvise with materials</li> <li>- Use imagination to build a scene</li> <li>- Name and identify some countries and places.</li> <li>- Design purposefully and create based on design</li> <li>- Program technology using a range of directions and positions.</li> <li>- Discuss why something does not work</li> <li>- Develops an understanding of growth and decay</li> </ul>

Sand	Sandiness of sand	<ul style="list-style-type: none"> <li>- Discuss the effects and properties of wet and dry sand.</li> </ul>		
	Mould and Manipulate	<ul style="list-style-type: none"> <li>- Large spades</li> <li>- Making shapes in a confined space</li> <li>- Large buckets</li> <li>- Develop independence when putting on apron.</li> <li>- Build more defined shapes (eg castle/house using hands and large spades to shape.)</li> </ul>	<ul style="list-style-type: none"> <li>- Small spades</li> <li>- Table spoons</li> <li>- Fine 1 handed sieve</li> <li>- Scoops</li> <li>- Cups</li> <li>- Small moulds</li> <li>- Making imprints</li> </ul>	<ul style="list-style-type: none"> <li>- Tea spoon</li> <li>- Lolly sticks</li> <li>- Things the children have made</li> <li>- Fingers</li> <li>- Know to add water to dry sand to aid moulding.</li> </ul>
	Dig / Pour / Fill	<ul style="list-style-type: none"> <li>- Large spades</li> <li>- Large buckets</li> <li>- Add other materials to their build (eg, card, sequins, buttons, water for moat etc) for purpose</li> <li>- Large jugs</li> </ul>	<ul style="list-style-type: none"> <li>- Small jugs</li> <li>- Small buckets</li> <li>- Large moulds</li> <li>- Small moulds</li> </ul>	<ul style="list-style-type: none"> <li>- Predict which container will hold more.</li> <li>- Develop manipulative skills (filling buckets, turning them over and making sand castles independently)</li> </ul>
	Cognitive skills	<ul style="list-style-type: none"> <li>- Talk about shapes and sizes.</li> <li>- Develop vocabulary (flow, through)</li> <li>- Develop early concept of forces and energy</li> <li>- Develop early concepts of time</li> <li>- Talk about their experience of sand play.</li> <li>- Develop 1-1 correspondence</li> <li>- Discuss the best size spade to fill the bucket</li> <li>- Explore and represent familiar objects in 3D form</li> <li>- Develop observational skills</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising and naming shapes.</li> <li>- Take part in small world role play</li> <li>- Develop capacity vocabulary (full / empty)</li> <li>- Observe patterns made</li> <li>- Recognise that damp sand holds impressions.</li> <li>- Discuss what they are making (likes and dislikes)</li> <li>- Develop descriptive language (wet, cold etc)</li> <li>- Accurately count objects and sand shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the size of spoons and scoops using language big and small / bigger and smaller.</li> <li>- Discuss why it does work / does not work</li> <li>- Use comparative language heavy / light</li> <li>- Design and create environments for their stories.</li> <li>- Retell a story in sequence</li> <li>- Count objects and shapes and add one more / one less</li> </ul>
	PSED skills	<ul style="list-style-type: none"> <li>- Develop social skills (taking turns)</li> <li>- Follow instructions (Can you fill 3 buckets?)</li> <li>- Recognise and name parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>- Take turns and work cooperatively</li> <li>- Follow 2 step instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Taking others ideas into account.</li> <li>- Manage feelings and behaviours</li> </ul>

Water	Transporting/ pouring	<ul style="list-style-type: none"> <li>- Pour with more accuracy and purpose and less spillage occurs</li> <li>- Pouring from large jugs and syringes</li> </ul>	<ul style="list-style-type: none"> <li>- Create a device to transport water from one place to another without being carried by child (eg, linking together piping so water can flow to new destination)</li> <li>- Pouring from small jugs and syringes</li> </ul>	<ul style="list-style-type: none"> <li>- Pour water with accuracy, to and from a range of containers (including water from a large container into a smaller container)</li> <li>- Using pipettes and fine motor skills to transport water.</li> </ul>
	Properties of water	<ul style="list-style-type: none"> <li>- Emerging skills of comparing absorbency</li> <li>- Experience different water pressures.</li> <li>- Explore ice and the properties of melting</li> <li>- Explore absorbency</li> </ul>	<ul style="list-style-type: none"> <li>- Develop basic capacity vocabulary</li> <li>- Explore temperature of water – to create steam / vapour</li> <li>- Discover some objects float</li> <li>- Explore ice and develop some appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Create and develop understanding of the different properties of water e.g. surface tension.</li> <li>- Discover not all heavy objects sink</li> <li>-</li> </ul>
	Cognitive skills	<ul style="list-style-type: none"> <li>- Talk about their experiences e.g. bath, beach, swimming</li> <li>- Respond to simple instructions</li> <li>-</li> <li>- Follow rules – developing into discussing the need for rules.</li> <li>- Describe the weather</li> <li>- Develop 1-1 correspondence</li> </ul>	<ul style="list-style-type: none"> <li>- Use imagination</li> <li>- Take on role in play</li> <li>- Develop fine motor skills to facilitate prewriting.</li> <li>- Writing lists of tools needed.</li> <li>- Writing instructions for others</li> <li>- Discuss size of containers</li> <li>- Compare the size of containers</li> <li>- Estimate whether the filled container will fit in a new container.</li> <li>- How many small containers fill a large container.</li> </ul>	<ul style="list-style-type: none"> <li>- Add a story line to play.</li> <li>- Make predictions and test ideas</li> <li>- Gathering and recording data</li> <li>- Predict which will hold the most / least.</li> <li>- Recognise different shapes can have the same volume.</li> <li>- Recognise fractions</li> <li>- Using standard measurements on jugs etc.</li> <li>- Count and add one more / one less</li> </ul>
	PSED skills	<ul style="list-style-type: none"> <li>- Develop social skills (taking turns)</li> <li>- Follow instructions (Can you fill 3 buckets?)</li> <li>- Recognise and name parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>- Take turns and work cooperatively</li> <li>- Follow 2 step instructions</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Taking others ideas into account.</li> <li>- Manage feelings and behaviours</li> <li>- Collaborate as a small group</li> </ul>
Malleable	Dough / Materials	<ul style="list-style-type: none"> <li>- Soft Dough</li> <li>- Herbed dough</li> <li>- Jelly Dough</li> <li>- Ice</li> </ul>	<ul style="list-style-type: none"> <li>- Marshmallow dough</li> <li>- Tree bark dough</li> <li>- Playdough</li> <li>- Salt Dough</li> <li>- Porridge Dough</li> <li>- Sand Mouse</li> <li>- Bread Dough</li> </ul>	<ul style="list-style-type: none"> <li>- Putty – variety of types</li> <li>- Rubbery dough</li> <li>- Water beads</li> <li>- Clay</li> </ul>

	Physical Development	<ul style="list-style-type: none"> <li>- Use tools to cut dough, mostly in linear fashion</li> <li>- Develop rolling skills</li> <li>- Using play dough cutters appropriately</li> <li>- Making specific shapes</li> <li>- Use tools to add texture – textured rollers)</li> </ul>	<ul style="list-style-type: none"> <li>- Use fingers and thumb to make smaller, complex shapes (spikes, horns)</li> <li>- Manipulate thicker dough</li> <li>- Using tweezers with palm grip</li> <li>- Using scissors along a line</li> </ul>	<ul style="list-style-type: none"> <li>- Use tools to make small and complex shapes</li> <li>- Using tweezers with fingers</li> <li>- Using scissors along a pattern</li> <li>- Show good control and coordination in small movements</li> <li>-</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>- Taking turns</li> <li>- Compare with peers</li> <li>- Relating to previous experience</li> <li>- Demonstrate perseverance when problems arise</li> </ul>	<ul style="list-style-type: none"> <li>- Playing cooperatively</li> <li>- Sharing ideas</li> <li>- Take into account others ideas when organising an activity</li> <li>- Share by approximate size</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiation</li> <li>- Reasoning</li> <li>- Sharing using scales</li> <li>-</li> </ul>
	Cognitive skills	<ul style="list-style-type: none"> <li>- Using materials to problem solve</li> <li>- Developing imagination and fantasy (make cakes, buns)</li> <li>- Collaboration</li> <li>- Develop representational skills</li> <li>- Represent and name 2D shapes</li> <li>- 1-1 correspondence</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing the resources needed</li> <li>- Discussing plans for creations</li> <li>- Develop language about length (comparison)</li> <li>- Emerging prediction skills</li> <li>- Use materials to add texture</li> <li>- Use material to add details</li> <li>- Add a story line to developments</li> <li>- Develop descriptive language</li> <li>- Write lists, captions and instructions</li> <li>- Represent and name 3D shapes</li> <li>- Compare size and weight</li> <li>- Count irregular arrangements of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Join clay using water</li> <li>- Replicate techniques used by notable artists</li> <li>- Create a planned model</li> <li>- Create a detailed model using plan</li> <li>- Reflex on skills and tools used</li> <li>- Explore fractions</li> <li>- Experiment to create different textures</li> <li>- Count irregular arrangements of objects and give the number that is one more or one less.</li> </ul>
Construction area	Building	<ul style="list-style-type: none"> <li>- Using blocks and small parts to create with a purpose in mind</li> <li>- Use duplo to make a tower</li> </ul>	<ul style="list-style-type: none"> <li>- Use Mobilo to create with a purpose in mind</li> <li>- Add detail to models</li> <li>- Good control and coordination in small movements</li> </ul>	<ul style="list-style-type: none"> <li>- Add moving parts to models</li> <li>- Combine construction when needed</li> <li>- Change or adapt model to serve its purpose</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>- Sharing</li> <li>- repeating or new vocabulary</li> <li>- take into account others ideas</li> <li>- welcomes praise</li> </ul>	<ul style="list-style-type: none"> <li>- Taking turns and working cooperatively Add to models to make them better</li> <li>- be aware of others feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Resolving conflict with others</li> <li>- Talk about what they are making - like and dislike</li> </ul>

		<ul style="list-style-type: none"> <li>- Be proud of models</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the models they make to their peers or familiar adult</li> <li>- Encourages peers to join in</li> </ul>	
	Cognitive skills	<ul style="list-style-type: none"> <li>- Add a storyline to their play</li> <li>- Investigate what happens to an object when you manipulate it.</li> <li>- Explore how weight and shape effects movement and motion.</li> <li>- 1-1 correspondence</li> <li>- Develop fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate how weight and shape can effect movement and motion to achieve a desired outcome.</li> <li>- Counting on</li> <li>- Writing signs and captions</li> <li>- Labelling designs</li> <li>- Handling tools and equipment effectively</li> <li>- Design and create structures</li> <li>- Developing positional language</li> <li>- Collecting information through observations</li> <li>- Writing instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Experience scale</li> <li>- Explore fractions</li> <li>- Measure time</li> <li>- Counting 1 more or 1 less</li> <li>- Discuss why something works / does not work</li> <li>- Describe and explain the scenario set</li> <li>- Articulation of thought process and plans</li> <li>- Writing a model recount</li> </ul>
Large Physical		<ul style="list-style-type: none"> <li>- Can stand momentarily on one foot when shown</li> <li>- Can catch a large ball</li> <li>- Draw lines and circle using tools (Paint brushes, chalk, sticks)</li> <li>- Taking turns</li> <li>- Avoiding obstacles</li> <li>- Changing direction</li> <li>- Jumping</li> <li>- Following instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing to a target</li> <li>- Rolling a ball</li> <li>- Balancing a bean bag/ball</li> <li>- Travelling over obstacles</li> <li>- Hopping</li> <li>- Balancing</li> <li>- Moving equipment safely</li> <li>- Landing safely</li> <li>- Changing speed</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing a ball to a partner</li> <li>- Catching</li> <li>- Balancing over obstacles</li> <li>- Dancing to a beat</li> <li>- Negotiate space showing consideration of others</li> <li>- making up a game/rules</li> <li>- bouncing a ball</li> <li>- skipping with a rope</li> </ul>