



South Gosforth First School
Common Play Behaviours - Progression of Skills
Nursery



<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Literacy</u>	Attention	• Fleeting attention (0 - 1 years) • Rigid attention (1 - 2 years)	• Single channelled attention (2 - 3 years)	• Focusing attention (3 - 4 years)
	Dexterity	• Shoulder pivot • Movement through the whole arm to mark make • Gross motor movements	• Elbow pivot • Movement through forearm to mark make • Gross motor movements developing fine motor movements	• Wrist pivot • Fine motor movements
	Pencil Grip	• Palmer supinate grip (1 - 2 years)	• Digital pronate grip (2 - 3 years)	• Splayed finger grip (3 - 4 years)
	Making representative marks	• Meaning attached to marks made • Some identifiable shapes • Large scale marks • Mostly clockwise movements and vertical marks	• Attempts to make recognisable figures, objects and letters with some features identifiable • Medium scale marks • Some anti-clockwise movements	• Recognisable figures, objects and letters • Smaller and more controlled marks
	Writing	• Phonics Aspect 1 - Environmental sounds • Phonics Aspect 2 - Instrumental sounds • Phonics Aspect 3 - Body percussion	• Phonics Aspect 4 - Rhyme • Phonics Aspect 5 - Alliteration • Phonics Aspect 6 - Voice Sounds • Fine circular, vertical and horizontal movements	• Hearing initial sounds • Letter formation • Hearing sounds in Phase 2 cvc words (oral blending and segmenting - Phonics Aspect 7)



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		Gross circular, vertical and horizontal moves	Name writing	- Writing/building Phase 2 cvc words - Rhyming words
	Reading	- Enjoyment and excitement of reading - Choosing and returning to favourite books - Anticipation - Objects of reference	- Knowledge that print carries meaning - Vocabulary development - Early book structure - Looking and tracking - Matching pictures to objects/place	- Reading for independence and pleasure - choosing to read - Retelling stories - Joining in with repeated phrases
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<u>Creative</u>	Painting	- See emerging dexterity and pencil grip - Painting using hands and fingers - Painting on flat surfaces - Painting using one block colour - Meaning attached to marks made	- See developing dexterity and pencil grip - Painting using large handled chunky paintbrushes - Paint over textures - Painting using a variety of colours - Marks made can be identified	- See exceeding dexterity and pencil grip - Marks made are obvious and planned - Paints 3D objects - Can paint outlines of pattern/shapes and fill in with a different colour - Experiment with mixing colours
	Printing	- Printing using hands - Making rubbings to show a range of textures and patterns - Explore printing with a range of objects	- Printing with fingers - Creates patterns and pictures by printing from objects using more than one colour - Creates simple pictures by printing objects - Takes prints from objects	- Printing using a variety of large objects - Explores and recreates textures and patterns with a range of large materials - Relief printing - string card etc.



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		• Prints onto a range of textures • Prints with block colours		
	Cutting	• Pulling • Tearing	• Begin to hold scissors correctly • Makes random snips in the paper	• Usually holds scissors correctly • Cuts up and along in a linear fashion • Cut a range of materials
	Joining/Collage	• Glue sticks • PVA using fingers • Combining materials with flat surfaces	• PVA using brushes • Using basic tools - stapler, single hole punch • Use wood work tools safely	• PVA using glue spreaders • Folding card/paper • Using sticky tapes • Use wood work tools to combine two objects • Double hole punch • Sticky tac
<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Role Play/ Small World</u>	Communication and Language/ Speaking and Listening	• Label items and objects using key words	• Sporadic storylines, often linked to real life • Use simple sentences (no conjunctions yet) • Use new words they have learnt	• Introduce new storyline/narrative into their play • Use talk in pretending that objects stand for something else (e.g. 'This box is my castle') • Take on role in familiar domestic role play (mum, dad, baby etc)



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	PSED Skills	• Develop curiosity • Develop relationships • May play alongside peers, but often engrossed in their own story/play	• Tidy up • Make choices and decisions • Start to include others in play, but will stick to own ideas/stories • Play independently and access the resources needed	• Care for equipment • Develop negotiation skills • Include others in play, sharing ideas • Include feelings/emotions in play
	Cognitive Skills	• Imitate basic home role play • Engage in familiar domestic role play • Transport blocks • Develop fine motor control using blocks • Experience cause and effect • Early building - stacking horizontal and vertical blocks	• Develop interest in cooking from role playing in the home corner • Make believe play • Develop emerging mathematical concepts in meaningful context (sequencing/time) • Develop fine motor control using whisks, keyboards and phones • Explore cause and effect with purpose • Bridging - using 2 blocks to support a third • Enclosing - using a bridge to create an enclosed space • Make comparisons • Record using marks they can interpret and explain • Name the animals	• Develop mathematical concepts in meaningful contexts (counting and sequencing/time) • Project themselves into feelings, actions of others (links to own interests e.g. character from TV) • Develop 1:1 correspondence • Place furniture in the correct rooms of the house • Start to introduce storyline into role-play • Show initiative when developing ideas • Develop mark making creating pictures and initial sounds • Re-enact special occasions • Use basic technology



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<u>Sand</u>	Sandiness of Sand	• Explore both wet sand and dry sand	• Explore the effects of adding water to sand	• Discuss the effects and properties of wet and dry sand
	Mould and Manipulate	• Hands	• Large moulds • Buckets • Large/two handed sieves • Build/mould simple shapes using hands (e.g. mountain/hill) • Enclose/bury	• Large spades • Making shapes in a confined space • Cups • Develop independence when putting on an apron • Build more defined shapes (e.g. castle/house using hands and tools)
	Dig/Pour/Fill	• Scoop up sand with hands to build mound or transport into container (e.g. bucket)	• Select tools (e.g. spade) to scoop up sand to build mound or transport into container (e.g. bucket) • Large buckets • Select tools/hands to add patterns/interesting shapes to their build (e.g. doors/windows)	• Large spades • Add other materials to their build (e.g. card, sequins, buttons, water for moat etc.) for purpose • Large jugs
	Cognitive Skills	• Experience the therapeutic nature of playing with sand • Explore features of the natural world through sand and water enhancements • Identify equipment	• Develop fine motor skills to facilitate pre-writing • Name objects • Link sand play to nursery rhymes	• Talk about shapes and sizes • Develop vocabulary (flow, through) • Develop early concept of forces and energy



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		• Develop early concept of size • Explore shape and form • Explore sand and nursery rhymes e.g. whilst being modelled	• Recognise features of the natural world through sand and enhancements • Match the shape to the mould • Match colours	• Develop early concepts of time • Talk about their experience of sand play • Develop 1:1 correspondence • Discuss the best size spade to fill the bucket • Explore and represent familiar objects in 3D form • Develop observational skills
	PSED Skills	• Develop social skills (playing alongside) • Share sand and space	• Develop social skills (sharing) • Follow direction and instruction	• Develop social skills (taking turns) • Follow instructions (e.g. Can you fill three buckets?) • Recognise and name parts of the body
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<u>Water</u>	Transporting/ Pouring	• Transport water from one container to another by tipping/pouring • Containers are close together and some water will be spilled whilst pouring	• Transport water from one area to another by carrying it in a container	• Pour with more accuracy and purpose and less spillage occurs • Using and pouring from large jugs



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	Properties of Water	• Experience the properties of water • Experience the therapeutic nature of playing with warm water • Explore and use a range of objects in the water • Explore the properties of ice	• Develop the therapeutic nature of playing with warm water • Explore different properties of water • Develop descriptive language • Observe how different objects behave in the water	• Emerging skills of comparing absorbency • Experience different water pressures • Explore ice and the properties of melting • Explore absorbency
	Cognitive Skills	• Experience vocabulary • Explore different sized objects • Explore a variety of objects • Explore different quantities, colours and textures	• Name toys and tools • Develop vocabulary associated with the weather • Recognise the need for appropriate clothing and equipment	• Talk about their experiences e.g. bath, beach, swimming • Respond to simple instructions • Follow rules - developing into discussing the need for rules • Describe the weather • Develop 1:1 correspondence
	PSED Skills	• Share space and water • Build relationships	• Share equipment and space • Indicating emotions and feelings	• Take turns taking into account the feelings of others
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<u>Malleable</u>	Dough/ Materials	• Shaving foam • Custard • Cous Cous • Porridge • Beans	• Editable finger paints • Snow • Soap flakes • Tapioca • Marshmallow slime	• Soft dough • Herbed dough • Jelly dough • Ice



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		• Mud	• Jelly	
	Physical Development	• Use palm of hand to mostly flatten and roll dough	• Use palm of hand and fingers to make medium sized shapes • Use tools to make patterns by pressing into dough	• Use tools to cut dough, mostly in linear fashion • Develop rolling skills • Using play dough cutters appropriately • Making specific shapes • Use tools to add texture - textured rollers
	Cognitive Skills	• Experiencing texture • Experiencing cause and effect • Develop sensory experiences	• Experiencing texture • Developing imagination and fantasy • Applying knowledge of cause and effect • Identify colours • Develop observation skills • Develop early concepts of heavy and light	• Using materials to problem solve • Developing imagination and fantasy (make cakes, buns) • Collaboration • Develop representational skills • Represent and name 2D shapes • Develop 1: 1 correspondence
	PSED Skills	• Building relationships • Expressing a preference • Relieve frustrations	• Sharing • Repeating new vocabulary • Indicating emotion of feelings	• Taking turns • Compare with peers • Relating to previous experience • Demonstrate perseverance when problems arise



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<u>Construction</u>	Building	• Transport blocks • Develop fine motor control using blocks • Experience cause and effect • Early building - stacking horizontal and vertical blocks	• Bridging - using two blocks to support a third • Enclosing - using a bridge to create an enclosed space • Using blocks to build with a purpose in mind • Using blocks to balance their structure	• Using blocks and small parts to create with a purpose in mind • Use Duplo to make a tower
	Cognitive Skills	• Explore models and blocks • Explore cause and effect when building towers • Explore what happens to an object when you manipulate it • Explore stability • Developing spatial awareness	• Add characters to their play • Use Duplo to create with a purpose in mind • Add a simple story line to their play with support • Explore trajectory • Sorting items by size • Sorting items by colour • Develop gross motor skills • Develop emerging mathematical concepts in meaningful context (sequencing/time) - sequencing events	• Add a storyline to their play • Investigate what happens to an object when you manipulate it • Explore how weight and shape effects movement and motion • 1:1 correspondence • Develop fine motor skills • Problem Solving - is this brick the right length?
	PSED Skills	• Play alongside peers • Accept help when help is offered • Choose to engage in an activity	• Build relationships • Make choices • Will ask an adult for help • Joins in with others play	• Sharing • Repeating or using new vocabulary • Take into account others ideas



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				• Welcomes praise • Be proud of models
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<u>Large Physical</u>	Physical Development/ Cognitive Skills	• Move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet	• Walks downstairs, two feet to each step while carrying a small object • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Draws lines and circles using gross motor movements in the air	• Can stand momentarily on one foot when shown • Can catch a large ball • Draw lines and circles using tools (paint brushes, chalk, sticks) • Taking turns • Avoiding obstacles • Changing direction • Jumping • Following instructions