



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



<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Literacy</u>	Attention	Focusing attention (3 - 4 years)	Two-channelled attention (4 - 5 years)	Integrated attention (5 - 6 years)
	Dexterity	- Wrist pivot - Fine motor movements	- Dip and pip joint movements - Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers)	Intricate fine motor movements
	Pencil Grip	Splayed finger grip (3 - 4 years)	Static tripod grip (4 - 6 years)	Dynamic tripod grip (6 - 7 years)
	Writing	- Hear initial sounds - Letter formation - Hear sounds in Phase 2 CVC words (oral blending and segmenting) - Write/build Phase 2 words - Rhyming words - Recognisable figures, objects and letters - Smaller and more controlled marks	- Tricky words - Writing/building Phase 2 CVC words - Letter formation - Build a sentence - Story scribing - Sequence a story - Retell a story - Write a list - Write instructions	- Hear sounds in Phase 3 words - Build Phase 3 words - Break flow of speech into words - Use full stops and finger paces - Write a story - Write a recount - Letter writing - Describing words
	Reading	- Read for independence and pleasure - Retell stories	- Read using Phonics - Retell stories - Predict stories	Comprehension in reading e.g. answer complex



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		Join in with repeated phrases	- Read CVC, CCVC, CVCC words - Read tricky words	questions at the end of the story - Read sentences - Read with fluency - Begin to sight read HFW - Know information can be retrieved from books and computers
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<u>Creative</u>	Painting	- See Emerging Dexterity and Pencil Grip - Marks made are obvious and planned - Paint 3D objects - Experiment with mixing colours - Describe their work giving meaning to the marks they have made	- Paint outlines of pattern/shapes and fill in with a different colour - Explore tones - Select the correct resources - Describe the work of notable artists - Create patterns - Use lines of different thickness - Understand various materials can be combined to create new effects	- Replicate techniques used by notable artists and designers - Create representations of events, people and objects - Use colour to represent feelings
	Printing	- Print using a variety of objects - Explore and recreate textures and patterns with a large range of materials - Relief printing - string, card etc	- Describe the work of notable artists - Create patterns - Understand various materials can be combined to create new effects	- Replicate techniques used by notable artists and designers - Create representations of events, people and objects



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	Cutting	- Usually holds scissors correctly - Cut up and along in a linear fashion	- Cut a range of materials - Cut along patterns	Cut circular shapes
	Joining/Collage	- PVA glue using spreaders - Fold card/paper - Use masking tape - Use wood work tools to combine two objects - Double hole punch - Blue tack	- Use dexterity to combine materials with elastic bands and large paper clips - Threading/Stitching - hole punch and laces/wool/string - Treasury tags - Use Sellotape - Complex folding and tearing - Create patterns - Understand various materials can be combined to create new effects	- Replicate techniques used by notable artists and designers - Stitching - large blunt ended darning needle and embroidery thread - Split pins and small paperclips - Use different tapes e.g. parcel tape, double sided tape - Select the most appropriate tool to shape, assemble and join
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<u>Role Play/ Small World</u>	Communication and Language/ Speaking and Listening	- Introduce new story/narrative into their play - Use talk in pretending that objects stand for something else (e.g. This box is my castle) - Take on roles in familiar role play (mum, dad, baby etc.)	- Stick to the main theme or intention - Use past, present and future tense accurately - Start to use complex sentences (and, because) - Investigate new and exciting objects to talk about with peers	- Take on a role that involved imagination (e.g. a role that does not link to direct experiences) - Use words and phrases such as: <i>a long time ago, recently, yesterday, when my parents/grandparents were little when I was little</i>



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			• Explore fantasy world play • Use language to plan and create a role/setting	to describe the passing of time • Describe and explain a scenario • Articulate thought processes and plans • Ask questions and recognise they can be answered in different ways
	PSED Skills	• Care for equipment • Develop negotiation skills • Include others in play, sharing ideas	• Include feelings/emotions in play • Play collaboratively	• Resolve disagreements • Create a story collaboratively • Work and play safely at all times
	Cognitive Skills	• Develop mathematical concepts in meaningful contexts (counting, sequencing, time) • Project themselves into feelings, actions of others (link to own interests e.g. character from TV) • Develop 1:1 correspondence • Start to introduce storylines into role play • Show initiative when developing ideas	• Develop Literacy skills in meaningful contexts (see Literacy skills) • Take on a role in imaginative play (e.g. fantasy - fairies, wizards etc.) • Solve problems • Create props and resources • Use one object to represent another • Develop positional language • Develop an awareness of how to care for animals through play	• Know information can be retrieved from books and computers • Perform simple tests • Develop co-ordination when dressing, dressing dolls, fastening buttons • Develop mathematical concepts in meaningful context (e.g. measure, money) • Know about different occupations and the roles they involve



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		• Develop. Mark making creating pictures and initial sounds • Re-enact special occasions • Use basic technology	• Develop mark making through creating lists, stories, notes etc. • Use the clock to tell the time • Program technology using forwards and backwards directions • Explore world maps and globes	• Improvise with materials • Name and identify some countries and places • Design purposefully and create based on design • Program technology using a range of directions and positions • Discuss why something does not work • Develop an understanding of growth and decay
<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Sand</u>	Sandiness of Sand	• Discuss the effects and properties of dry and wet sand		
	Mould and Manipulate	• Large spades • Making shapes in a confined space • Large buckets • Develop independence when putting on an apron • Build more defined shapes (e.g. castle/house using hands and large spades to shape)	• Small spades • Table spoons • Fine 1 handed sieve • Scoops • Cups • Small moulds • Making imprints	• Tea spoon • Lolly sticks • Fingers • Know to add water to dry sand to aid moulding
	Dig/Pour/Fill	• Large spades • Large buckets	• Small jugs • Small buckets	• Predict which container will hold more



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		• Add other materials for purpose to their build (e.g. card, sequins, buttons, water for moat etc.) • Large jugs	• Large moulds • Small moulds	• Develop manipulative skills (filling buckets, turning them over and making sand castles independently)
	Cognitive Skills	• Talk about shapes and sizes • Develop vocabulary • Develop early concept of forces and energy • Develop early concept 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	• Recognise and name shapes • Take part in small world role play • Develop capacity vocabulary (full/empty) • Observe patterns made • Recognise that damp sand holds impressions • Discuss what they are making (likes/dislikes) • Develop descriptive vocabulary (wet, cold etc.) • Accurately count objects and sand shapes	• Compare the size of spoons and scoops using language (big and small/bigger and smaller) • Discuss why it does/does not work • Use comparative language (heavy/light) • Design and create environments for their stories • Retell a story in sequence • Count objects and shapes and add one more/one less
	PSED Skills	• Develop social skills (taking turns) • Follow instructions (e.g. Can you fill 3 buckets?) • Recognise and name the parts of the body	• Take turns and work cooperatively • Follow 2 step instructions	• Take the ideas of others into account • Manage feelings and behaviours



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<u>Water</u>	Transporting/ Pouring	• Pour with more accuracy and purpose and less spillage • Pour from large jugs and syringes	• Create a device to transport water from one place to another without being carried by a child (e.g. linking together piping so that water can flow to a new destination) • Pour from small jugs and syringes	• Pour water with accuracy to and from a range of containers (including water from a large container into a smaller container) • Use pipettes and fine motor skills to transport water
	Properties of Water	• Emerging skills of comparing absorbency • Experience different water pressures • Explore ice and the properties of melting	• Develop basic capacity vocabulary • Explore temperature of water in order to create steam/vapour • Discover some objects float • Explore ice and develop appropriate vocabulary	• Create and develop an understanding of the different properties of water (e.g. surface tension) • Discover that not all heavy objects sink
	Cognitive Skills	• 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	• Use imagination • Take on role in play • Develop fine motor skills to facilitate pre-writing • Write lists of tools needed • Write instructions for others • Discuss the size of containers • Compare the size of containers	• Add a storyline to play • Make predictions and test ideas • Gather and record data • Predict which will hold the most/least • Recognise different shapes can have the same volume • Recognise fractions



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			- Estimate whether the filled container will fit in a new container - How many small containers fill a large container?	- Use standard measurements on jugs etc. - Count and add one more/one less
	PSED Skills	- Develop social skills (taking turns) - Follow instructions (e.g. Can you fill 3 buckets?) - Recognise and name the parts of the body	- Take turns and work collaboratively - Follow 2 step instructions	- Take the ideas of others into account - Manage feelings and behaviours - Collaborate as a small group
<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Malleable</u>	Dough/ Materials	- Soft Dough - Scented Dough - Jelly Dough - Ice	- Playdough - Salt Dough - Porridge Dough - Moon Sand - Bread Dough	- Putty - variety of types - Rubbery Dough - Water Beads - Clay
	Physical Development	- Use tools to cut dough - mostly in a linear fashion - Develop rolling skills - Use play dough cutters appropriately - Make specific shapes - Use tools to add texture (e.g. textured rollers)	- Use fingers and thumb to make smaller, complex shapes (e.g. spikes, horns etc.) - Manipulate thicker dough - Use tweezers with palm grip - Use scissors along a line	- Use tools to make small and complex shapes - Use tweezers with fingers - Use scissors along a pattern - Show good control and coordination in small movements
	Cognitive Skills	Use materials to problem solve	- Choose the resources needed - Discuss plans for creations	- Join clay using water - Replicate techniques used by notable artists



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		• Develop imagination and fantasy (e.g. make cakes, buns etc.) • Develop collaboration skills • Develop representational skills • Represent and name 2D shapes • Develop 1:1 correspondence	• Develop language about length (comparison) • Emerging prediction skills • Use materials to add texture • Use materials to add details • Add a storyline to developments • Write lists, captions and instructions • Represent and name 3D shapes • Compare size and weight • Count irregular arrangements of objects	• Create a planned model • Created a detailed model using a plan • Reflect on skills and tools used • Experiment to create different textures • Count irregular arrangements of objects and give the number that is one more or one less
	PSED Skills	• Taking turns • Compare with peers • Relate to previous experience • Demonstrate perseverance when problems arise	• Play cooperatively • Share ideas • Take into account the ideas of others when organising an activity • Share by approximate size	• Develop skills of negotiation and reasoning • Share using scales
<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
<u>Construction</u>	Building	• Use large wooden blocks (inside) and large plastic blocks (outside) to create with a purpose in mind • Use Duplo to build towers	• Use Mobilo and Lego to create with a purpose in mind • Use Community Play Things blocks to create with a purpose in mind outside • Add details to models	• Use Connector Straws and Magnetix to create with a purpose in mind • Use tubes and connectors to create with a purpose in mind outside • Add moving parts to models



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			• Display good control and coordination in small movements	• Combine construction when needed • Change or adapt a model to serve its purpose
	Cognitive Skills	• 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 • Develop 1:1 correspondence • Develop fine motor skills	• Investigate how weight and shape can affect movement and motion to achieve a desired outcome • Develop counting on skills • Write signs, captions and instructions • Handle tools and equipment effectively • Design and create structures • Develop positional language • Collect information through observations • Label designs	• Experience scale • Explore fractions • Measure time • Count 1 more and 1 less • Discuss why something works/does not work • Articulate thought process and plans • Write a model recount
	PSED Skills	• Sharing • Developing new vocabulary • Take into account the ideas of others • Welcome praise • Be proud of models made	• Take turns and work cooperatively • Add to models to improve them • Be aware of the feelings of others • Talk about the models they make to their peers or a familiar adult • Encourage peers to join in	• Resolve conflict with others • Talk about what they are making - likes and dislikes



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<u>Large Physical</u>	Physical Development/ Cognitive Skills	• Pom-poms and ribbons • Carry buckets of water in outdoor area • Three-wheeled scooter • Balance Bikes • Stand momentarily on one foot when shown • Catch a large ball • Draw lines and circles using tools (e.g. paint brushes, chinks, sticks etc.) • Avoid obstacles • Change direction • Jump	• PE climbing equipment • Throw to a target • Roll a ball • Balance a bean bag/ball • Travel over obstacles • Hop • Balance • Move equipment safely • Land safely • Change speed	• Use of playground equipment (monkey bars and ropes) • Two-wheeled scooter • Throw a ball to a partner • Catch a ball • Balance over obstacles • Dance to a beat • Bounce a ball • Skip with a rope
	PSED Skills	• Take turns • Follow instructions	• Move equipment safely	• Negotiate space showing consideration of others • Make up a game/rules