

Small World

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

Construction

Behaviour	Creates a structure	Spatial awareness	Constructs with a purpose in mind	Resources to facilitate Play
Extended skill	<ul style="list-style-type: none"> •Combines resources to create a structure •Builds more elaborate structures. •Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure •Ensures model is stable •Builds models that replicate those in real life situations using a variety of resources. 	<ul style="list-style-type: none"> •Build a house/model with different rooms or different parts •Uses smaller blocks/ construction tools to create intricate structures 	<ul style="list-style-type: none"> •Change, adapt and modify model to serve a purpose •Combine construction resources to create model •Creates a design before they construct 	Small blocks Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets
Developing Skill	<ul style="list-style-type: none"> •Uses resources to construct buildings •Positions resources both vertically and horizontally 	<ul style="list-style-type: none"> •Connects buildings and structures (e.g.:- Putting a road between buildings). •Select the appropriate sized blocks/construction resources for their chosen purpose. •Select the appropriate sized blocks/construction resources for chosen workspace. •Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls) 	<ul style="list-style-type: none"> •Knows what they want to build when they begin to construct •Plans what they will use 	Lego Mobilo Small blocks Large Blocks Coloured blocks Squared paper
Emerging Skill	<ul style="list-style-type: none"> •Uses resources to build towers. •Builds vertical models 	<ul style="list-style-type: none"> •Constructs in a large space with large blocks •Constructs in a small space with small blocks 	<ul style="list-style-type: none"> •Has an idea about what they will build before they begin •Selects resources they need as they go 	Duplo Stickle bricks Mobilo Small block Large blocks

Role Play

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> •Expresses a range of emotions through role play •Responds to scenarios in role play with empathy 	<ul style="list-style-type: none"> •Plays as different roles. •Uses different voices and expressions •Takes on a range of roles confidently 	<ul style="list-style-type: none"> •Uses story language and story features to create a narrative of their own •Creates shared narratives 	<ul style="list-style-type: none"> •Able to intertwine their own experiences with the experiences of others •Able to use topic related enhancements within their play. 	Material, Scarves and cloaks, Hats, ties, Bags and purses, Jewellery, Writing implements and paper, clipboards, diaries, notebooks, Recipe books, Topic related items eg food from different cultures, gingerbread men, holiday brochures, old fashioned household items.
Developing Skill	<ul style="list-style-type: none"> •Expresses some emotions through role play •Shows an awareness of the feelings of other 'characters' feelings in joint role play 	<ul style="list-style-type: none"> •Dresses in different outfits to become different characters •Uses props to develop their chosen character role •Acts out both familiar and imaginative scenarios 	<ul style="list-style-type: none"> •Uses some story language in their play - familiar lines from stories, familiar story themes •Describes what they are doing in their role play 	<ul style="list-style-type: none"> •Articulates thoughts and feelings through narrative 	Till and coins, Selection of play food, Household objects, Role play outfits, Begin to introduce more open-ended resources, Babies and baby clothes, Technology for working from home – computer, telephone, calculator, iphone.
Emerging Skill	<ul style="list-style-type: none"> •Laughs and smiles in role. •Pretends to cry in role 	<ul style="list-style-type: none"> •Plays in role as themselves in situations that are within their experience •Acts out common scenarios 	<ul style="list-style-type: none"> •Talks about and explains their actions in role play 	<ul style="list-style-type: none"> •Recreates their experiences through a narrative 	Selection of play food, Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc. Babies from different cultures.

Malleable

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

Creative/Junk Modelling

Behaviour	Cutting	Fixing/Joining	Stick/ Collage	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card 	<ul style="list-style-type: none"> • Plans how they will fasten things together • Safely explores different techniques for joining a variety of materials. • Checks that fastening is secure • Selects media to achieve desired effect 	<ul style="list-style-type: none"> • Collages by cutting, tearing and scrunching materials. • Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is 	Scissors, hole punch, cello tape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons Support using glue gun
Developing Skill	<ul style="list-style-type: none"> • Some control over scissors to cut shapes out of paper. • Holds scissors correctly 	<ul style="list-style-type: none"> • Fastens paper and card together with success using an increasing range of methods. 	<ul style="list-style-type: none"> • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures 	Scissors, cello tape, masking 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
Emerging Skill	<ul style="list-style-type: none"> • Begins to hold scissors correctly but may use scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper 	<ul style="list-style-type: none"> • Explores fastening resources together using available resources 	<ul style="list-style-type: none"> • Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card 	Masking tape, PVA glue, Card, Paper, tissue paper, crepe paper, Boxes, tubes, Lollipop sticks, match sticks, pom poms, feathers,

Painting

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

Sand

Behaviour	Dig	Mould	Create	Sieve	Bury/ Enclose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Selects the most appropriate scoop/ spade for digging • Digs with control • Digs for a desired purpose 	<ul style="list-style-type: none"> • Uses a range of containers/ moulds to create intricate sand creations • Uses spades/ scoops/ buckets to make sand into desired shapes 	<ul style="list-style-type: none"> • Plans what they are going to create. • Adapts and modifies plan as they progress. • Uses a range of natural and man made objects to create intricate patterns and designs. • Combines resources for a desired outcome. 	<ul style="list-style-type: none"> • Sieves sand for a desired effect • Sieves sand for a desired purpose • Sieves sand to filter out larger objects 	<ul style="list-style-type: none"> • Buries and covers up resources • Pats sand down to cover up resources • Uses spades/ scoops to bury objects 	Potato mashers, Colander, Kitchen utensils, Different sized containers, funnels, Sieves with small holes/large holes, Shells, Pine cones, Sticks, Stones, Wooden rings, Interesting metal objects,
Developing Skill	<ul style="list-style-type: none"> • Scoops sand up using scoop/ spade/spoon • Moves sand from A to B using a spade • Loses little sand off the spade • Able to dig a hole or space in sand 	<ul style="list-style-type: none"> • Free play with hands - makes shapes, heaps and tunnels • Fills moulds and shapes and turns over to make shape • Recognises that damp sand holds shape 	<ul style="list-style-type: none"> • Knows what they want to create when they begin. • Plans what they will use. • Successfully uses available resources to create patterns and designs. 	<ul style="list-style-type: none"> • Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> • Free play with hands. • Uses sand to cover up objects 	Ice cube moulds, Irregular shaped moulds, Different sized sieves, Buckets and containers, funnels, Short-handled scoops/ spades, Shells, Pine cones, Sticks, Stones, Wooden rings, Interesting objects,
Emerging Skill	<ul style="list-style-type: none"> • Explores moving sand using spade/ scoops • Digs using hands • Makes impressions using hands, fingers, knees, arms 	<ul style="list-style-type: none"> • Sifts sand through fingers. • Explores and observes the way • Covers their hands and fingers in sand Different shaped moulds Buckets 	<ul style="list-style-type: none"> • Explores available resources, placing them in the sand with some attention to arrangement. 	<ul style="list-style-type: none"> • Lifts sand in hands and places back down • Fills containers/ buckets with sand 	<ul style="list-style-type: none"> • Pats down sand to make it smooth 	Spades, Scoops, Long and short handled Sieves, Shells, Pine cones, Sticks, Stones,

Water

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

Mud Kitchen

--	--	--	--	--	--

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

Garden - Gross Motor

Behaviour	Body Movement	Climbing	Balance and Coordination	Resources to facilitate play
-----------	---------------	----------	--------------------------	------------------------------

Extended skill	<ul style="list-style-type: none"> • Walk for longer periods • Jump on 2 feet with control and confidence • Jump and land safely from a height. • Begin to jump with a rope • Can run avoiding obstacles, with greater control, adjust and stop speed • Confidently throw a ball with accuracy to another person • Catch a ball from another person • Can queue in a line being aware of others' space • Experiments and chooses ways to travel on apparatus 	<ul style="list-style-type: none"> • Climb on apparatus with control, confidence and precision • Confidently climbs up steps using alternate feet 	<ul style="list-style-type: none"> • Hop with greater balance and control and stand on one foot for longer periods • Skip with greater balance and coordination • Confidently ride a scooter • Confidently ride a tricycle and bike with or without stabilisers • Hit a ball with a bat with greater accuracy <p>*Children will be able to play by the rules.</p>	Scooters, Bicycles, stabilizers, balance bikes, Helmets, Large boxes, Crates, Tyres, Balance beams, Stilts, Stepping stones, Logs, Climbing equipment, Large building blocks, Bats, Balls, Quoits, Scarves, flags, Streamers, Hoops, Skittles, Parachute, Forest School - Tunnels, Dens, tents, slopes, hills, steps
Developing Skill	<ul style="list-style-type: none"> • Throw a ball with increasing accuracy • Roll a ball with increasing accuracy • Catch a ball with increasing accuracy • Jump across stepping stones • Collaborate with others to manage moving large items eg planks safely • Wave flags or streamers with greater control • Explore different ways to travel using equipment. 	<ul style="list-style-type: none"> • Climb on apparatus with increasing control and confidence • Climb up steps using alternate feet with increasing accuracy. 	<ul style="list-style-type: none"> • Begin to hit a ball with a bat • Ride a scooter or a tricycle with increasing control • Skip with increasing accuracy • Hop with increasing accuracy • Stand on one leg for a longer period 	
Emerging Skill	<ul style="list-style-type: none"> • Move safely in a space at a slow speed • Throw a ball • Roll a ball • Begin to catch a ball • Jump on and off a small step 	<ul style="list-style-type: none"> • Begin to climb up steps or apparatus using alternate feet 	<ul style="list-style-type: none"> • Ride a scooter or a tricycle with some assistance • Make attempts to skip and hop • Begin to stand on one leg 	