



Challenge, Equality & Opportunity

Reception Common Play Behaviours – Skills progression

We consider common play behaviours in areas of our environment and plan resources to get the most out of learning, with reflection on the need to support and challenge. These common play behaviours are considered in terms of levels of development: emerging, developing and secure. Furthermore, our provision has many open-ended resources to enable children to access learning at their own level and based on their own agenda and it is enhanced based on children’s interests. This is a tool to ensure challenge for all learners using Continuous Provision and to add resources through the year. The resources to facilitate the skills are not defined to a particular level of skill but provides ideas of how to layer resources up into Continuous Provision as the children’s skills develop in each area.

Area	Skill	Emerging	Developing	Secure
Literacy	Attention	<ul style="list-style-type: none"> Focusing attention (3-4 years) 	<ul style="list-style-type: none"> Two channelled attention (4-5 years) 	<ul style="list-style-type: none"> Integrated attention (5-6 years)
	Dexterity	<ul style="list-style-type: none"> Wrist pivot Fine motor movement - whole hand clasp. 	<ul style="list-style-type: none"> Dip and pip joint movements Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers) 	<ul style="list-style-type: none"> Intricate fine motor movements
	Pencil grip	<ul style="list-style-type: none"> Splayed finger grip (3-4 years) 	<ul style="list-style-type: none"> Static tripod grip (4-6 years) 	<ul style="list-style-type: none"> Dynamic tripod grip (6-7 years)
	Writing	<ul style="list-style-type: none"> Hearing initial sounds Letter formation – Giving meaning to marks 	<ul style="list-style-type: none"> Tricky words Writing/building phase 2 cvc words 	<ul style="list-style-type: none"> Hear sounds in phase 3 words Build phase 3 words Break flow of speech into words



		<ul style="list-style-type: none"> Hearing sounds in phase 2 cvc words (oral blending and segmenting – Aspect 7) Writing/building phase 2 cvc words - Rhyming words - Recognisable figures, objects and letters Smaller and more controlled marks 	<ul style="list-style-type: none"> Letter formation – Lwandle formation phrases Build a sentence Story scribing Sequence a story Retell a story Write a list Writing instructions 	<ul style="list-style-type: none"> Use full stops and finger spaces Write a story Write a recount Letter writing Describing words R
	Reading	<ul style="list-style-type: none"> Reading for pleasure and enjoyment Retelling stories orally Joining in with repeated phases 	<ul style="list-style-type: none"> Reading using phonics Retelling stories Predicting stories Reading CVC, CCVC, CVCC words. Reading Phase 2 tricky words 	<ul style="list-style-type: none"> Comprehension in reading e.g. answering complex questions at the end of the story. Reading sentences Reading with fluency. Beginning to sight read HFW. Reading Phase 3/4 tricky words Knows information can be retrieved from books and computers
	Additional enhancements: (In addition to continuous provision)	<ul style="list-style-type: none"> Chunky pencils Pencil control patterns Stencils Tracing paper Name cards 	<ul style="list-style-type: none"> Words mats Letter formation grids Labelling 	<ul style="list-style-type: none"> Writing frames Speech bubble templates Letter formation grids Word mats
Area	Skill	Emerging	Developing	Secure
Role Play/ Small World	Communication and Language/ Speaking and Listening	<ul style="list-style-type: none"> Introduces new storyline/narrative into their play Use talk in pretending that objects stand for 	<ul style="list-style-type: none"> Stick to main theme or intention Use past, present and future tense form accurately 	<ul style="list-style-type: none"> Take on a role that involves imagination (eg. Role that does not link to direct experiences)



		<p>something else (eg 'This box is my castle')</p> <ul style="list-style-type: none"> • Take on role in familiar home role play (mum, dad, baby etc) • Laughs and smiles in role. Pretends to cry in role 	<ul style="list-style-type: none"> • Start to use complex sentences (and, because) • Uses some story language in their play - familiar lines from stories, familiar story themes. • Investigate new/exciting objects to talk about with peers • Explore fantasy world play • Use language to plan and create a role / setting 	<ul style="list-style-type: none"> • 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. • Describing and explain a scenario. • Articulate thought process and plans. • Able to intertwine their own experiences with the experiences of others. • Asking questions and recognise that they can be answered in different ways.
	PSED Skills	<ul style="list-style-type: none"> • Take care of the equipment • Develop negotiation skills • Include others in play, sharing ideas 	<ul style="list-style-type: none"> • Include feelings/emotions in play • Play collaboratively with others 	<ul style="list-style-type: none"> • Resolve disagreements in play • Create stories collaboratively • Work and play safely at all times
	Cognitive skills	<ul style="list-style-type: none"> • Develop mathematical concepts in meaningful context – counting, sequencing, awareness of time • Project themselves into feelings, action of others – linked to own interests e.g. tv characters 	<ul style="list-style-type: none"> • Develop Literacy skills in a meaningful context (see Literacy skills) • Takes on a role in imaginative play (e.g. fantasy – fairies, wizards) • Solve problems • Create props and resources • Use one object to represent another 	<ul style="list-style-type: none"> • Know information can be retrieved from books and computers • Develop co-ordination when getting dressed, dressing up, dressing dolls/teddies • Develop mathematical concepts in meaningful contexts e.g. measure, money



		<ul style="list-style-type: none"> • Develop 1-1 correspondence • Place furniture in the correct rooms of the house • Start to introduce story lines into role play • Show initiative when developing ideas • Develop mark making by creating pictures and using initial sounds • Re-enact special/familiar occasions • Use some basic technology 	<ul style="list-style-type: none"> • Develop positional language • Develop co-ordination when setting the role play area e.g. the table – pouring from teapots • Develop an awareness of how to care for animals through play • Develop mark making – making lists, stories, price lists • Use the clock to tell the time • Program technology using forwards and backwards directions • Explore world maps and globes 	<ul style="list-style-type: none"> • Know about different occupations and the roles they involve • Improvise with materials • Use imagination to build a scene • Name and identify some countries and places • Design purposefully and create based on the design • Program technology using a range of directions and positions • Discuss why something does not work • Develop an understanding of growth and decay
	<p>Additional enhancements: (In addition to continuous provision)</p>	<ul style="list-style-type: none"> • Lists – mark making • Cars/vehicles • Figures from stories/ TV/ movies • Fairy-tale characters • Animals 	<ul style="list-style-type: none"> • Labels – writing opportunities • Decodable captions/speech bubbles • Characters from familiar stories • Doll’s house and house furniture • Animals 	<ul style="list-style-type: none"> • Menus, lists • Blank paper – design own posters • Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage
Area	Skill	Emerging	Developing	Secure



Construction	Building	<ul style="list-style-type: none"> • Use large blocks and small blocks to build with a purpose in mind • Use blocks to make a tower 	<ul style="list-style-type: none"> • Use mobilo and lego to create with a purpose in mind • Add detail to models • Show good control and coordination in small movements 	<ul style="list-style-type: none"> • Add moving parts to models • Combine construction when needed • Change or adapt the model to serve its purpose
	PSED Skills	<ul style="list-style-type: none"> • Sharing • Repeating or using new vocabulary • Talking/discussing models with peers • Welcome praise • Be proud of models they have made 	<ul style="list-style-type: none"> • Take turns and work cooperatively • Add to models to make them better • Be aware of the feelings of others • Talk about the models they have made to their peers and familiar adults • Encourage their peers to join in 	<ul style="list-style-type: none"> • Resolve conflict with others • Talk about what they are making – likes and dislikes
	Cognitive Skills	<ul style="list-style-type: none"> • 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 and use 1:1 correspondence • Develop fine motor skills 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Experience scale – large/small • Measure time • Develop counting skills - 1 more or 1 less • Discuss why something works / does not work • Describe and explain the scenario set • Articulate their thought process and plans



			<ul style="list-style-type: none"> Label designs 	
	Additional Resources	<ul style="list-style-type: none"> Blank paper 	<ul style="list-style-type: none"> Clipboards/Pens Squared paper Labels 	<ul style="list-style-type: none"> More complex design sheets, labelling and evaluating. Clipboards/Pens
Area	Skill	Emerging	Developing	Secure
Malleable	Dough/Materials Experience/opportunities of (dependent on cohort needs)	<ul style="list-style-type: none"> Soft Dough Scented Dough Jelly Dough Ice 	<ul style="list-style-type: none"> Playdough Salt Dough Porridge Dough Moon Sand Bread Dough 	<ul style="list-style-type: none"> Rubbery Dough Water Beads Clay
	Physical Development	<ul style="list-style-type: none"> Use tools to cut dough Develop rolling skills Use play dough cutters appropriately Use tools to add texture e.g. textured rollers 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use tools to make small and complex shapes Use tweezers with fingers Use scissors to cut along a pattern Show good control and coordination in small movements
	PSED Skills	<ul style="list-style-type: none"> Take turns Compare with peers Relate to previous experience 	<ul style="list-style-type: none"> Play cooperatively Share ideas Take into account others ideas when organising an activity Share by approximate size Begin to demonstrate perseverance when problems arise 	<ul style="list-style-type: none"> Develop negotiation and reasoning skills Share using scales
	Cognitive Skills	<ul style="list-style-type: none"> Use materials to problem solve 	<ul style="list-style-type: none"> Develop language about length (comparison) 	<ul style="list-style-type: none"> Create a planned model



		<ul style="list-style-type: none"> • Develop imagination and fantasy (make cakes, buns) • Collaborate with others • Develop representational skills • Represent and name 2D shapes • Develop 1-1 correspondence 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<p>Additional enhancements: (In addition to continuous provision)</p>	<ul style="list-style-type: none"> • Play Dough Muffin tins • Metal trays • Cookie cutters • Rolling pins • Dough stampers • Bowls and dishes 	<ul style="list-style-type: none"> • Plastic knives • Metal trays and tins in different sizes • Introduce tougher malleable materials like clay 	<ul style="list-style-type: none"> • Modelling clay • Clay and clay tools • Clay boards • Water - (to be used to shape and mould clay) • Lollipop sticks, matchsticks etc • Scissors, tweezers
Area	Skill	Emerging	Developing	Secure
Sand	Sandiness of sand	<ul style="list-style-type: none"> • Discuss the effects and properties of dry and wet sand 		
	Mould and manipulate	<ul style="list-style-type: none"> • Large spades • Making shapes in a confined space • Large buckets • Develop independence when putting on an apron 	<ul style="list-style-type: none"> • Build more defined shapes (e.g. castle/house using hands and large spades to shape) • Small spades • Table spoons • Fine 1 handed sieve • Scoops 	<ul style="list-style-type: none"> • Tea spoon • Lolly sticks • Fingers • Know to add water to dry sand to aid moulding



			<ul style="list-style-type: none"> • Cups • Small moulds • Making imprints 	
	Dig/pour/fill	<ul style="list-style-type: none"> • Large spades • Large buckets • Add other materials to their build e.g. card, sequins, buttons, water for moat etc. for purpose • Large jugs 	<ul style="list-style-type: none"> • Small jugs • Small buckets • Large moulds • Small moulds 	<ul style="list-style-type: none"> • Predict which container will hold more • Develop manipulative skills (filling buckets, turning them over and making sand castles independently)
	Cognitive Skills	<ul style="list-style-type: none"> • Talk about shapes and sizes • Develop vocabulary (flow, through) • Develop early concept of forces and energy • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Compare and order 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	<ul style="list-style-type: none"> • Develop social skills (taking turns) • Follow instructions (Can you fill 3 buckets?) • Recognise and name parts of the body 	<ul style="list-style-type: none"> • Take turns and work cooperatively • Follow 2 step instructions 	<ul style="list-style-type: none"> • Take the ideas of others into account • Manage feelings and behaviours



	Additional enhancements:	<ul style="list-style-type: none"> • Containers • Scoops 	<ul style="list-style-type: none"> • Spade (short handle) • Spade (long handle) • Serving spoon (large) • Ladle • Wooden spoon (large) • Spatula 	<ul style="list-style-type: none"> • Wooden spoon (small) • Small scoop • Teaspoon • Lollipop sticks • Objects with a mechanism
Area	Skill	Emerging	Developing	Secure
Water	Transporting/Pouring	<ul style="list-style-type: none"> • Pour with purpose • Pour from large jugs and syringes 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Emerging skills of comparing absorbency • Experience different water pressures. • Explore ice and the properties of melting • Explore absorbency 	<ul style="list-style-type: none"> • Develop basic capacity vocabulary • Explore temperature of water in order to create steam/vapour • Discover some objects float • Explore ice and develop appropriate vocabulary 	<ul style="list-style-type: none"> • Create and develop an understanding of the different properties of water e.g. surface tension • Discover that not all heavy objects sink



	Cognitive Skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use imagination • Take on role in play • Develop fine motor skills to facilitate pre-writing • Write lists of tools needed • Discuss the size of containers • Compare the size of containers • Estimate whether the filled container will fit in a new container • How many small containers fill a large container? 	<ul style="list-style-type: none"> • 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 • Write instructions for others
	PSED Skills	<ul style="list-style-type: none"> • Develop social skills (taking turns) • Follow instructions e.g. Can you fill 3 buckets? • Recognise and name the parts of the body 	<ul style="list-style-type: none"> • Take turns and work collaboratively • Follow 2 step instructions 	<ul style="list-style-type: none"> • Take the ideas of others into account • Manage feelings and behaviours • Collaborate as a small group
	Additional enhancements: (In addition to continuous provision)	<ul style="list-style-type: none"> • Different sized beakers • Different sized containers • Irregular shaped containers • Buckets 	<ul style="list-style-type: none"> • Different sized containers • Pots and pans • Colanders • Funnels • Some transparent containers • Whisks 	<ul style="list-style-type: none"> • Measuring spoons • Different sized spoons • Jugs with spouts • Jugs with handles • Piping Pipettes
Area	Skill	Emerging	Developing	Secure
Creative	Painting	<ul style="list-style-type: none"> • See emerging dexterity and pencil grip • Marks made are obvious and planned 	<ul style="list-style-type: none"> • Paint outlines of pattern/shapes and fill in with a different colour • Explore tones 	<ul style="list-style-type: none"> • Replicate techniques used by notable artists and designers



		<ul style="list-style-type: none"> • Paint 3D objects • Experiment with mixing colours • Describe their work giving meaning to the marks they have made 	<ul style="list-style-type: none"> • Select the correct resources • Describe the work of artists we have learned about (Andy Golsworthy, Van Gogh, Kaminsky) • Create patterns • Use lines of different thickness • Understand various materials can be combined to create new effects 	<ul style="list-style-type: none"> • Create representations of events, people and objects • Use colour to represent feelings
	Printing	<ul style="list-style-type: none"> • Print using a variety of objects • Explore and recreate textures and patterns with a large range of materials • Relief printing - string, card etc 	<ul style="list-style-type: none"> • Create patterns • Understand various materials can be combined to create new effects 	<ul style="list-style-type: none"> • Replicate techniques used by artists and designers • Create representations of events, people and object
	Cutting	<ul style="list-style-type: none"> • Cut up and along in a linear fashion 	<ul style="list-style-type: none"> • Cut a range of materials • Cut along patterns • Usually holds scissors correctly 	<ul style="list-style-type: none"> • Cut circular shapes • Use some ideas from artists to create own piece
	Joining/Collage	<ul style="list-style-type: none"> • PVA glue using spreaders • Fold card/paper • Use masking tape • Use wood work tools to combine two objects • Double hole punch • Blue tack 	<ul style="list-style-type: none"> • Use dexterity to combine materials with elastic bands and large paper clips • Threading/Stitching - hole punch and laces/wool/string • Treasury tags • Use Sellotape 	<ul style="list-style-type: none"> • Replicate techniques used by notable artists and designers • Stitching - large blunt ended darning needle and embroidery thread • Split pins and small paperclips



			<ul style="list-style-type: none"> • Complex folding and tearing • Create patterns • Understand various materials can be combined to create new effects • Begin to comment on and describe the work of notable artists 	<ul style="list-style-type: none"> • Use different tapes e.g. parcel tape, double sided tape • Select the most appropriate tool to shape, assemble and join • Create representations of events, people and objects
	<p>Additional enhancements: (In addition to continuous provision)</p>	<ul style="list-style-type: none"> • Masking tape • PVA glue • Card Paper, tissue paper, crepe paper • Boxes, tubes • Lollipop sticks, match sticks, pom poms, feathers • Paint brushes • Poster paint • Water Palettes • Opportunities for large scale paintings 	<ul style="list-style-type: none"> • 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 • Paint brushes • Mixing cards 	<ul style="list-style-type: none"> • 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 • Different sized paint brushes • Artwork examples from artists
Area	Skill	Emerging	Developing	Secure
Large Physical/Outdoor Area	Physical Development & Cognitive skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Climbing equipment – Rock climbing crest • Two-wheeled scooter • Bikes – some without stabilisers • Throw to a target • Roll a ball • Balance a bean bag/ball • Travel over obstacles 	<ul style="list-style-type: none"> • Use of playground equipment (trim trail) • Throw a ball to a partner • Catch a ball • Balance over obstacle • Dance to a beat • Bounce a ball • Skip with a rope



		brushes, chalks, sticks etc.) <ul style="list-style-type: none"> • Avoid obstacles • Change direction • Jump 	<ul style="list-style-type: none"> • Hop • Balance • Move equipment safely • Roll tyres • Land safely • Change speed 	
	PSED Skills	<ul style="list-style-type: none"> • Develop turn taking skills • Follow instructions 	<ul style="list-style-type: none"> • Move equipment safely 	<ul style="list-style-type: none"> • Negotiate space showing consideration of others • Make up games with rules
	Equipment out in provision:	<ul style="list-style-type: none"> • Scooters • Tricycles • Balance bikes • Helmets • Tunnels Dens, tents • Large boxes • Stepping stones • Climbing equipment/frame • Large building blocks • Bats Balls Quoits 	<ul style="list-style-type: none"> • Bicycles – some without stabilisers • balance bikes • Helmets • Tunnels Dens, tents • Large boxes • Tyres • Stilts • Stepping stones • Climbing equipment/frame • Large building blocks • Bats Balls, Quoits • Scarves, flags, streamers • Hoops • Skittles • Parachute 	<ul style="list-style-type: none"> • Bicycles some without stabilisers • Helmets • Tunnels Dens, tents • Large boxes • Tyres • Stilts • Stepping stones • Climbing equipment/frame • Large building blocks • Bats Balls, Quoits • Scarves, flags, streamers • Hoops • Skittles • Parachute