



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.

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 	<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 Hearing sounds in phase 2 cvc words (oral blending and segmenting – Aspect 7) 	<ul style="list-style-type: none"> Tricky words Writing/building phase 2 cvc words Letter formation Build a sentence Story scribing Sequence a story 	<ul style="list-style-type: none"> Hear sounds in phase 3 words Build phase 3 words Break flow of speech into words Use full stops and finger spaces

		<ul style="list-style-type: none"> • Writing/building phase 2 cvc words - Rhyming words - Recognisable figures, objects and letters • Smaller and more controlled marks 	<ul style="list-style-type: none"> • Retell a story • Write a list • Writing instructions 	<ul style="list-style-type: none"> • Write a story • Write a recount • Letter writing • Describing words R
	Reading	<ul style="list-style-type: none"> • Reading for independence and pleasure • Retelling stories • Joining in with repeated phases 	<ul style="list-style-type: none"> • Reading using phonics • Retelling stories • Predicting stories • Reading CVC, CCVC, CVCC words. • Reading 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. • Knows information can be retrieved from books and computers
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 something else (eg 'This box is my castle') • 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"> • Stick to main theme or intention • Use past, present and future tense form accurately • 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"> • Take on a role that involves imagination (eg. Role that does not link to direct experiences) • 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.

				<ul style="list-style-type: none"> • 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, time • Project themselves into feelings, action of others – linked to own interests e.g. tv characters • 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 	<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 • 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 	<ul style="list-style-type: none"> • Know information can be retrieved from books and computers • Perform simple tests • Develop co-ordination when getting dressed, dressing up, dressing dolls/teddies • Develop mathematical concepts in meaningful contexts e.g. measure, money • 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

		<ul style="list-style-type: none"> Use some basic technology 	<ul style="list-style-type: none"> 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"> 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
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 duplo 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 Take into account other ideas 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 	<ul style="list-style-type: none"> Investigate how weight and shape can affect movement and motion to achieve a desired outcome 	<ul style="list-style-type: none"> Experience scale Explore fractions Measure time Develop counting skills - 1 more or 1 less

		<ul style="list-style-type: none"> 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"> 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 	<ul style="list-style-type: none"> Discuss why something works / does not work Describe and explain the scenario set Articulate their thought process and plans Writing a model recount
Area	Skill	Emerging	Developing	Secure
Malleable	Dough/Materials	<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, 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 	<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 	<ul style="list-style-type: none"> Develop negotiation and reasoning skills Share using scales

		<ul style="list-style-type: none"> Demonstrate perseverance when problems arise 		
	Cognitive Skills	<ul style="list-style-type: none"> Use materials to problem solve 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"> 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 	<ul style="list-style-type: none"> 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
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 Build more defined shapes (e.g. castle/house using hands and large spades to shape) 	<ul style="list-style-type: none"> Small spades Table spoons Fine 1 handed sieve Scoops Cups Small moulds Making imprints 	<ul style="list-style-type: none"> Tea spoon Lolly sticks Fingers Know to add water to dry sand to aid moulding

	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 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

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Water	Transporting/Pouring	<ul style="list-style-type: none"> Pour with more accuracy and purpose (less spillage) 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 Write instructions for others 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 Recognise fractions

	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
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 • Paint 3D objects • Experiment with mixing colours • Describe their work giving meaning to the marks they have made 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Replicate techniques used by notable artists and designers • 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"> • Describe the work of notable artists • Create patterns • Understand various materials can be combined to create new effects 	<ul style="list-style-type: none"> • Replicate techniques used by notable artists and designers • Create representations of events, people and object
	Cutting	<ul style="list-style-type: none"> • Usually holds scissors correctly • Cut up and along in a linear fashion 	<ul style="list-style-type: none"> • Cut a range of materials • Cut along patterns 	<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 • 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"> • 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 • Create representations of events, people and objects
Area	Skill	Emerging	Developing	Secure
Large Physical	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 brushes, chalks, sticks etc.) • Avoid obstacles • Change direction • Jump 	<ul style="list-style-type: none"> • Climbing equipment – Rock climbing crest • Throw to a target • Roll a ball • Balance a bean bag/ball • Travel over obstacles • Hop • Balance • Move equipment safely • Roll tyres • Land safely • Change speed 	<ul style="list-style-type: none"> • Use of playground equipment (trim trail) • Two-wheeled scooter • Throw a ball to a partner • Catch a ball • Balance over obstacle • Dance to a beat • Bounce a ball • Skip with a rope



	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
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