



Environment – Progression of skills – Common Play Behaviours

Nursery

<u>Area</u>	<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
Literacy	Attention	<ul style="list-style-type: none"> - Fleeting attention (0-1 years) - Rigid attention (1-2 years) 	<ul style="list-style-type: none"> - Single channelled attention (2-3 years) 	<ul style="list-style-type: none"> - Focusing attention (3-4 years)
	Dexterity	<ul style="list-style-type: none"> - Shoulder pivot - Movement through the whole arm to mark make - Gross motor movements 	<ul style="list-style-type: none"> - Elbow pivot - Movement through forearm to mark make - Gross motor movements developing fine motor movements 	<ul style="list-style-type: none"> - Wrist pivot - Fine motor movements
	Pencil grip	<ul style="list-style-type: none"> - Palmer supinate grip (1-2 years) 	<ul style="list-style-type: none"> - Digital pronate grip (2-3 years) 	<ul style="list-style-type: none"> - Splayed finger grip (3-4 years)
	Making representative marks	<ul style="list-style-type: none"> - Meaning attached to marks made - Some identifiable shape - Large scale marks - Mostly clockwise movements and vertical marks 	<ul style="list-style-type: none"> - Attempts to make recognisable figures, objects and letters with some features identifiable - Medium scale marks - Some anti-clockwise movements 	<ul style="list-style-type: none"> - Recognisable figures, objects and letters - Smaller and more controlled marks
	Writing	<ul style="list-style-type: none"> - Phase 1 phonics aspect 1 – Environmental sounds - Phase 1 phonics aspect 2 – Instrumental sounds - Phase 1 phonics aspect 3 – body percussion - Gross Circular, vertical and horizontal movements 	<ul style="list-style-type: none"> - Phase 1 phonics aspect 4 – Rhyme - Phase 1 phonics aspect 5 – Alliteration - Phase 1 phonics aspect 6 – Voice sounds - Fine circular, vertical and horizontal movements - Name 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) - Writing/building phase 2 cvc words - Rhyming words
	Reading	<ul style="list-style-type: none"> - Enjoyment and excitement of reading - Choosing and returning to favourite books - Anticipation - Objects of reference 	<ul style="list-style-type: none"> - Knowledge that print carries meaning - Vocabulary development - Early book structure - Looking and tracking - Matching pictures to objects / place 	<ul style="list-style-type: none"> - Reading for independence and pleasure – choosing to read. - Retelling stories - Joining in with repeated phases
Creative	Painting	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - See developing dexterity and pencil grip - Painting using large handled chunky paint brushes - Paints over textures - Painting using a variety of colours - Marks made can be identified - 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Printing using hands - Making rubbings to show a range of textures and patterns - Explore printing with range of objects - Prints on to a range of textures - Prints with block colours 	<ul style="list-style-type: none"> - Printing with fingers - Creates patters and pictures by printing from objects using more than one colour - Creates simple picture by printing objects - Takes prints from objects - 	<ul style="list-style-type: none"> - Printing using a variety of large objects - Explores and recreated textures and patterns with range of large materials. - Relief printing – string card etc.

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	Cutting	<ul style="list-style-type: none"> - Pulling - Tearing, 	<ul style="list-style-type: none"> - Begin to hold scissors correctly - Makes random snips in the paper 	<ul style="list-style-type: none"> - Usually holds scissors correctly - Cuts up and along in a linear fashion - Cut a range of materials -
	Joining / Collage	<ul style="list-style-type: none"> - Glue sticks - PVA using fingers - Combining materials with flat surfaces 	<ul style="list-style-type: none"> - PVA using brushes - Using basic tools – Stapler, hole punch single - Use wood work tools safely - 	<ul style="list-style-type: none"> - PVA using glue spreaders - Folding card / paper - Using sticky tapes - Use wood work tools to combine two objects - Hole punch double - Sticky tac
Role play / small world	Communication and language/ speaking and listening	<ul style="list-style-type: none"> - Label items and objects using key words - 	<ul style="list-style-type: none"> - Sporadic storylines, often linked to real life - Use simple sentences (no conjunctions yet) - Use new words they have learnt - 	<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) -
	PSED skills	<ul style="list-style-type: none"> - Develop curiosity - Develop relationships - May play alongside peers, but often engrossed in own story/play - 	<ul style="list-style-type: none"> - Tidy up - Make choices and decisions - Start to include others in play, but still stick to own ideas/stories - Play independently and access the resources needed. 	<ul style="list-style-type: none"> - Care for equipment - Develop negotiation skills - Include others in play, sharing ideas - Include feelings/emotions in play
	Cognitive skills	<ul style="list-style-type: none"> - Imitate basic home role play - Engage in familiar home role play - Transport blocks - Develop fine motor control using blocks - Experience cause and effect - Early building – stacking horizontal and vertical blocks 	<ul style="list-style-type: none"> - 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 - Records using marks they can interpret and explain. - Name the animals 	<ul style="list-style-type: none"> - Develop mathematical concepts in meaningful context (counting & 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 story line into role-play. - Show initiative when developing ideas - Develop mark making creating pictures and initial sounds. - Re-enact special occasions. - Use basic technology
Sand	Sandiness of sand	<ul style="list-style-type: none"> - Explore both wet sand and dry sand 	<ul style="list-style-type: none"> - Explore the effects of adding water to sand 	<ul style="list-style-type: none"> - Discuss the effects and properties of wet and dry sand.
	Mould and Manipulate	<ul style="list-style-type: none"> - Hands 	<ul style="list-style-type: none"> - Large moulds - Buckets - Large / two handed sieves - Build/mould simple shapes using hands (eg, mountain/hill) - Enclose / bury. 	<ul style="list-style-type: none"> - Large spades - Making shapes in a confined space - Cups - Develop independence when putting on apron. - Build more defined shapes (eg castle/house using hands and tools)

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	Dig / Pour / Fill	<ul style="list-style-type: none"> - Scoop up sand with hands to build mound or transport into container (eg, bucket) 	<ul style="list-style-type: none"> - Select tools (eg, spade) to scoop up sand to build mound or transport into container (eg, bucket) - Large buckets - Select tools/hands to add patterns/interesting shapes to their build (eg, doors/windows) 	<ul style="list-style-type: none"> - Large spades - Add other materials to their build (eg, card, sequins, buttons, water for moat etc) for purpose - Large jugs
	Cognitive skills	<ul style="list-style-type: none"> - Experience the therapeutic nature of playing with sand. - Explore features of the natural world through sand and enhancements - Identify equipment - Develop early concept of size - Explore shape and form - Explore sand and nursery rhymes – e.g. whilst being modelled. 	<ul style="list-style-type: none"> - Develop fine motor skills to facilitate pre-writing. - Name objects - Link sand play to nursery rhymes - Recognise features of the natural world through sand and enhancements - Match the shape to the mould - Match colours 	<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
	PSED skills	<ul style="list-style-type: none"> - Develop social skills (playing alongside) - Share sand and space 	<ul style="list-style-type: none"> - Develop social skills (sharing) - Follow direction and instruction 	<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
Water	Transporting/ pouring	<ul style="list-style-type: none"> - Transport water from one container to another (by tipping/pouring) - Containers are close together and some water will be spilled whilst pouring 	<ul style="list-style-type: none"> - Transport water from one area to another by carrying it in a container 	<ul style="list-style-type: none"> - Pour with more accuracy and purpose and less spillage occurs - Using and pouring from large jugs.
	Properties of water	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Emerging skills of comparing absorbency - Experience different water pressures. - Explore ice and the properties of melting - Explore absorbency
	Cognitive skills	<ul style="list-style-type: none"> - Experience vocabulary - Explore different sized objects - Explore a variety of objects - Explore different quantities, colours and textures. 	<ul style="list-style-type: none"> - Name toys and tools - Develop vocabulary associated with the weather - Recognise the need for appropriate clothing and equipment. 	<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
	PSED skills	<ul style="list-style-type: none"> - Share space and water - Build relationships 	<ul style="list-style-type: none"> - Share equipment and space - Indicating emotions and feelings 	<ul style="list-style-type: none"> - Take turns taking into account others feelings.
Malleable	Dough / Materials	<ul style="list-style-type: none"> - Shaving foam - Custard - Cous cous - Porridge - Beans - Mud 	<ul style="list-style-type: none"> - Editable finger paints - Snow - Soap flakes - Tapioca - Marshmallow slime - Jelly 	<ul style="list-style-type: none"> - Soft Dough - Herbed dough - Jelly Dough - Ice

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	Physical Development	<ul style="list-style-type: none"> - Use palm of hand to mostly flatten and roll dough 	<ul style="list-style-type: none"> - Use palm of hand and fingers to make medium sized shapes - Use tools to make patterns by pressing into dough 	<ul style="list-style-type: none"> - 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)
	PSED	<ul style="list-style-type: none"> - Building relationships - Expressing a preference - Relieve frustrations 	<ul style="list-style-type: none"> - Sharing, - repeating or new vocabulary - Indicating emotion of feelings 	<ul style="list-style-type: none"> - Taking turns - Compare with peers - Relating to previous experience - Demonstrate perseverance when problems arise
	Cognitive skills	<ul style="list-style-type: none"> - Experiencing texture - Experiencing cause and effect - Develop sensory experiences 	<ul style="list-style-type: none"> - Experiencing texture - Developing imagination and fantasy - Applying knowledge of cause and effect - Identify colours - Develop observation skills - Develop early concepts of heavy and light 	<ul style="list-style-type: none"> - 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
Construction Area	Building	<ul style="list-style-type: none"> - Transport blocks - Develop fine motor control using blocks - Experience cause and effect - Early building – stacking horizontal and vertical blocks 	<ul style="list-style-type: none"> - Bridging – using 2 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 	<ul style="list-style-type: none"> - Using blocks and small parts to create with a purpose in mind - Use duplo to make a tower
	PSED	<ul style="list-style-type: none"> - Play alongside peers - Accept help when help is offered - Choose to engage in activity. 	<ul style="list-style-type: none"> - Build relationships - Make choices - Will ask adults for help - Joins in with others play 	<ul style="list-style-type: none"> - Sharing - repeating or new vocabulary - take into account others ideas - welcomes praise - Be proud of models
	Cognitive skills	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<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. - 1-1 correspondence - Develop fine motor skills - Problem solving – is this brick the right length?
Large Physical		<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Can stand momentarily on one foot when shown - Can catch a large ball - Draw lines and circle using tools (Paint brushes, chalk, sticks) - Taking turns - Avoiding obstacles - Changing direction - Jumping - Following instructions

