

# St John's Primary School

## Common Play Behaviours

### Skills Progression



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.

#### Small World



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



## Construction Area



Behaviour	Creates a structure	Special awareness	Constructs with a purpose in mind	Resources to facilitate
<b>Extended Skill</b> 	<ul style="list-style-type: none"> <li>•Combines resources to create a structure</li> <li>•Builds more elaborate structures.</li> <li>•Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure</li> <li>•Ensures model is stable</li> </ul>	<ul style="list-style-type: none"> <li>•Build a house/model with different rooms or different parts</li> <li>•Uses smaller blocks/ construction tools to create intricate structures</li> </ul>	<ul style="list-style-type: none"> <li>•Change, adapt and modify model to serve a purpose</li> <li>•Combine construction resources to create model</li> <li>•Creates a design before they construct</li> </ul>	Small blocks Mobilio Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets Lego Loose parts- natural resources
<b>Developing Skill</b> 	<ul style="list-style-type: none"> <li>•Uses resources to construct buildings</li> <li>•Positions resources both vertically and horizontally</li> </ul>	<ul style="list-style-type: none"> <li>•Connects buildings and structures (e.g.:- Putting a road between buildings).</li> <li>•Select the appropriate sized blocks/construction resources for their chosen purpose.</li> <li>•Select the appropriate sized blocks/construction resources for chosen workspace.</li> <li>•Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls)</li> </ul>	<ul style="list-style-type: none"> <li>•Knows what they want to build when they begin to construct</li> <li>•Plans what they will use</li> </ul>	Lego Mobilio Small blocks Large Blocks Loose parts Coloured blocks Squared paper
<b>Emerging Skill</b> 	<ul style="list-style-type: none"> <li>•Uses resources to build towers.</li> <li>•Builds vertical models</li> </ul>	<ul style="list-style-type: none"> <li>•Constructs in a large space with large blocks</li> <li>•Constructs in a small space with small blocks</li> </ul>	<ul style="list-style-type: none"> <li>•Has an idea about what they will build before they begin</li> <li>•Selects resources they need as they go</li> </ul>	Duplo Stickle bricks Mobilio 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
<b>Extended Skill</b> 	<ul style="list-style-type: none"> <li>Expresses a range of emotions through role play</li> <li>Responds to scenarios in role play with empathy</li> </ul>	<ul style="list-style-type: none"> <li>Plays as different roles.</li> <li>Uses different voices and expressions</li> <li>Takes on a range of roles confidently</li> </ul>	<ul style="list-style-type: none"> <li>Uses story language and story features to create a narrative of their own</li> <li>Creates shared narratives</li> </ul>	<ul style="list-style-type: none"> <li>Able to intertwine their own experiences with the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>Material, scarves, cloaks</li> <li>Hats, ties, bags, purses, jewellery</li> </ul>
<b>Developing Skill</b> 	<ul style="list-style-type: none"> <li>Expresses some emotions through role play</li> <li>Shows an awareness of the feelings of other 'characters' feelings in joint role play</li> </ul>	<ul style="list-style-type: none"> <li>Dresses in different outfits to become different characters</li> <li>Uses props to develop their chosen character role</li> <li>Acts out both familiar and imaginative scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Uses some story language in their play - familiar lines from stories, familiar story themes</li> <li>Describes what they are doing in their role play</li> </ul>	<ul style="list-style-type: none"> <li>Articulates thoughts and feelings through narrative</li> </ul>	<ul style="list-style-type: none"> <li>Till and coins</li> <li>Selection of play and real food and Household objects</li> <li>Role play outfits</li> <li>Begin to introduce more open-ended resources</li> <li>Babies and baby clothes</li> </ul>
<b>Emerging Skill</b> 	<ul style="list-style-type: none"> <li>Laughs and smiles in role.</li> <li>Pretends to cry in role</li> </ul>	<ul style="list-style-type: none"> <li>Plays in role as themselves in situations that are within their experience</li> <li>Acts out common scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Talks about and explains their actions in role play</li> </ul>	<ul style="list-style-type: none"> <li>Reacts their experiences through a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits.</li> </ul>

## Malleable Area



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



### Making Table/Area



Behaviour	Cutting	Fixing/ joining	Stick/collage	Resources to facilitate play
<b>Extended Skill</b> 	<ul style="list-style-type: none"> <li>• Uses scissors with increased control to cut out a desired shape</li> <li>• Uses scissors to cut thicker materials such as card</li> </ul>	<ul style="list-style-type: none"> <li>• Plans how they will fasten things together</li> <li>• Checks that fastening is secure</li> <li>• Selects media to achieve desired effect</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions about what they will use to stick - which will be most effective way to stick?</li> <li>• Controls glue spatula to spread glue</li> <li>• Makes decisions about what the correct amount of tape/ glue to use is</li> </ul>	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
<b>Developing Skill</b> 	<ul style="list-style-type: none"> <li>• Some control over scissors to cut materials</li> <li>• Holds scissors correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Fastens paper and card together with success</li> <li>• Beginning to explore techniques to join thicker materials</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use glue/tape to fasten thicker materials together</li> <li>• Sticks carefully selected items together to achieve desired purpose</li> <li>• Uses sticking resources to explore creating different textures</li> </ul>	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
<b>Emerging Skill</b> 	<ul style="list-style-type: none"> <li>• Uses scissors with two hands to cut a piece of</li> <li>• Tears materials to make them the desired size/ shape</li> <li>• Begins to make snips in paper</li> </ul>	<ul style="list-style-type: none"> <li>• Explores fastening resources together using available resources</li> </ul>	<ul style="list-style-type: none"> <li>• Uses glue to attempt to stick but may not be secure</li> <li>• Able to use glue to fasten paper/ thin resources together</li> <li>• Sticks objects randomly onto paper/ card</li> </ul>	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers



## Painting Table



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

## Sand Area



Behaviour	Dig	Mould	Sieve	Bury/Enclose	resources to facilitate play
<b>Extended Skill</b> 	<ul style="list-style-type: none"> <li>• Selects the most appropriate scoop/ spade for digging</li> <li>• Digs with control</li> <li>• Digs for a desired purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of containers/ moulds to create intricate sand creations</li> <li>• Uses spades/ scoops/ buckets to make sand into desired shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Sieves sand for a desired effect</li> <li>• Sieves sand for a desired purpose</li> <li>• Sieves sand to filter out larger objects</li> </ul>	<ul style="list-style-type: none"> <li>• Buries and covers up resources</li> <li>• Pats sand down to cover up resources</li> <li>• Uses spades/ scoops to bury objects</li> </ul>	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes
<b>Developing Skill</b> 	<ul style="list-style-type: none"> <li>• Scoops sand up using scoop/ spade</li> <li>• Moves sand from A to B using a spade</li> <li>• Loses little sand off the spade</li> <li>• Able to dig a hole or space in sand</li> </ul>	<ul style="list-style-type: none"> <li>• Free play with hands - makes shapes, heaps and tunnels</li> <li>• Fills moulds and shapes and turns over to make shape</li> <li>• Recognises that damp sand holds shape</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that dry sand falls freely through fingers/ sieve</li> </ul>	<ul style="list-style-type: none"> <li>• Free play with hands.</li> <li>• Uses hands to cover up objects</li> </ul>	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades
<b>Emerging Skill</b> 	<ul style="list-style-type: none"> <li>• Explores moving sand using spade/ scoops</li> <li>• Digs using hands</li> <li>• Lifts sand in hands and places back down</li> </ul>	<ul style="list-style-type: none"> <li>• Makes impressions using hands, fingers, arms</li> <li>• Fills containers/ buckets with sand</li> <li>• Pats down sand to make it smooth</li> </ul>	<ul style="list-style-type: none"> <li>• Sifts sand through fingers.</li> <li>• Explores and observes the way sand moves through sieve</li> </ul>	<ul style="list-style-type: none"> <li>• Covers their hands and fingers in sand</li> </ul>	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves

## Water Area



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

## Mud Kitchen



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

