Sir Alexander Fleming Primary School and Nursery

**The enrivonment, resources and adult all ensure challenge for children during play.**

EYFS – Effective Continuous Provision/ Open Door

Adults observe, assess and then intervene accordingly to ensure children’s play is differentiated.

PROGRESSION OF SKILLS

JUNK MODELLING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behaviour | Joining | Cutting | Building | Folding |
| HIGH LEVELMID LEVELEMERGENT  | **Knowledge**I can join a range of materials in a variety of ways. I select a method based on the purpose/ properties of materials.I can use two methods of joining materials such as glue and tape. I use these techniques with increasing accuracy.I have an awareness of glue and some of it’s properties. I can use glue to stick two objects together. | **Vocabulary**Material, cardboard, split pin, metal, thick, thin, join, fold, tieFix, tapeGlue, brush, sticky, stick | **Knowledge**I can use regular scissors to cut around a shape and remove it. I make good attempts to cut cardboard and fabric.I can use spring scissors to cut strips off from paper.I can use loop scissors to snip paper.I can tear paper with my hands. | **Vocabulary**Cardboard, fabric, slice, shapes-round, square etcLine, position – up, down, sideCut, snip | **Knowledge**I can build models using brackets, levers and hinges. I use materials that are small.I begin to create models with a purpose. I can talk about my design choices.I can place objects next to one another/ on top of one another. I use large to medium sized objects. | **Vocabulary**Model, bracket, leverBecause, so, I have chosen/ usedBuild, stack | **Knowledge**I can do a complex fold such as creating a fan with thicker paper.I can do a simple fold using regular paper.I can scrunch up paper and tissue paper. | **Vocabulary**Fan, patternFoldScrunch |

COMMON PLAY BEHAVIOURS

ART STUDIO - PAINTING

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| --- | --- | --- | --- |
| Behaviour | Printing | Mixing | Brushing |
| HIGH LEVELMID LEVELEMERGENT  | **Knowledge**I can select materials to create a print. I recognise and describe some of the textures the print creates.I can combine materials to create my own objects to print with ; for example a press print in foam/ string on card.I can print on a sloped or flat surface.I can print with smaller objects.I can begin to give meanings to prints; “These prints are the scales of fish.” etcI can make a print using my body (fingers, hands, feet) and single objects/ tools such as paintbrushes. | **Vocabulary**Bumpy, rough, smooth, furry, foam, string, roller, 3d shapes – cubeSponge, this isPush, paint | **Knowledge**I can mix colours to gain a required colour. I use a variety of media to mix colours.I know that mixing colours changes the base colour. I use more than one media to do this.I mix media using my hands and other simple tools such as paintbrushes. | **Vocabulary**Watercolour, lighter, darkerChange, oil pastels, blendMix, paint, brush | **Knowledge**I can use smaller equipment for specific purposes.I can use larger scale equipment to brush and exert an effect; moving in a variety of directions.I use a medium sized paintbrush to make marks.I use big brushes and rollers which move in two directions. | **Vocabulary**Rough, smooth, flow, strokes, left, right, forwardsSide, around, zig-zag, backThere, up |

COMMON PLAY BEHAVIOURS

SMALL WORLD

|  |  |  |  |
| --- | --- | --- | --- |
| Behaviour | CharacterDevelopment | Story Telling | Environment |
| HIGH LEVELMID LEVELEMERGENT  | **Knowledge**I can create characters based on my previous knowledge nd interests. I can describe and act out actions using characters.I can use characters presented and develop a story line linked to their characteristics. “Goodies and baddies.”I know the names f some familiar characters.I can make sounds related to characters I know. (Barking when using a dog./ mummy making dinner) | **Vocabulary**Goblin, dinosaur, princess, royal, shop keeper, cook, waitress, firefighter, fore engine, station, goldilocks, gingerbread manmummy, brother, grandpa, dog | **Knowledge**I can create my own narrative.I can combine narratives; from two stories I know.I can innovate an existing narrative by changing one key feature. I begin to use the first person in narratives.I can retell three familiar stories.I can tell a narrative based on my experiences – related to home life, for example.I can mak noises to represent an action. I move toys into different scenarios.I use third person. | **Vocabulary**Goldilocks and the three billy goats gruff, IRepeated refrains – run, run as fast as you can, kitchen, gardenWoof, miaow, eat your dinner, he, it | **Knowledge**I use any object to create settings.I have a knowledge of simple settings and can use associated ideas.I can explain and describe the setting.I can use specific resources appropriately. I can use somenon-specific resources. I begin to use one object to represent another.I use familiar resources based on my simple experiences such as homes. | **Vocabulary**Under the sea – coral, seaweed, underwater cave, deep sea diverSpecific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)Cave, toadstoolsHouse |

COMMON PLAY BEHAVIOURS

ROLE PLAY

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| --- | --- | --- | --- |
| Behaviour | DressingUp | Construction | Representation |
| HIGH LEVELMID LEVELEMERGENT  | **Knowledge**I can select materials to transform myself into a character. I use open-ended resources to do this.I can put clothing on and off with increasng independence.I can use generic clothing to begin to create my own characters. I can usually dress and undress using pre-orepared costumes, only sometimes needing support.I have an undesrtanding of themed, related pieces of clothing/ accessories and reasons for this.I make attempts at putting on pre-prepared costumes, such as pushing arm through. I need support to get changed.On some occasions I use clothes to inform by playful actions. | **Vocabulary**Troll, design, create, character, cruel old woman etcBaddie, goodie, gingerbread man, goldilocks, polic officerButtons, zip, on, off, mummy, daddy, girl | **Knowledge**I can select materials to create a setting for my play. I use open-ended resources to do this.I use areas which have been created by adults appropriately, drawing on my knowledge of a theme. In some cases I can add objects to a setting and use them purposefully and in context.I begin to use areas of the classroom appropriately ; making tea in the home corner. | **Vocabulary**Cave, den, Hospital, shop, dentistsHouse, bed, bath, car | **Knowledge**I can use a variety of openended objects and materials to create my own narrative.I can use similar objects to represent a new idea.I can use objects in their intended real-life way. | **Vocabulary**Journey, storyMore unfamiliar nouns such as space ship, blenderSome simple nouns |

COMMON PLAY BEHAVIOURS

AREA: CONSTRUCTION

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| --- | --- | --- | --- | --- |
| Behaviour | Stacking | Enclosing | Bridging | Joining |
| HIGH LEVELMID LEVELEMERGENT  | **Knowledge**I can build models using this skill.I reflect on my designs and know ways to strengthen/ improve my towers.I can stack using a variety of objects of differing sizes. I can place large objects on top of one another. I can usually do this without 3-4 objects falling over. | **Vocabulary**Strong, weak, betterBuild, highBig | **Knowledge**I can use metal tools to create permanent enclosures (with some adult support).I can use a variety of objects to create enclosures, including some tools.I can use free standing materials to create an enclosure. | **Vocabulary**Screwdriver, nailAround, join, wallDoor, open, close | **Knowledge**I can create small and large scale bridges which can hold an object.I can create bridges usinga range of objects.I can copy a simple bridge ysing three objects. | **Vocabulary**Strength, weight, improveOver, under, sidesBridge | **Knowledge**I can join a range of materials in a variety of ways. I select a method based on the purpose/ properties of materials.I can use two methods of joining materials such as pushing and staples. I use these techniques with increasing accuracy.I have an awareness that some toys have features of joining and others do not.. I can begin to push sticklebricks together. | **Vocabulary**Because, elastic bands, hole punchScissors, staples, stringTrains, blocks, stick |

COMMON PLAY BEHAVIOURS

AREA: MALLEABLE

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| Behaviour | Roll Flat | Roll | Knead/ Squeeze | Pat/Mould | Cutting | Coiling |
| HIGH LEVEL*Plasticine/ clay too*MID LEVELEMERGENT *Playdough* | **Knowledge**I can roll out dough, clay and plasticene evenly using tools.I can use a rolling pin to roll out play dough for a purpose such as cutting out a flat shape.I can use my hands and fingers to push dough so that it is flatter. | **Vocabulary**Clay, plasticene, dowling, rodsRolling pin, flatDown, push | **Knowledge** I can use my hands to roll a ball of dough, clay and plasticene. I can roll large and small spheres.I can roll a sausage by pushin my hands forwards and backwards, on the table.I can roll a sausage in the palms of my hands.I can push dough forward against a surface. | **Vocabulary**SphereForwards, back, round, rollpush | **Knowledge**I can use tools to squeeze and need materials for a purpose.I can use the palm of my hands to knead dough and my knuckles.I can use my hands and fingers to squeeze dough. | **Vocabulary**Garlic press, tool, kneadSqueeze, punch, presspush | **Knowledge**I can use moulds and tools to create a specific effect.I can mould dough using two hands together.I can use the palm of my hands to pat and mould dough onto an unmoveable surface. | **Vocabulary**Shape, mouldChangePush, squeeze | **Knowledge**I can use a range of tools, usually safely to cut dough and gain different effects; excess removal, to create a pattern etc.I can use spring scissors to cut strips off dough and I can use a cutter to remove a shape.I can use my hands to tear playdough.I begin to use shape cutters, not always cutting accurately. | **Vocabulary**Pattern, shapesChopCut, rip | **Knowledge**I can create a neat coil using dough which can also be free-standing.I can roll a sausage and begin to move it into a curled position.I can begin to roll dough forward. | **Vocabulary**Around, curvedRollSausage |

COMMON PLAY BEHAVIOURS

AREA: WATER

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| Behaviour | Pouring/ Emptying | Filling | Submerging | Manipulation | Transporting | Stemming(Stopping flow**)** |
| HIGH LEVEL**Fingers****Hand****Small work space**MID LEVEL**Wrist****Hand****Medium work space**EMERGENT **Elbow****Shoulder****Whole Body****Large work space** | FunnelsScoops CupsSpoonsVarious sized jugs/ bucketsOne handled containers with spoutsTwo handled containers with spoutsHands | See high level pouringVery small containersOversized containersLarger containers One hand with Small containersTransferring from hand to handSmall containers Two hands Standing | Irregular small objects (ducks, toys) Large dollsMalleable materialsBlocksRegular floating objectsFlat-bottomed objects SpongesGlass beadsStonesFloating objectsDolls/ toysBody partsHands | SyringesDroppersStrawsPipes (various size) BastersSpoonsWater wheelsSpongesNatural materials sticks, leaves FiltersOne handled containersTwo handled containersColanders/ sievesFingers | More WaterSponges, slatted spoons tubes + links irregular hollows containersTwo water trays on different levelsRampsOne handled containersTwo handled containersLess water | Malleable materialsNatural materials Loose partsValvesTapsDamPre-cut blocksToys Fingers Hands |