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

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| Behaviour | Joining | | Cutting | | Building | | Folding | |
| HIGH LEVEL  MID LEVEL  EMERGENT | **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, tie  Fix, tape  Glue, 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 etc  Line, position – up, down, side  Cut, 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, lever  Because, so, I have chosen/ used  Build, 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, pattern  Fold  Scrunch |

COMMON PLAY BEHAVIOURS

ART STUDIO - PAINTING

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| Behaviour | Printing | | Mixing | | Brushing | |
| HIGH LEVEL  MID LEVEL  EMERGENT | **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.” etc  I 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 – cube  Sponge, this is  Push, 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, darker  Change, oil pastels, blend  Mix, 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, forwards  Side, around, zig-zag, back  There, up |

COMMON PLAY BEHAVIOURS

SMALL WORLD

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| Behaviour | Character  Development | | Story Telling | | Environment | |
| HIGH LEVEL  MID LEVEL  EMERGENT | **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 man  mummy, 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, I  Repeated refrains – run, run as fast as you can, kitchen, garden  Woof, 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 some  non-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 diver  Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)  Cave, toadstools  House |

COMMON PLAY BEHAVIOURS

ROLE PLAY

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| Behaviour | Dressing  Up | | Construction | | Representation | |
| HIGH LEVEL  MID LEVEL  EMERGENT | **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 etc  Baddie, goodie, gingerbread man, goldilocks, polic officer  Buttons, 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, dentists  House, 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, story  More unfamiliar nouns such as space ship, blender  Some simple nouns |

COMMON PLAY BEHAVIOURS

AREA: CONSTRUCTION

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| Behaviour | Stacking | | Enclosing | | Bridging | | Joining | |
| HIGH LEVEL  MID LEVEL  EMERGENT | **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, better  Build, high  Big | **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, nail  Around, join, wall  Door, 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, improve  Over, under, sides  Bridge | **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 punch  Scissors, staples, string  Trains, 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 LEVEL  EMERGENT  *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, rods  Rolling pin, flat  Down, 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**  Sphere  Forwards, back, round, roll  push | **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, knead  Squeeze, punch, press  push | **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, mould  Change  Push, 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, shapes  Chop  Cut, 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, curved  Roll  Sausage |

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** | Funnels  Scoops  Cups  Spoons  Various sized jugs/ buckets  One handled containers with spouts  Two handled containers with spouts  Hands | See high level pouring  Very small containers  Oversized containers  Larger containers  One hand with Small containers  Transferring from hand to hand  Small containers Two hands Standing | Irregular small objects  (ducks, toys)  Large dolls  Malleable materials  Blocks  Regular floating objects  Flat-bottomed objects  Sponges  Glass beads  Stones  Floating objects  Dolls/ toys  Body parts  Hands | Syringes  Droppers  Straws  Pipes (various size)  Basters  Spoons  Water wheels  Sponges  Natural materials sticks, leaves  Filters  One handled containers  Two handled containers  Colanders/ sieves  Fingers | More Water  Sponges, slatted spoons tubes + links irregular hollows containers  Two water trays on different levels  Ramps  One handled containers  Two handled containers  Less water | Malleable materials  Natural materials Loose parts  Valves  Taps  Dam  Pre-cut blocks  Toys  Fingers  Hands |