**Continuous Provision Progression Document**

**Small World - all classrooms/tough spots**

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| **Skill** | **Imitates and****represents objects as****another** | **Represents an****environment** | **Creates narrative****around play** | **Recalls past events** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Imitates sounds (e.g.:- Vehicles and animals)
* Represents objects as what they are
 | * Represent an environment that they are familiar with
 | * Explains their actions in small world play (e.g.:- Pretend the man is walking)
 | * Reacts their experiences through a narrative
 | Artificial grassColoured fabricCars, vehiclesFigures from stories/ TV/ moviesFairy-tale charactersAnimals |
| **Developing Skill** | * Represents objects as different objects
* Explains what they are (e.g.:- This is my car)
* Talks expressively about the object they have represented as something else
 | * Represent/create environments from stories
 | * Uses some story language in their play - familiar lines from stories, familiar story themes
 | * Articulates thoughts and feelings through narrative
 | Characters from familiar storiesDoll’s house and house furnitureMini me character photosAnimals |
| **Extended****Skill** | * Represents a range of resources as chosen objects
* Able to find a resource for a given purpose to fit in with their narrative
 | * Create an environment that they have created/ imagined
* Children design and imagine their own story setting
 | * Uses story language and story features to create a narrative of their own
 | * Able to intertwine their own experiences with the experiences of others
* Creates shared narratives
 | Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliageMini me character photos Animals (organised into animal groups) |

**Block Area - courtyard**

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| **Skill** | **Creates a structure** | **Spacial awareness** | **Constructs with a purpose in mind** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Uses resources to build towers.
* Builds vertical models
 | * Constructs in a large space with large blocks
* Constructs in a small space with small blocks
 | * Has an idea about what they will build before they begin
* Selects resources they need as they go
 | DuploStickle bricksMobiloSmall blockLarge blocks |
| **Developing Skill** | * Uses resources to construct buildings
* Positions resources both vertically and horizontally
 | * Connects buildings and structures (e.g.:- Putting a road between buildings).
* Select the appropriate sized blocks/construction resources for their chosen purpose.
* Select the appropriate sized blocks/construction resources for chosen workspace.
* Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls)
 | * Knows what they want to build when they begin to construct
* Plans what they will use
 | LegoMobiloSmall blocksLarge BlocksColoured blocksKaplaSquared paper |
| **Extended****Skill** | * Combines resources to create a structure
* Builds more elaborate structures.
* Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure
* Ensures model is stable
 | * Build a house/model with different rooms or different parts
* Uses smaller blocks/ construction tools to create intricate structures
 | * Change, adapt and modify model to serve a purpose
* Combine construction resources to create model
* Creates a design before they construct
 | Small blocksKaplaMeccanoNuts and boltsHandlesWheels and axelsKnexSquared paper/design sheets |

 **Role Play area – all classrooms**

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| **Skill** | **Express emotions****and feelings** | **Acts in a role** | **Creates narrative around play** | **Recalls past events** | **Enhancement to****facilitate play** |
| **Emerging skill** | * Laughs and smiles in role.
* Pretends to cry in role
 | * Plays in role as themselves in situations that are within their experience
* Acts out common scenarios
 | * Talks about and explains their actions in role play
 | * Reacts their experiences through a narrative
 | Selection of play foodHousehold objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc.Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc. |
| **Developing Skill** | * Expresses some emotions through role play
* Shows an awareness of the feelings of other ‘characters’ feelings in joint role play
 | * Dresses in different outfits to become different characters
* Uses props to develop their chosen character role
* Acts out both familiar and imaginative scenarios
 | * Uses some story language in their play - familiar lines from stories, familiar story themes
* Describes what they are doing in their role play
 | * Articulates thoughts and feelings through narrative
 | Till and coinsSelection of play foodHousehold objectsRole play outfits*Begin to introduce more open-ended resources*Babies and baby clothes |
| **Extended****Skill** | * Expresses a range of emotions through role play
* Responds to scenarios in role play with empathy
 | * Plays as different roles.
* Uses different voices and expressions
* Takes on a range of roles confidently
 | * Uses story language and story features to create a narrative of their own
* Creates shared narratives
 | * Able to intertwine their own experiences with the experiences of others
 | Material, scarves, cloaksHats, ties, bags, purses,jewelleryPillowcases (for children tocreate their own outfits with) |

**Playdough Station - nursery**

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| **Skill** | **Rolling** | **Moulding** | **Cutting** | **Shaping** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Uses rolling pin to roll dough/ clay
 | * Uses hands to flatten dough/ clay
* Uses hands to squash, bend, twist and stretch dough/ clay
 | * Tears dough/ clay with fingers
* Splits up dough using hands
 | * Squashes dough with hands and fingers to shape it
 | Play DoughMuffin tinsMetal traysCookie cuttersRolling pinsDough stampersBowls and dishes |
| **Developing Skill** | * Uses rolling pin to flatten dough/ clay with some necessary pressure
 | * Explores the way tools create different textures
 | * Uses cutters to cut out shapes in dough/ clay
* Uses tools to cut away excess dough
 | * Smooths dough with hands/ fingers to shape it
* Roll’s dough in hands to shape it
 | Extruders with patterned endsPlastic knivesMetal trays and tins in different sizesIntroduce tougher malleable materials like clay |
| **Extended Skill** | * Uses rolling pin to roll dough/clay flat with pressure
* Ensures they have rolled dough to desired size/ shape
 | * Chooses tools to create a desired shape, size, texture
 | * Uses cutting tools to create a desired shape
* Uses cutting tools to cut away any excess dough/ clay
 | * Uses tools to add detail
* Creates more intricate shapes
* Able to use tools to manipulate dough/ clay to add detail
 | Modelling clayClay and clay toolsClay boardsWater - (to be used to shape and mould clay)Lollipop sticks, matchsticks etc. |

**Workshop Area - Nursery**

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| **Skill** | **Cutting** | **Fixing/Joining** | **Stick/ Collage** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Uses scissors with two hands to cut a piece of paper
* Tears materials to make them the desired size/ shape
* Begins to make snips in paper
 | * Explores fastening resources together using available resources
 | * Uses glue to attempt to stick but may not be secure
* Able to use glue to fasten paper/ thin resources together
* Sticks objects randomly onto paper/ card
 | Masking tape,PVA glueCardPaper, tissue paper, crepe paperBoxes, tubesLollipop sticks, match sticks, pom poms, feathers |
| **Developing Skill** | * Some control over scissors to cut materials
* Holds scissors correctly
 | * Fastens paper and card together with success
* Beginning to explore techniques to join thicker materials
 | * Able to use glue/tape to fasten thicker materials together
* Sticks carefully selected items together to achieve desired purpose
* Uses sticking resources to explore creating different textures
 | Scissors, cello tape, masking tapeLarge and small boxesThick and thin cardPaper, tissue paper, crepe paperBottles, tubesPVA glueGlue sticksLollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons |
| **Extended Skill** | * Uses scissors with increased control to cut out a desired shape
* Uses scissors to cut thicker materials such as card
 | * Plans how they will fasten things together
* Checks that fastening is secure
* Selects media to achieve desired effect
 | * Make decisions about what they will use to stick - which will be most effective way to stick?
* Controls glue spatula to spread glue
* Makes decisions about what the correct amount of tape/ glue to use is
 | Scissors, hole punch, cello tape, masking tape, staplerPaper clips, Treasury tagsGlue/ PVA glueRange of paper/cardLollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttonsSupport using glue gun |

 **Studio Area – Base 6**

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| --- | --- | --- | --- | --- |
| **Skill** | **Mixing** | **Printing** | **Mark Making/ Painting** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Experiments with colour mixing but with no intention to mix a certain colour
 | * Explores printing with different objects
* Prints randomly on paper
* Puts printing tool into paint then prints on paper
 | * Covers the paper in paint
* Paints in random directions
 | Paint brushesPoster paintWaterPalettes |
| **Developing Skill** | * Uses primary colours to mix secondary colours
* Explores the properties of colours as they mix
* Mixes colour for a desired purpose
 | * Paints onto chosen printing tool before printing
* Takes time when printing
 | * Uses horizontal and vertical brush strokes to paint
* Paints a desired picture
* Gives meaning to the marks that they make
 | Different sized paint brushesPowder paintPoster paintMixing cardsWaterPalettesRange of paper |
| **Extended****Skill** | * Experiments with different tones and shades
* Makes choices about what colours they will mix
* Mixes an intended colour for an intended purpose
 | * Prints to create patterns and pictures
* Prints with a range of colours.
* Carefully plans where they will print and what they will print
 | * Express their thoughts and ideas with paint
* Observes objects on display when painting and responding with paint
* Uses a range of movements and brush strokes to paint
 | Mixing cardsPaint sample cardsDifferent sized paint brushesRange of paperChoice of working horizontally or vertically (easel or table top)Artwork examples from artists |

**Sand - Nursery/Base 6**

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| **Skill** | **Dig** | **Mould** | **Sieve** | **Bury/ Enclose** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Explores moving sand using spade/ scoops
* Digs using hands
* Lifts sand in hands and places back down
 | * Makes impressions using hands, fingers, knees, arms
* Fills containers/ buckets with sand
* Pats down sand to make it smooth
 | * Sifts sand through fingers.
* Explores and observes the way sand moves through sieve
 | * Covers their hands and fingers in sand
 | Different shaped mouldsBucketsSpades, scoops - long and short handledSieves |
| **Developing Skill** | * Scoops sand up using scoop/ spade
* Moves sand from A to B using a spade
* Loses little sand off the spade
* Able to dig a hole or space in sand
 | * Free play with hands - makes shapes, heaps and tunnels
* Fills moulds and shapes and turns over to make shape
* Recognises that damp sand holds shape
 | * Recognises that dry sand falls freely through fingers/ sieve
 | * Free play with hands.
* Uses hands to cover up objects
 | Ice cube mouldsIrregular shaped mouldsDifferent sized sieves,Different sized buckets, containersShort-handled scoops/ spades |
| **Extended****Skill** | * Selects the most appropriate scoop/ spade for digging
* Digs with control
* Digs for a desired purpose
 | * Uses a range of containers/ moulds to create intricate sand creations
* Uses spades/ scoops/ buckets to make sand into desired shapes
 | * Sieves sand for a desired effect
* Sieves sand for a desired purpose
* Sieves sand to filter out larger objects
 | * Buries and covers up resources
* Pats sand down to cover up resources
* Uses spades/ scoops to bury objects
 | Potato mashersColanderKitchen utensilsDifferent sized containersSieves with small holes/ large holes |

**Water - courtyard**

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| --- | --- | --- | --- | --- | --- |
| **Skill** | **Pouring** | **Filling** | **Transporting** | **Mixing** | **Enhancement to****facilitate play** |
| **Emerging skill** | * Tips to pour quickly
* Drops objects into the water
* Observes as they pour water from container to container
* Observes the way water moves
 | * Fills containers until they overflow
* Randomly fills different containers
 | * Carries water from A to B but spills large amounts of water along the way
* Explores the way water moves and is transported
* Tries to catch water as it is transported
 | * Explores the way water moves as they mix and stir it
* Spills some water when mixing
 | Different sized beakersDifferent sized containersIrregular shaped containersBucketsWater wheel |
| **Developing Skill** | * Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any
 | * Fills containers with increasing control.
* Fills containers with a desired amount
 | * Carefully carries water from A to B but spills a little
* Explores using a range of resources and techniques to transfer water for example pipets
 | * Mixes slowly as not to spill
* Increased control when mixing
* Mixes with a goal in mind for example to make potions
 | Different sized containersPots and pansColandersKitchen utensilsNatural materialsSome transparent containersWhisks |
| **Extended Skill** | * Pours an amount of water into a chosen container
* Pours with increased accuracy with less spilling
 | * Fills a container to their intended point of fill
* Starting to read scales when filling
 | * Spills little or no water when transporting
* Does not fill the container to the top - shows an awareness of how much they can carry without spilling
* Plans and uses the most effective ways to transport water to avoid spillages
 | * Understands what will happen to the water when they mix it
* Loses little or no water when mixing
 | Spoons with slots and holes inMeasuring spoonsDifferent sized spoonsJugs with spoutsJugs with handlesPipingPipettes, basters |

**Investigation station – Base 5**

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| **Skill** | **Observe** | **Investigate/ Experiment** | **Test** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Observes the immediate world around them
* Comments on what they can see
 | * Explores cause and effect
 | * Explores cause and effect but changes a variable (e.g.:- Floating and sinking - will it float if there is more water?)
 | Goggles, magnifying glasses,binocularsRange of materialsRange of interesting objects |
| **Developing Skill** | * Observes something with interest.
* Notices and comments on change in their environment, outdoors
* Asks questions about what they have observed
 | * Uses appropriate resources to carry out chosen test
* Formulates a hypothesis about what they think will happen and why
 | * Plans a test - considering what it is that they want to find out
* Thinks about how they can find out the answer to their question
 | MirrorsPull/push toysRange of materialsRange of objectsSprings, spinnersTimersMagnets |
| **Extended****Skill** | * Closely observes experiments over a number of days
* Discusses what their observations tell them
* Seeks out things to observe to find things out
 | * Records their findings in their own way
* Makes decisions about what will be the most effective resources to use to carry out experiment
 | * Tests ideas and theories
* Plans what they will do next based on their findings
 | Sorting trays, collecting pots,CamerasNotebooks, notepads, clipboards |

**Mud Kitchen - outdoors**

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| --- | --- | --- | --- | --- | --- |
| **Skill** | **Concoct/imagine** | **Problem solve** | **Actions** | **Purpose** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Create familiar everyday meals- pies, cake, soup
 | * Explores how new resources work and incorporates them into play
* Asks for help with new equipment
 | * Splatting/splashing
* Emptying
* Filling
* pouring
 | * With support can talk about what they are making and name ingredients that they are using
* Explores combining resources
 | MudSaucepansBowlsBig spoonsWater |
| **Developing Skill** | * Adds imagination to what they create worm pie, slime cake, eye ball soup
 | * Uses trial and error multiple times to effectively use a new piece of equipment
* Will observe peers and learn from what they are doing
 | * scooping
* stirring
* mixing
* transferring
* patting/smoothing
* adding
* picking
* chop
 | * Can follow a recipe that use pictorial representations
* Has an end goal in mind and can talk about ingredients and actions needed to reach goal
 | Recipes (pictorial)ScoopsWooden spoonsBowlsMetal spoonsPlastic spoonsPlastic knivesHerbsVegetables/fruit |
| **Extended****Skill** | * Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.
 | * Uses new equipment in a variety of scenarios
* Will talk to peers and work together to solve a problem
 | * Sharing out
* serving
* ladling
* whisking
* moulding
* crushing
* mashing
* measuring
* boiling
* sieving
 | * Can follow a recipe that uses simple language and words in line with phonic knowledge.
* Works through all stages of process of making something combing ingredients, cooking and serving
 | RecipesLadlesWhisksMouldsPestle and mortarMasherMeasuring cups/spoonsMeasuring jugs/scalessieve |

**Writing**

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| **Skill** | **Marks** | **Meaning** | **Pencil grip** | **Purpose** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Controls scribbles

Draws circles. Lines and other patterns | * Marks do not communicate meaning
* Does not always look at paper when making marks
 | * Palmer/whole hand grasp
 | * Exploring how to make marks on paper
 | Chunky pencils/pensPencil control patterns |
| **Developing Skill** | * Understands that writing and drawing are different
* Is aware of directionality
* Name and write recognisable letters
 | * Is aware that print has meaning
* Gives meaning to own marks
 | * Digital grip
 | * Write words that are familiar to them and their name
* Understands different forms and writing and mark makes to imitate this form of writing e.g shopping lists
 | Name cardsWhiteboards and pensPens/pencils/crayons/chalksVariety of paper |
| **Extended****Skill** | * Becomes aware of letter/sound connections
* Writes recognisable letters/words/phrases
 | * Can read back writing to an adult
* Uses phonic knowledge to support with spelling
* Beginning to understand use of punctuation
 | * Modified tripod/tripod grip
* Dominant hand is developed
 | * Experiments with different forms of writing
* Able to talk about the purpose of writing
 | Sound matsKey wordsVariety of templatesNotebooks |

**Fine motor**

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| --- | --- | --- | --- | --- |
| **Skill** | **Posting (hand eye co-ordination)** | **Squeezing** | **Threading** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Putting coins/cards in a container with a slit
* Use of hands to post items into containers
 | * Popping bubble wrap
* Moulding dough into different shapes

Washing up liquid bottles to empty liquid out | * Threading chunky beads onto pipe cleaners
* Threading tubing (cut up toilet rolls/ kitchen rolls) onto string
 | CoinsPosting boxesBubble wrap DoughChunky beadsPipe cleaners |
| **Developing Skill** | * Large pegs on pegboards
* Scoops/spoons to put objects into containers
* Balancing small balls on golf tees
 | * Pipettes to squeeze out one drop of liquid
* Sponges to squeeze out water
* Pegs onto cardboard shapes/pieces of ribbon
 | * Threading pasta onto string
* Threading pipe cleaners into colanders/plant pots/air flow balls
* Thread cut up straws onto pipe cleaners
* Threading leaves onto sticks
 | Large pegsScoops and spoonsSmall ballsPipettesSpongesPegsPastaPipe cleanersstraws |
| **Extended****Skill** | * Small pegs onto peg boards
* Small matchsticks into small holes
* Balancing marbles on golf tees
 | * Tweezers to pick up small objects
* Tongs to pick up small objects
* Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape)
 | * Threading smaller beads (pony beads) onto string or onto pasta stuck into dough)
* Threading beads onto pipe cleaners to make bracelets
* Weaving ribbon
* Hanging objects onto trees/twigs
* Threading nuts and bolts
 | PegsPegboardsMarblesGolf teesTweezersTongsBeadsPastaRibbonNuts and bolts |

**Maths**

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| **Skill** | **Number**  | **Shape/Pattern** | **Measures** | **Enhancement to****facilitate play** |
| **Emerging****skill** | * Say number names to count objects, not necessarily in the right order
* Can use number language within play
* Beginning to recognise some numerals

Represent numbers on fingers | * Select and rotate shapes to fit in a given space
* Explore/play with shapes to build towers and make pictures
* Can find two shapes that are the same
* Continue a pattern that has been started
 | * Direct comparison of 2 objects
* Use of some language within play
 | Counting objects2D shapes3D shapesBalance scalesRulersMeasuring cylinders/jugsSubitising imagesPlastic numeralsDiceDifferent number representations |
| **Developing Skill** | * Say one number name for each object (one to one correspondence)
* Give someone a specified number of objects
* Subitise when in a regular pattern e.g. dice
* Recognise numerals to 5
* Recognise different number representations
 | * Can spot real life shapes in the environment that match shapes within their play
* Can name basic 2D shapes (square, circle, rectangle, triangle)
* Comments on shapes of objects during play
* Makes shape pictures with a template
* Create an ABABAB pattern
 | * Explore balance scales/rulers/measuring tapes/measuring cylinders within play
* Can use full and empty to describe capacity
* Can use small/ big and tall/short to describe size
* Can you long and short to describe length
 | Counting objects2D shapes3D shapesBalance scalesRulersMeasuring cylinders/jugsSubitising imagesPlastic numeralsDice |
| **Extended Skill** | * Move or touch objects to count them
* Count objects that cannot be touched
* Count objects that cannot be seen e.g. sounds/claps
* Give a specified number from a larger group
* Subitise when in an irregular pattern
* Recognise numerals to 10
 | * Intentionally select a shape for a purpose e.g. A cylinder because it rolls
* Talk about the properties of 2D and 3D shapes
* Can identify a variety of 2D and 3D shapes
* Makes shape pictures without a template
* Spot an error in a pattern and correct
 | * Can use balance scales to determine which is heavier or lighter
* Beginning to measure items using non-standard units (cubes, paperclips, handprints)
* Can order 3 objects by size
 | Counting objects2D shapes3D shapesBalance scalesRulersMeasuring cylinders/jugsSubitising imagesPlastic numeralsDiceDifferent number representations |