**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 grass  Coloured fabric  Cars, vehicles  Figures from stories/ TV/ movies  Fairy-tale characters  Animals |
| **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 stories  Doll’s house and house furniture  Mini me character photos  Animals |
| **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, foliage  Mini 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 | Duplo  Stickle bricks  Mobilo  Small block  Large 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 | Lego  Mobilo  Small blocks  Large Blocks  Coloured blocks  Kapla  Squared 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 blocks  Kapla  Meccano  Nuts and bolts  Handles  Wheels and axels  Knex  Squared 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 food  Household 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 coins  Selection of play food  Household objects  Role 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, cloaks  Hats, ties, bags, purses,  jewellery  Pillowcases (for children to  create 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 Dough  Muffin tins  Metal trays  Cookie cutters  Rolling pins  Dough stampers  Bowls 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 ends  Plastic knives  Metal trays and tins in different sizes  Introduce 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 clay  Clay and clay tools  Clay boards  Water - (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 glue  Card  Paper, tissue paper, crepe paper  Boxes, tubes  Lollipop 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 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, 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, 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 |

**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 brushes  Poster paint  Water  Palettes |
| **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 brushes  Powder paint  Poster paint  Mixing cards  Water  Palettes  Range 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 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 |

**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 moulds  Buckets  Spades, scoops - long and short handled  Sieves |
| **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 moulds  Irregular shaped moulds  Different sized sieves,  Different sized buckets, containers  Short-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 mashers  Colander  Kitchen utensils  Different sized containers  Sieves 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 beakers  Different sized containers  Irregular shaped containers  Buckets  Water 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 containers  Pots and pans  Colanders  Kitchen utensils  Natural materials  Some transparent containers  Whisks |
| **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 in  Measuring spoons  Different sized spoons  Jugs with spouts  Jugs with handles  Piping  Pipettes, 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,  binoculars  Range of materials  Range 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 | Mirrors  Pull/push toys  Range of materials  Range of objects  Springs, spinners  Timers  Magnets |
| **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,  Cameras  Notebooks, 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 | Mud  Saucepans  Bowls  Big spoons  Water |
| **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)  Scoops  Wooden spoons  Bowls  Metal spoons  Plastic spoons  Plastic knives  Herbs  Vegetables/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 | Recipes  Ladles  Whisks  Moulds  Pestle and mortar  Masher  Measuring cups/spoons  Measuring jugs/scales  sieve |

**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/pens  Pencil 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 cards  Whiteboards and pens  Pens/pencils/crayons/chalks  Variety 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 mats  Key words  Variety of templates  Notebooks |

**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 | Coins  Posting boxes  Bubble wrap  Dough  Chunky beads  Pipe 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 pegs  Scoops and spoons  Small balls  Pipettes  Sponges  Pegs  Pasta  Pipe cleaners  straws |
| **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 | Pegs  Pegboards  Marbles  Golf tees  Tweezers  Tongs  Beads  Pasta  Ribbon  Nuts 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 objects  2D shapes  3D shapes  Balance scales  Rulers  Measuring cylinders/jugs  Subitising images  Plastic numerals  Dice  Different 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 objects  2D shapes  3D shapes  Balance scales  Rulers  Measuring cylinders/jugs  Subitising images  Plastic numerals  Dice |
| **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 objects  2D shapes  3D shapes  Balance scales  Rulers  Measuring cylinders/jugs  Subitising images  Plastic numerals  Dice  Different number representations |