



Common Play Behaviours Progression Document Reception

Reception – Small World Area

Behaviour	Imitates and represents objects as another	Represents an Environment	Creates Narrative around Play	Recalls Past Events	Resources to Facilitate Play
Extended Skill	Able to find a resource for a given purpose to fit in with their narrative.	Children design and imagine their own story setting.	Uses story language and story features to create a narrative of their own.	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)
Developing Skill	Represents a range of resources as chosen objects	Create an environment that they have created/ imagined.	Uses some story language in their play – familiar lines from stories and familiar story themes.	Able to intertwine their own experiences with the experiences with the experience of others.	Characters from familiar stories, Doll's house and house furniture, Mini me, Character photos, Animals
Emerging Skill	Represents objects as different objects. Talks expressively about the object they have represented as something else.	Represent/create environments from stories.	Explains their actions in small world play (e.g.: pretend the man is walking)	Articulates thoughts and feelings through a narrative.	Artificial grass, Coloured fabric, Cars, Vehicles, Figures from stories/ TV/ movies, Fairy-tale Characters, Animals

Reception – Construction Area

Behaviour	Creates a Structure	Special Awareness	Constructs with a purpose in mind	Resources to Facilitate Play
Extended Skills	Builds more elaborate structures. Includes systems (e.g.: Pathways, Roads, Bridges etc) and adds detail to structure.	Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures.	Creates a design before they construct. Change, adapt and modify model to serve a purpose.	Small blocks, Kapla, Meccano, Nuts and Bolts, Handles, Wheels and Axels, Knex, Squared paper/design sheets
Developing Skill	Ensures model is stable. Combines resources to create a structure.	Understands safety elements (e.g.: if tower is taller than themselves then it might hurt them if it falls)	Combine construction resources to create a model.	Lego, Mobilo, Small blocks, Large Blocks, Coloured blocks, Kapla, Squared paper
Emerging Skill	Uses resources to construct buildings.	Selects the appropriately sized blocks/construction resources for their chosen purpose/workspace.	Plans what they will use.	Duplo, Stickle bricks, Mobilo, Small blocks, Large blocks

Reception – Role Play Area

Behaviour	Express Emotions and Feelings	Acts in a Role	Creates Narrative around Play	Recalls Past Events	Resources to Facilitate Play
Extended Skills	Responds to scenarios in role play with empathy.	Uses different voices and expressions. Takes on a range of roles confidently.	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)
Developing Skill	Expresses a range of emotions through role play.	Plays as different roles.	Uses story language and story features to create a narrative of their own.	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
Emerging Skill	Shows an awareness of the feelings of other 'characters' feelings in joint role play.	Acts out both familiar and unfamiliar imaginative scenarios. Uses props to develop their chosen character role.	Uses some story language in their play – familiar lines from stories, familiar story themes.	Re-enacts 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.

Reception – Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended Skill	Ensures they have rolled dough to desired size/shape.	Chooses tools to create a desired shape, size and texture.	Uses cutting tools to create a desired shape.	Creates more intricate shapes	Modelling clay and clay tools, Clay boards, Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	Uses rolling pin to roll dough/clay flat with pressure	Explores the way tools create different textures.	Uses cutting tools to cut away any excess dough/clay.	Able to use tools to manipulate dough/clay to add detail.	Extruders with patterned ends, Plastic knives, Metal trays and tins in different sizes, Introduce tougher malleable materials like clay
Emerging Skill	Beginning to use a rolling pin to flatten the dough/clay with some necessary pressure.	Uses hands to flatten, squash, bend, twist and stretch dough with necessary pressure.	Uses tools to cut away excess dough.	Uses tools to add detail.	Play Dough, Muffin Tins, Metal Trays, Cookie Cutters, Rolling Pins, Dough stampers, Bowls and Dishes

Reception – Workshop Area

Behaviour	Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate play
Extended Skill	Uses scissors to cut thicker materials such as card.	Selects media to achieve a desired effect	Makes decisions about what they will use to stick – which will be the most effective way to stick? Makes decisions about what the correct amount of tape/glue to use is.	Scissors, Hole punch, Sellotape, 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
Developing Skill	Uses scissors with increased control to cut out a desired shape.	Checks that a fastening is secure	Able to use glue/tape to fasten thicker materials together. Controls glue spatula to spread glue.	Scissors, Sellotape, 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
Emerging Skill	Holds scissors correctly.	Plans how they will fasten things together	Uses sticking resources to explore creating different textures.	Masking tape, PVA glue, Card, Paper, Tissue Paper, Crepe Paper, Boxes, Tubes,

			Sticks carefully selected items together to achieve desired purpose.	Lollipop Sticks, Match Sticks, Pom Poms, Feathers
--	--	--	--	---

Painting Area - Reception

Behaviour	Mixing	Printing	Mark Making/Painting	Resources to facilitate play
Extended Skill	Mixes an intended colour for an intended purpose. Experiments with different tones and shades.	Carefully plans where they will print and what they will print.	Observes objects on display when painting and responding with paint Express their thoughts and ideas with 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
Developing Skill	Mixes colour for a desired purpose. Makes choices about what colours they will mix	Prints with a range of colours. Prints to create patterns and pictures.	Uses a range of movements and brush strokes to paint	Different sized paint brushes, Powder paint, Poster paint, Mixing cards, Water Palettes, Range of paper
Emerging Skill	Uses primary colours to mix secondary colours	Takes time when printing. Paints onto chosen printing tool before printing.	Paints a desired picture	Paint brushes, Poster paint, Water Palettes

Sand Area – Reception

Behaviour	Dig	Mould	Sieve	Bury/Enclose	Resources to Facilitate Play
Extended Skill	Digs with control Selects the most appropriate scoop/spade for digging	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	Uses spades/scoops to bury objects	Potato mashers, Colander, Kitchen utensils, Different sized containers, Sieves with small holes/large holes
Developing Skill	Digs for a desired purpose	Fills moulds and shapes and turns over to make shape	Sieves sand for a desired purpose	Pats sand down to cover up resources	Ice cube moulds, Irregular shaped moulds, Different sized sieves, Different sized buckets, Containers, Short-handled scoops/spades
Emerging Skill	Loses little sand off the spade Able to dig a hole or space in the sand	Recognises that damp sand holds shape	Sieves sand to filter out larger objects	Buries and covers up resources	Different shaped moulds, Buckets, Spades, Scoops - long

					and short handled, Sieves
--	--	--	--	--	------------------------------

Water Area - Reception

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to Facilitate Play
Extended Skill	Pours with increased accuracy with less spilling	Starting to read scales when filling	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.	Spoons with slots and holes in, Measuring spoons, Different sized spoons, Jugs with spouts, Jugs with handles, Piping, Pipettes, Basters
Developing Skill	Pours an amount of water into a chosen container	Fills a container to their intended point of fill	Explores using a range of resources and techniques to transfer water for example pipets.	Loses little or no water when mixing.	Different sized containers, Pots and pans, Colanders, Kitchen utensils, Natural materials, Funnels,

					Some transparent containers, Whisks
Emerging Skill	Pours water into an intended place (e.g.: back into the tray or in another container as not to lose any).	Fills containers with increasing control.	Carefully carries water from A to B but spills a little.	Mixes with a goal in mind for example to make potions.	Different sized beakers, Different sized containers, Irregular shaped containers, Buckets, Water wheel

Science Area – Reception

Behaviour	Observe	Investigate/Experiment	Test	Resources to Facilitate Play
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	Makes decisions about what will be the most effective resources to use to carry out experiment Records their findings in their own way	Tests ideas and theories Plans what they will do next based on their findings	Sorting trays, Collecting pots, Cameras, Notebooks, Notepads, Clipboards

Developing Skill	Notices and comments on change in their environment, outdoors.	Uses appropriate resources to carry out chosen test.	Plans a test - considering what it is that they want to find out	Mirrors, Pull/push toys, Range of materials, Range of objects, Springs, Spinners, Timers, Magnets
Emerging Skill	Observes something with interest.	Formulates a hypothesis about what they think will happen and why	Thinks about how they can find out the answer to their question	Goggles, Magnifying glasses, Binoculars, Range of materials, Range of interesting objects

Mud Kitchen – Reception

Behaviour	Concoct/Imagine	Problem Solve	Actions	Purpose	Resources to Facilitate Play
Extended Skill	Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.	Will talk to peers and work together to solve a problem	Sharing out Serving Ladling Whisking Boiling Sieving	Can follow a recipe that uses simple language and words in line with phonic knowledge.	Recipes Ladles Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales

					Sieve
Developing Skill	Adds imagination to what they create worm pie, slime cake, eye ball soup	Uses new equipment in a variety of scenarios	Moulding Crushing Mashing Measuring	Works through all stages of process of making something combining ingredients, cooking and serving	Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit
Emerging Skill	Will create something that is familiar to them.	Uses trial and error multiple times to effectively use a new piece of equipment	Transferring Mixing	Has an end goal in mind and can talk about ingredients and actions needed to reach goal	Mud Saucepans Bowls Big spoons Water

Writing – Reception

Behaviour	Marks	Meaning	Pencil Grip	Purpose	Resources to Facilitate Play
Extended Skill	Becomes aware of letter/sound connections Writes recognisable letters/words/phrases	Beginning to understand use of punctuation Can read back writing to an adult	Modified tripod/tripod grip	Experiments with different forms of writing Able to talk about the purpose of writing	Sound mats Key words Variety of templates Notebooks
Developing Skill	Name and write recognisable letters	Uses phonic knowledge to support with spelling	Dominant hand is developed	Write words that are familiar to them and their name	Name cards Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper
Emerging Skill	Is aware of directionality	Gives meaning to own marks	Digital grip	Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists	Chunky pencils/pens Pencil control patterns

Funky Fingers – Reception

Behaviour	Posting (hand eye co-ordination)	Squeezing	threading	Resources to Facilitate Play
Extended Skill	Balancing marbles on golf tees	Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape)	Weaving ribbon Hanging objects onto trees/twigs Threading nuts and bolts	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	Small pegs onto peg boards Small matchsticks into small holes	Tweezers to pick up small objects Tongs to pick up small objects	Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) Threading beads onto pipe cleaners to make bracelets	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners

				straws
Emerging Skill	Balancing small balls on golf tees	Pegs onto cardboard shapes/pieces of ribbon Pipettes to squeeze out one drop of liquid	Thread cut up straws onto pipe cleaners Threading leaves onto sticks	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

Maths – Reception

Behaviour	Number	Shape/Pattern	Measures	Resources to Facilitate Play
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	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	Beginning to measure items using non-standard units (cubes, paperclips, handprints) Can use balance scales to determine which is heavier or lighter	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice

	Subitise when in an irregular pattern Recognise numerals to 10	Makes shape pictures without a template Spot an error in a pattern and correct		Different number representations
Developing Skill	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 name basic 2D shapes (square, circle, rectangle, triangle) Makes shape pictures with a template Create an ABABAB pattern	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
Emerging Skill	Say one number name for each object (one to one correspondence)	Can spot real life shapes in the environment that match shapes within their play Comments on shapes of objects during play	Can use full and empty to describe capacity 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 Different number representations
--	--	--	--	---