



Common Play Behaviours Progression Document – Year 1

Construction Area- Year 1

Behaviour	Creates a Structure	Special Awareness	Constructs with a purpose in mind	Resources to Facilitate Play
Extended Skills	Builds intricate structures, e.g. uses a wide range of resources for different purposes, e.g. smaller blocks for smaller areas of the construction. Builds using indoor or outdoor resources, exploring construction across different formats.	Builds more intricately, e.g. rebuilds previous structures with suitable editions made. Reflects on structures made, what went well, what would be changed.	Designs and makes a structure for a purpose, adapting the structure if needed. Shares their creations, explaining the process behind the design.	Building blocks, unified cubes, cardboard, paper, straws, Lego.
Developing Skill	Identifies some materials are better for building than others and can explain why. Works with peers, sharing ideas.	Adapts as they build and rebuilds following trial and error with different methods.	States what they are building and why they are building the structure.	Building blocks, unifix cubes, cardboard, Lego, stickle bricks, magnetised squares, cardboard, paper, straws.
Emerging Skill	Makes a stable structure using suitable materials.	Selects building equipment carefully and makes decisions throughout building, e.g. seeing a structure is too heavy and will fall.	Verbalises an idea to build and builds independently.	Duplo, Lego, building bricks, unifix cubes,

Reading – Year 1

Behaviour	Phonics	Word Reading	Comprehension	Storytelling	Resources to Facilitate Play
Extended Skills	Reads both letter name and sound. Segments and blends sounds to read words. Identifies the syllables in words.	Reads tricky words that are not decodable Reads polysyllabic words Reads common exception words with increasing confidence	Begins to use inference when discussing the text. Identifies key characters, emotions, settings in a text. Compares texts and can discuss similarities and differences. Relates texts to real life contexts and events.	Reads a range of book genres. Chooses to read for pleasure. Retells a story using beginning, middle and end. Recites stories and rhymes from memory.	Range of books, fiction, non-fiction, picture books, phonically decodable books Newspapers, magazines, recipe books, booklets, brochures. Audiobooks, CDs, letter magnets, Phonic games, puppets, friezes, alphabet visuals, displays

Developing Skill	Counts syllables in words. Segments sounds independently. Blends sounds to form CVCC and CCVC words. Uses fingers to say each sound.	Reads aloud phonetically decodable books matched to their ability. Reads simple sentences and understands the meaning.	Identifies main characters and where a story takes place. Can retrieve simple answers to questions from a text. Infers what the text will be about from the front cover. Makes predictions based on what has been read.	Uses props to help retell stories. Recites simple rhymes and songs.	Range of books, fiction, non-fiction, picture books, phonically decodable books, poetry. Newspapers, magazines, recipe books, booklets, maps, brochures. Audiobooks, CDs, letter magnets, Phonic games, puppets, friezes, alphabet visuals, displays
Emerging Skill	Recognises first and last letters in words. Copies modelled sounds. Sings songs and rhymes independently Segments and blends CVC words.	Recognises and can read their name. Recognises phase 1 and 2 initial sounds.	Answers questions about what is happening in a story. Identifies the main character in a story. Begins to note the difference between	Uses toys or small world to retell stories. Can retell well known simple stories from memory or visual support, such as Goldilocks and the 3 bears.	Range of books, fiction, non-fiction, picture books, phonically decodable books, big books. Newspapers, magazines, recipe books, booklets, brochures, maps.

			non-fiction and fiction texts.		Audiobooks, CDs, letter magnets, Phonic games, puppets, friezes, alphabet visuals, displays
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Creative/ Art – Year 1

Behaviour	Mixing	Printing	Mark Making/Painting	Resources to facilitate play
Extended Skill	Mixes colours for an intended purpose. Adds light and dark colours to paint in order to create different tints and tones.	Carefully plans where they will print and what they will print. Uses repeating or overlapping of shapes.	Chooses painting equipment with intention, e.g. thin brushes to make finer lines. Creates paintings inspired by artworks, artists, visuals or ideas. Express their thoughts and ideas with paint	Water colour paints, poster paints, palettes, 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 colours with the purpose of creating light and dark colours. Makes choices about what colours they will mix	Prints with a range of colours and objects. Uses different methods to print, e.g., stamp, roll, rub.	Uses a range of movements and brush strokes to paint and explore texture and direction.	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. Uses a range of objects to print, e.g. sponges, vegetables, fruit.	Paints using thick and thin brushes.	Paint brushes, Poster paint, Water Palettes

Science Area – Year 1

Behaviour	Observe	Investigate/Experiment	Test	Resources to Facilitate Play
Extended Skill	Uses scientific knowledge to ask scientific questions. Observes objects and living things and begins to make predictions.	Follows instructions to complete a simple test individually or in a group. Records their findings and can discuss with a group their findings.	Use scientific language to answer investigation questions. Can discuss findings in comparison to their predictions Uses findings to inform what they will do next.	Magnifying glasses, Sorting trays, Collecting pots, Cameras, Notebooks, Notepads, Clipboards
Developing Skill	Observes objects and living things, asking questions and describing what they see	Chooses appropriate equipment to carry out chosen test and can explain why the equipment has been chosen.	Plans a test - considering what it is that they want to find out and how they will test. Works within a group to discuss findings of a test.	Mirrors, Pull/push toys, Ramps, Range of materials, Range of objects, Springs, Spinners, Timers, Magnets
Emerging Skill	Observes something with interest, asking questions.	Can record a hypothesis about what they think will happen and why.	Plans a simple test, considering what	Goggles, Magnifying glasses, Binoculars, Range

			equipment they might need.	of materials, Range of interesting objects
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Writing – Year 1

Behaviour	Handwriting	SPAG	Writing	Vocabulary	Resources to Facilitate Play
	Another person can read writing with some mediation. Forms digits 0-9 correctly. Produces recognisable letters and words.	Uses capital letters and full stops consistently and correctly. Uses capital letters for nouns and pronoun 'I'.	Writes narratives about personal experiences, and those of others (real and fictional)	Chooses varied word choices, based on texts they have read.	Sound mats Key words Variety of templates Notebooks
Developing Skill	Sits correctly at a table, holding a pencil comfortably and correctly. Forms lower-case and capital letters which start and finish in the right place.	Separates words with word spaces. Begins to use capital letters and full stops and starts to use question marks or exclamation marks. Uses phonic knowledge to spell	Sequences sentences to form a narrative Plans or says out loud what they will write about.	Write words that they have heard and use phonic knowledge to spell new words in their writing.	Name cards Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper

		words they're unsure of.			
	Forms lowercase and capital letters correctly.	Thinks of, says and writes simple sentences, sometimes using a capital letter and full stop.	Composes a sentence orally before writing it.	Verbally uses more varied word choice, beginning to use their phonic knowledge to spell words in their writing.	Pencil grips, triangular pencils, Chunky pencils/pens Pencil control patterns

Gross & Fine motor skills – Year 1

Behaviour	Core strength and posture	Grasp and fine motor skill development	Hand eye coordination development	Resources to Facilitate Play
Extended Skill	Uses techniques to help stabilise when balancing. Playing catching games on balance boards or beams. Uses outdoor climbing/ play equipment.	Uses a tripod grip when writing, forming letters and numbers clearly when writing. Sits with correct writing posture at table, back straight, knees at 90 degrees, feet flat on floor.	Playing games with ball and racket, (activities with moving parts). Cuts confidently using scissors, following lines and shapes.	Pencil grip Balancing equipment Outdoor apparatus Paper/ card/ cardboard Racket games and variety of balls.
Developing Skill	Plays games involving balancing, e.g. balancing on one foot in Twister.	Practices colouring or writing on a sloped surface to improve wrist dexterity and dynamic finger movements.	Copying patterns using building bricks. Threading activities, e.g. pretend shoelaces. Rolling balls into cups, bowling.	Building bricks Twister game mat Ribbon Thread Wool String Shoelace plastic board/ simple shoe Balls of different varieties Cups

Emerging Skill	Uses scissors, buttons, zips and manipulative like play doh and sand to gain strength in hands. Can form simple balances on equipment, e.g. hopscotch, moving from one foot hop to a two feet jump.	Hand/ finger strengthening exercises using playdoh, pincer tweezer activities and playing with Lego.	Uses large pegs before moving on to smaller pegs in peg placement activities. Placing stickers onto charts in particular places. (Activities with stability)	Small pegs Big pegs Pegboard Scissors Buttons Zips Threading activities Hopscotch/ chalk
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Maths – Year 1

Behaviour	Number	Shape/Pattern	Measures	Resources to Facilitate Play
Extended Skill	Can count and represent numbers to 100. Represents and uses number bonds and related subtraction facts within 10. Adds and subtracts one and two digit numbers within 20 using manipulative	Can identify and name the properties of a range of 2D and 3D shapes. Uses mathematical vocabulary to describe position, direction and movement. Able to make and identify turns, including whole, half, quarter and three- quarter turns.	Measures and compares lengths, heights, weights and capacities. Tells the time to the hour and half an hour. Recognises the value of different coins and notes.	Counting objects/ dienes / numicon 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Weighing scales Plastic numerals Dice Clocks Coins Money notes Directional equipment Compass
Developing Skill	Can read, write and order numerals to 20.	Recognises and names common 2D shapes.	Measures items using standard units.	Counting objects 2D shapes 3D shapes Balance scales

	Compares numbers to 20 using greater than, less than and equal to. Count forwards within 100	Identifies patterns and 'odd one out'. Can continue patterns.	Begins to compare measurements using simple mathematical vocabulary. Tells the time to the hour. Recognises a range of coins and their value.	Rulers Measuring cylinders/jugs Plastic numerals Dice Different number representations
Emerging Skill	Recognises numerals to 10. Subitises numbers in a regular pattern, e.g. a dice Counts up to 10 with concrete resources.	Recognises shapes in everyday contexts. Can label basic 2D shapes, e.g. circle, square, triangle	Can measure using non-standard units. Compares measurements using key mathematical vocabulary, e.g. shorter, longer.	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Plastic numerals Dice Different number representations