

Common Play Behaviours

Water

	Pouring/Emptying	Filling	Transporting/Transferring	Stirring and Mixing	Resources to facilitate CPB
Extended Skill (Year 1)	<p>Pours a desired amount of water into a chosen container.</p> <p>Pours with increased accuracy.</p>	<p>Fills a container to the desired amount in mind.</p> <p>Start to read scales when filling.</p>	<p>Spills little or no water when transporting.</p> <p>Shows an awareness of how much they can carry without spilling.</p> <p>Plans to use the most effective ways to transport water to avoid spillages.</p>	<p>Understands what will happen to the water when it is mixed.</p> <p>Loses little or no water when mixing.</p>	<p>A range of different sized containers, graded measuring cylinders, jugs, funnels, measuring spoons, pipettes, syringes, small world enhancements – fishing nets, scuba divers, glass beads, shells, sea creatures, rocks, fish, boats.</p>
Developing Skill (Year R)	<p>Pours water slowly into an intended place (e.g. back into the tray or in another container as not to lose any)</p>	<p>Fills containers with increasing control.</p> <p>Fills containers with a desired amount.</p>	<p>Carefully carries water from A to B but spills a little.</p> <p>Explores using a range of resources and techniques to transfer water (e.g. funnels and pipes).</p> <p>Plans ways in which water can be</p>	<p>Mixes slowly as not to spill.</p> <p>Increased control when mixing.</p> <p>Mixes with a goal in mind (e.g. to make more bubble).</p>	<p>Different sized containers Colanders Kitchen utensils Natural materials Some transparent containers whisk Containers with holes Spoons of different sizes Funnels</p>

Common Play Behaviours

			transported without spillage.	Explores how some resources can be used to mix (whisk/spoon).	Syringe Spray bottles Piping Pipettes Water wheel
Emerging Skill (Year N)	<p>Tips to pour quickly.</p> <p>Drops objects into the water.</p> <p>Observes as they pour water from container to container.</p> <p>Observes the way water moves.</p>	<p>Fills containers until they overflow.</p> <p>Randomly fills different containers.</p>	<p>Carries water from A to B but will spill large amounts of water along the way.</p> <p>Explores the way water moves and is transported.</p> <p>Tries to catch water as it is transported.</p> <p>Attempts to catch water whilst being transported.</p> <p>Explores the different resources that aid transporting (e.g. funnels).</p>	<p>Explores the way water moves as they mix and stir it.</p> <p>Spills and splashes some water when mixing.</p> <p>Knows which resources are needed to mix water.</p>	<p>Different sized beakers</p> <p>Different sized containers</p> <p>Irregular shaped containers</p> <p>Buckets</p> <p>Water wheels</p> <p>Large funnel</p> <p>Large pipettes</p> <p>Ladles</p> <p>Different sized spoons</p> <p>Whisks</p>

Sand

	Digging	Moulding	Bury/Enclose	Sieving	Resources to facilitate CPB
Extended Skill (Year 1)	<p>Can select the most appropriate scoop or spade for digging.</p> <p>Digs for a desired purpose and with control.</p>	<p>Selects and uses a range of containers/moulds for a purpose.</p> <p>Selects and uses spades/scoops/buckets to make desired shapes.</p>	<p>Buries and covers up resources.</p> <p>Pats sand to cover up resources.</p> <p>Uses spades/scoops to bury objects.</p>	<p>Sieves sand for a desired effect and purpose.</p> <p>Sieves sand to filter out larger objects.</p>	<p>Kitchen utensils, colinder, different sized containers, sieves, moulds, plastic buckets, scoops, rakes.</p>
Developing Skill (Year R)	<p>Scoops sand up using scoop/spade.</p> <p>Moves sand from A to B using a spade.</p> <p>Loses little sand off the spade.</p> <p>Able to dig a hole or space in sand.</p> <p>Select the appropriate resources for digging.</p>	<p>Free play with hands- makes shapes, heaps and tunnels.</p> <p>Fills moulds and shapes and turns over to make shape.</p>	<p>Free play with hands.</p> <p>Uses hands to cover up objects.</p> <p>Buries and covers resources using spoons, spades and scoops.</p>	<p>Sieves sand for desired affect and purpose.</p> <p>Know that wet sand is harder to sieve.</p>	<p>Ice cube moulds Irregular shaped moulds Different sized sieves Different sized buckets/containers Short handles scoops and spades Jugs Measuring cylinders Funnels Small loose parts- shells, pebbles, corks. Teaspoons Sieves Tea strainer</p>

Common Play Behaviours

<p>Emerging Skill (Year N)</p>	<p>Explores moving sand using spade/scoops.</p> <p>Digs using hands.</p> <p>Lifts sand in hands and places back down.</p> <p>Use large buckets to scoop sand into them.</p>	<p>Makes impressions using hands, fingers, knees, arms.</p> <p>Fill containers/buckets with sand.</p> <p>Pats down sand to make it smooth.</p> <p>Begin to recognise that damp sand holds better.</p>	<p>Covers their hands and fingers in sand.</p> <p>Begin to cover objects with sand using hands.</p>	<p>Sifts sand through fingers.</p> <p>Explores and observes the way sand moves through sieve.</p> <p>Start to understand that dry sand moves quicker through a sieve.</p>	<p>Different shaped moulds</p> <p>Buckets-small and large</p> <p>Spades, scoops- long and short handled</p> <p>Sieves</p> <p>Cups</p> <p>Small bowls</p> <p>Jug with handle</p> <p>Large spoons, ladles and spatulas</p> <p>Rakes and forks</p> <p>Water wheel</p> <p>Potato masher</p>
---	---	---	---	---	---

Malleable

	Rolling	Mould	Cutting	Shaping	Resources to facilitate CPB
Extended Skill (Year 1)	<p>Uses a rolling pin to roll dough/clay flat with pressure.</p> <p>Rolls dough to desired shapes and sizes.</p>	<p>Chooses tools to create a desired shape, size and add texture.</p>	<p>Uses cutting tools to create a desired shape and cut away any excess dough/clay.</p>	<p>Uses tools to manipulate dough/clay, add detail and create more intricate shapes.</p>	<p>Modelling clay/playdough/clay/plasticine</p> <p>Clay tools and boards</p> <p>Lollipop sticks, rolling pins, playdough moulds.</p>
Developing Skill (Year R)	<p>Uses rolling pin to flatten dough/clay with some necessary pressure.</p> <p>When rolling use pressure to flatten the dough.</p> <p>Roll down until it has reached desired shape/size.</p>	<p>Explores the way tools create different textures.</p> <p>Use both hands to make round balls.</p> <p>Select the tools to help mould the dough.</p> <p>Use tools to make smaller, complex shapes.</p>	<p>Use tools to cut away excess dough.</p> <p>Use cutters confidently remembering to cut excess dough away.</p> <p>Use/select the cutting tools to make desired effect.</p>	<p>Rolls dough in hands to shape it.</p> <p>Begin to add detail to dough using tools.</p> <p>Begin to manipulate the dough in the desired effect.</p>	<p>Extruders with patterned ends</p> <p>Plastic knives</p> <p>Metal trays and tins in different sizes</p> <p>Range of rolling pins/sizes and textures</p> <p>Stampers</p> <p>Cutters</p> <p>scissors</p> <p><i>Introduce tougher malleable materials e.g. modelling clay</i></p>
Emerging Skill (Year N)	<p>Uses rolling pin to roll dough/clay.</p>	<p>Use hands to flatten dough/clay.</p>	<p>Tears dough/clay with fingers.</p> <p>Splits up dough using hands.</p>	<p>Squashes dough with hands and fingers to shape it.</p>	<p>Muffin trays</p> <p>Metal trays</p> <p>Cookie cutters</p> <p>Rolling pins</p> <p>Textured rolling pins</p>

Common Play Behaviours

	<p>Begin to use the forward and backwards motion.</p> <p>Attempt to flatten then dough by applying some pressure.</p>	<p>Use hands to squash, bend, twist and stretch dough/clay.</p> <p>Use fingers, thumbs to make marks into the dough.</p>	<p>Begin to use cutters to cut out shapes in the dough.</p> <p>Use fingers to move excess dough away.</p>	<p>Use hands and fingers to shape the dough.</p> <p>Smooth the dough using fingers.</p>	<p>Dough stampers</p> <p>Bowls and dishes</p> <p>Plastic knives</p> <p>Plastic scissors</p>
--	---	--	---	---	---

Small World

	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate CPB
Extended Skill (Year1)	Able to find a resource for a given purpose to for in with their narrative	Design their own story setting. Create an environment that they have imagined.	Uses story language and story features to create a narrative of their own.	Be able to intertwine their own experiences with the experiences of others. Creates shared narratives.	Open ended resources – pine cones, rocks, pebbles, buttons, lollipop sticks, mini dolls, mini me photos, animals organised into groups (science learning), story planning grids.
Developing Skill (Year R)	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. Begin to create own narrative. Listen to others and respond in play.	Articulates thoughts and feelings through narrative.	Characters from familiar stories Dolls house and house furniture Mini me's Animals Dinosaurs Small world people Logs Moss Stones Train track

Common Play Behaviours

Emerging Skill (Year N)	<p>Imitates sounds e.g. vehicles and animals.</p> <p>Represents objects as what they are.</p>	<p>Begin to create familiar scenes e.g. home/park.</p>	<p>Explains their actions in small world play (e.g. pretend the man is walking).</p>	<p>Re-enacts their experiences through a narrative.</p> <p>Begin to articulate thoughts and feeling through role play.</p>	<p>Artificial grass Coloured fabric Cars and vehicles Figures from stories/TV/movies Fairytale characters Animals- farm, jungle Mini me's Small world people</p>
------------------------------------	---	--	--	--	--

Role Play

	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate CPB
Extended Skill (Year 1)	Expresses a range of emotions through role play including empathy.	Takes on a range of different roles with confidence. Uses different vices and expressions in play.	Uses story language and story features to create a narrative of their own.	Able to intertwine their own experiences with the experiences of others.	Accessories - Materials, scarves, hats, cloaks, ties, bags, purses and jewellery. Pillows cases or plain tunics for children to create their own outfits with.
Developing Skill (Year R)	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 voice and expressions.	Uses some story language in their play- familiar lines from stories, familiar story themes. Describes what they are doing in their role play. Beginning to create own narrative in play.	Articulates thoughts and feelings through narratives.	Till and coins Selection of play food Household objects Roleplay outfits Begin to introduce more open ended resources Baby and clothes Baby toys and food Nappies and teddies Telephone Phone books Mirrors Family photos- events/times of the year Tea set and kitchen equipment

Common Play Behaviours

<p>Emerging Skill (Year N)</p>	<p>Laughs and smiles in role.</p> <p>Show some awareness of feelings of others.</p> <p>Pretends to cry in role (e.g. acting as a baby).</p>	<p>Plays in role as themselves in situations that are within their experience (e.g. home corner).</p> <p>Acts out common scenarios.</p> <p>Wants to dress in different costumes.</p>	<p>Talk about and explains their actions in role play (e.g. I'm going to work).</p> <p>Begin to use some story language in play.</p>	<p>Re-enacts their own experiences through a narrative.</p>	<p>Till and coins</p> <p>Selection of play food</p> <p>Household objects e.g. brush and dustpan, pots and pans, bowls, plates etc</p> <p>Role play outfits e.g. hi-vis jackets, police outfit, nurse outfit etc</p> <p>Babies and baby clothes</p>
---------------------------------------	---	--	--	---	--

Common Play Behaviours

Construction

	Creates a structure	Spatial Awareness	Constructs with a purpose in mind	Resources to facilitate CPB
Extended Skill (Year1)	<p>Combines resources to create a stable structure.</p> <p>Builds more elaborate structures.</p> <p>Includes systems (pathways, roads, bridges) to add detail.</p>	<p>Builds a model with different rooms or parts.</p> <p>Uses smaller blocks or construction tools to create intricate structures.</p>	<p>Change, adapt and modify a model to serve a purpose.</p> <p>Creates a design before they construct.</p>	<p>Open ended block people, small wooden blocks, Meccano, nuts and bolt, wheels and axels, knex, polydron, squared paper and design sheets, lego.</p>
Developing Skill (Year R)	<p>Uses resources to construct buildings.</p> <p>Positions resources both vertically and horizontally.</p> <p>Use a variety of resources to add to models.</p>	<p>Connects buildings and structures (eg building a road to connect two made buildings).</p> <p>Select the appropriate sized block/construction resource for their chosen purpose.</p> <p>Select the appropriate sized blocks/construction material for their chosen workspace.</p> <p>Understands safety elements.</p>	<p>Knows what they want to build when they begin to construct.</p> <p>Plan what they will use.</p> <p>Use elements of problem solving- would a long brick be better than a short brick?</p>	<p>Lego</p> <p>Mobilo</p> <p>Small wooden blocks</p> <p>Large wooden blocks</p> <p>Coloured blocks</p> <p>Squared paper</p>

Common Play Behaviours

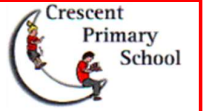
<p>Emerging Skill (Year N)</p>	<p>Uses resources to build towers.</p> <p>Build vertical models.</p> <p>Explore what the resources can do.</p>	<p>Constructs in a large space with large blocks.</p> <p>Constructs in a small space with small blocks.</p> <p>Develop an understanding about how much space is needed to make models.</p> <p>Develop some understanding of safety.</p>	<p>Has an idea about what they will build before they begin.</p> <p>Selects resources they need as they go.</p> <p>Trial and error- when the brick falls try again or change something.</p>	<p>Duplo</p> <p>Stickle Bricks</p> <p>Mobilo</p> <p>Small wooden blocks</p> <p>Large wooden blocks</p>
---------------------------------------	--	---	---	--

Painting

	Printing	Mixing	Mark Making/Painting	Resources to facilitate CPB
Extended Skill (Year 1)	<p>Prints with a range of colours to create patterns and pictures.</p> <p>Carefully plans where and what they will print.</p>	<p>Experiments with different tones and shades,</p> <p>Makes choices about what colours they will mix for an intended purpose.</p>	<p>Express their thoughts and ideas with paint.</p> <p>Using observational skills to replicate and respond to their environment.</p> <p>Uses a range of movements and brush strokes to paint.</p>	<p>Mixing cards, paint sample cards, colour mixing wheel, paint, different sized paintbrushes, range of paper, artwork examples from different artists.</p>
Developing Skill (Year R)	<p>Paints onto chosen printing tool before printing.</p> <p>Takes time and care.</p>	<p>Use primary colours to mix secondary colours.</p> <p>Explores the properties of colours as they mix.</p> <p>Mixes colour for a desired purpose.</p>	<p>Uses horizontal and vertical brush strokes to paint.</p> <p>Paints a desired picture.</p> <p>Gives meaning to the marks that they make.</p>	<p>Different sized paint brushes</p> <p>Powder paint</p> <p>Poster paint</p> <p>Mixing cards/posters</p> <p>Water</p> <p>Palettes</p> <p>A range of paper</p> <p>Rollers</p> <p>Sponges</p>
Emerging Skill (Year N)	<p>Explores printing with different objects.</p> <p>Prints randomly on paper.</p>	<p>Experiments with colour mixing but with no intention to mix a certain colour.</p>	<p>Covers paper in paint.</p> <p>Paints in random directions.</p>	<p>Chunky paint brushes</p> <p>Poster Paint</p> <p>Water</p> <p>Palettes</p> <p>Big paper</p> <p>Rollers</p> <p>Sponges</p>



Common Play Behaviours



	Puts printing tool into paint then prints on paper.			
--	---	--	--	--

Creative Table

	Cutting	Fixing and Joining	Stick and Collage	Resources to facilitate CPB
Extended Skill (Year1)	<p>Uses scissors with increased control to cut out a desired shape.</p> <p>Uses scissors to cut our thicker materials such as card.</p>	<p>Plans how they will fasten things together.</p> <p>Checks a fastening is secure.</p> <p>Selects media and adapts to achieve desired effect.</p>	<p>Makes decisions about what will be the most effective way to stick.</p> <p>Controls brush or glue spreader to spread glue.</p> <p>Makes decisions about what the correct amount of glue/tape to use is.</p>	<p>Scissors, glue, masking tape, fixing and fastenings (split pins, paper clips, treasury tags), string, wool, hole punch, paint, paintbrushes, tissue paper, coloured paper, white paper, black sugar paper, pastels, charcoal, sketching paper, water pots, water colours, sponges, sketching pencils, colour mixing wheels, string,</p>
Developing Skill (Year R)	<p>Use scissors with one hand with growing control.</p> <p>Demonstrates growing control in cutting for a purpose.</p> <p>Cut along a line when cutting.</p> <p>Cut along circles and other shapes.</p>	<p>Fastens paper together with success.</p> <p>Beginning to explore techniques to join thicker materials.</p> <p>Know that glue/Sellotape can be used to fix and join things.</p> <p>Make desired models by joining junk modelling.</p>	<p>Able to use glue/tape to fasten thicker materials together.</p> <p>Sticks carefully selected items together to achieve desired purpose.</p> <p>Select the resources which will help make a collage.</p>	<p>Scissors Sellotape Masking tape Large and small boxes Thick and thin card A variety of paper (including tissue paper, crepe paper) Bottle Tubes PVA glue Glue sticks Lollipop sticks</p>

Common Play Behaviours

		Make holes and use treasury tags to join things together.		Match sticks Pom poms Feather Sequins Beads Buttons
Emerging Skill (Year N)	<p>Explore how to use scissors.</p> <p>Uses scissors with two hands to cut a piece of paper.</p> <p>Use snippers to cut a straight line and begin to cut round a shape.</p> <p>Begin to cut a range of materials.</p>	<p>Explores fastening resources together using available resources.</p> <p>Explore what glue is and what it can do.</p> <p>Explore what Sellotape is and what it can do.</p> <p>Attempt to mend things.</p>	<p>Use glue to attempt to stick.</p> <p>Able to use glue to fasten paper and thin materials together.</p> <p>Stick objects randomly onto paper.</p> <p>Know that glue will help stick things on paper.</p> <p>Stick glue then collage onto paper.</p>	<p>Masking tape</p> <p>PVA glue</p> <p>A variety of paper and card including tissue paper, crepe paper</p> <p>Boxes</p> <p>Tubes</p> <p>Lollipop sticks</p> <p>Match sticks</p> <p>Pom poms</p> <p>Feathers</p> <p>Scissors</p> <p>Snippers</p> <p>Single hole punches</p>

Reading

	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate CPB
Extended Skill (Year1)	Remember and recite songs and rhymes. Read individual letters by saying the sounds for them. Blend and read sounds into simple words. Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) • Use finger to say each sound.	Recall facts from non-fiction books. Asks and answers questions about a book. Gives suggestions on what might happen next. Predicts an ending Relate own knowledge and experience to the story. Make links to other stories that are similar. Can describe a setting/ character. Can discuss events in the story.	Make attempts to follow text with finger. Read a few common exception words matched to the school's phonic programme. Read simple phrases and words made up of words with known letter-sound correspondence. Read some tricky words that can't be decoded	Re-read books to build up confidence in retelling. Uses and creates story maps to prompt retelling stories. Retell stories with exact repetition and some in own words. Retell the beginning, middle and end of a story. Uses props to retell a story.	Well-stocked selection of books (fiction, non-fiction, poetry), topic books, comfortable seating, cushions/beanbags, book reviews and clipboards available, wonderful words, displayed, ipads and headphones available to use bug club, SSPF display visible. Reading puppets, question prompts,
Developing Skill (Year R)	Spot and suggest rhymes. Count and clap syllables in a word.	Learn new vocabulary linked to stories. Know that print has meaning.	Read books for pleasure. Read CVC/CVVC words.	Listens and talks about stories to build familiarity. Starts to retell a familiar event.	Books (fiction, non-fiction, poetry, multicultural, dual text) Brochures Leaflets Cookbooks Maps

Common Play Behaviours

	<p>Recognises basics 2/3 sounds.</p>	<p>Know that print can have different purposes.</p> <p>Know that English text is read left to right and from top to bottom.</p> <p>Repeats refrains in stories and poems.</p> <p>Can talk about what is happening in the pictures.</p>	<p>Recognise tricky words.</p> <p>Begin to read simple phrases and sentences.</p>	<p>Continues to repeat words and phrases from familiar stories with greater detail.</p>	<p>Label</p> <p>Magnetic letters and numbers</p> <p>Rugs</p> <p>Tents/Arch</p> <p>Cushions</p> <p>Story related puppets</p> <p>Phonics display and posters-sounds, words, tricky words</p> <p>Phonics related games and activities</p> <p>Author of the term related resources</p>
<p>Emerging Skill (Year N)</p>	<p>May notice the first letter of their own name.</p> <p>Enjoys rhymes and songs.</p> <p>Join in with songs, rhymes, copying sounds, rhythms, tunes and tempo,</p>	<p>Develops play around favourite stories with the use of props and resources.</p> <p>Asks questions about a book read to them.</p> <p>Makes comments and shares their own ideas.</p>	<p>Pays attentions and responds to the pictures or the words.</p> <p>Notices some print in the environment (e.g. logos, door numbers etc).</p>	<p>Enjoys sharing books with an adult.</p> <p>Has favourite books and seeks out others to share with.</p> <p>Repeats words and phrases from familiar stories.</p>	<p>Books (fiction, non-fiction, poetry, multicultural, dual text)</p> <p>Brochures</p> <p>Leaflets</p> <p>Cookbooks</p> <p>Maps</p> <p>Label</p> <p>Magnetic letters and numbers</p> <p>Rugs</p> <p>Tents/Arch</p> <p>Cushions</p> <p>Story related puppets</p>

Common Play Behaviours

	<p>Say some of the words in songs and rhymes.</p> <p>May sing songs and rhymes independently.</p> <p>Begin to orally segment and blend.</p>	<p>Can hold a book correctly.</p> <p>Points to pictures.</p>			
--	---	--	--	--	--

Maths

	Number	Shape/Pattern	Measures	Resources to facilitate CPB
Extended Skill (Year 1)	Move or touch objects to count them. Count objects that cannot be touched or seen. Give a specified number from a larger group. Subitise when in an irregular pattern. Recognise numerals to 10.	Intentionally select a shape for purpose i.e. a cylinder because it rolls. Identify and talk about the properties of 2D and 3D shapes. Make shape pictures without a template. Spot an error in a pattern and correct it.	Use balance scales to determine which is heavier/lighter. Begin measuring items using non-standardised units. Order 3 objects by size.	Counting objects, base 10, 2D and 3D shapes, money, calculators, dice, number/digit cards, double sided counters, large clock, numicon, cubes, counting in 2's,5's,10's visible, ten frames, part whole models, rules, tape measures, metre sticks, number lines.
Developing Skill (Year R)	Say one number name for each object (1:1 correspondence). Give someone a specified number of objects. Subitise when in a regular pattern e.g. dice. Recognise numerals to 10. Recognise different number representations.	Can spot real life shapes in the environment. Can name basic 2D shapes. Comments on shapes of objects during play. Makes shape pictures with a template. Create an ABABAB pattern.	Direct comparison of length, weight and capacity. Can use balance scales to determine which is heavier or lighter. Begin to measure items using non-standard units e.g. cubes, paperclips. Order 3 objects by size.	Counting objects 2D shapes 3D shapes Balancing scales Rulers Measuring cylinders/jugs Subitising images Numerals Dice Different number representations Number lines Cubes Weighing scales Weights

Common Play Behaviours

	<p>Count to beyond 10 and beyond.</p> <p>Matching number to quantity to 10.</p>			<p>Natural objects</p> <p>5 and 10 frames</p> <p>Part/whole diagrams</p>
<p>Emerging Skill (Year N)</p>	<p>Say number names to count objects, not necessarily in the right order.</p> <p>Can use number language within play.</p> <p>Beginning to recognise some numerals.</p> <p>Represent numbers on fingers.</p> <p>Matching some numbers to quantity up to 5.</p> <p>Counting objects.</p> <p>Begin to know what numbers looks like.</p>	<p>Select and rotate shapes to fit in a given space.</p> <p>Explore with shapes to build towers and make pictures.</p> <p>Can find two shapes that are the same.</p> <p>Continue a pattern that has been started.</p>	<p>Direct comparison of 2 objects.</p> <p>Use of some language related to size, weight and capacity within play.</p>	<p>Counting objects</p> <p>2D shapes</p> <p>3D shapes</p> <p>Balancing scales</p> <p>Rulers</p> <p>Measuring cylinders/jugs</p> <p>Subitising images</p> <p>Numerals</p> <p>Dice</p> <p>Different number representations</p> <p>Number song resources</p>

Writing

	Make Marks	Pencil Grip	Meaning to Marks	Purpose	Recall familiar letters and words	Resources to facilitate CPB
Extended Skill (Year 1)	Becomes aware of letter/sound connections. Writes recognisable letters/words/phrases	Modified tripod/tripod grip. Dominant hand is developed.	Can read back writing to an adult. Uses phonic knowledge to support with spelling. Beginning to understand use of punctuation	Experiments with different forms of writing. Able to talk about the purpose of writing	Be able to recognise GPC and tricky words in line with phonics progression (SSPF).	Pot of pencils, coloured pens, rubbers, plain paper, coloured paper, lined paper, card and envelopes, notepads, labels/tags, handwriting practice, SSPF sounds mats, SSPF tricky word mats, story writing page borders, punctuation reminder posters, writing frames, highlighters, felt tips, crayons.
Developing Skill (Year R)	Understands that writing and drawing are different. Is aware of directionality.	Use a comfortable grip with a good hold (usually tripod grip). Use scissors and other one handed equipment confidently.	Is aware that print has meaning. Gives meaning to own marks.	Begins to write for a purpose and use marks and words to represent the purpose e.g.	Name and write recognisable letters. Write words that are familiar to them.	Chalk Chalk boards Pencils Pencil crayons Crayons Gel pens White boards and pens

Common Play Behaviours

				shopping list.	Write their name.	Different coloured/shaped/sized paper Post it notes Themed paper Sound Mats Tricky words
Emerging Skill (Year N)	Demonstrates control with marks. Draws circles and circles. Use large scale movements.	Use comfortable grip with a good hold. Use one handed tools. Begin to show a dominant hand.	Marks do not always communicate meaning. Does not always look at paper when making marks.	Explore how to make marks on paper.	Begin to use some letter shapes. Begin to write first letter of name.	Chunky pencils Chunky felt tips Chunky chalk Variety of paper and card Post it notes Envelopes

Science/ Understanding the World

	Observe	Investigate/Experiment	Test	Resources to facilitate CPB
Extended Skill (Year 1)	Closely observes experiments over a number of days. Discusses observations. Seeks out things to observe to find things out.	Records their findings in their own way. Make decisions about what will be the most effective resources to use to carry out an investigation.	Test ideas and theories. Plans what they will do next based on their findings.	Sorting trays, collecting pots, notebooks, clipboards, animal groups displayed, selection of books about animals, weather station (thermometer, rain gauge.) Equipment/simple investigations left out for the term's science topic.
Developing Skill (Year R)	Observes something with interest. Notices and comments on changes in their environments, both indoors and outdoors. Ask 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 answers to their question.	Mirrors Pull/Push toys A range of materials A range of objects Springs/spinners Timers Magnets
Emerging Skill (Year N)	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 A range of materials A range of interesting objects