



South Gosforth First School
Common Play Behaviours - Progression of Skills
Nursery



| <u>Area</u> | <u>Skill</u> | <u>Emerging</u> | <u>Developing</u> | <u>Secure</u> |
|------------------------|------------------------------------|---|---|---|
| <u>Literacy</u> | Attention | <ul style="list-style-type: none">• Fleeting attention (0 - 1 years)• Rigid attention (1 - 2 years) | <ul style="list-style-type: none">• Single channelled attention (2 - 3 years) | <ul style="list-style-type: none">• Focusing attention (3 - 4 years) |
| | Dexterity | <ul style="list-style-type: none">• Shoulder pivot• Movement through the whole arm to mark make• Gross motor movements | <ul style="list-style-type: none">• Elbow pivot• Movement through forearm to mark make• Gross motor movements developing fine motor movements | <ul style="list-style-type: none">• Wrist pivot• Fine motor movements |
| | Pencil Grip | <ul style="list-style-type: none">• Palmer supinate grip (1 - 2 years) | <ul style="list-style-type: none">• Digital pronate grip (2 - 3 years) | <ul style="list-style-type: none">• Splayed finger grip (3 - 4 years) |
| | Making representative marks | <ul style="list-style-type: none">• Meaning attached to marks made• Some identifiable shapes• Large scale marks• Mostly clockwise movements and vertical marks | <ul style="list-style-type: none">• Attempts to make recognisable figures, objects and letters with some features identifiable• Medium scale marks• Some anti-clockwise movements | <ul style="list-style-type: none">• Recognisable figures, objects and letters• Smaller and more controlled marks |
| | Writing | <ul style="list-style-type: none">• Phonics Aspect 1 - Environmental sounds• Phonics Aspect 2 - Instrumental sounds• Phonics Aspect 3 - Body percussion | <ul style="list-style-type: none">• Phonics Aspect 4 - Rhyme• Phonics Aspect 5 - Alliteration• Phonics Aspect 6 - Voice Sounds• Fine circular, vertical and horizontal movements | <ul style="list-style-type: none">• Hearing initial sounds• Letter formation• Hearing sounds in Phase 2 cvc words (oral blending and segmenting - Phonics Aspect 7) |



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| | | <ul style="list-style-type: none">Gross circular, vertical and horizontal moves | <ul style="list-style-type: none">Name writing | <ul style="list-style-type: none">Writing/building Phase 2 cvc wordsRhyming words |
|------------------------|---------------------|--|--|--|
| | Reading | <ul style="list-style-type: none">Enjoyment and excitement of readingChoosing and returning to favourite booksAnticipationObjects of reference | <ul style="list-style-type: none">Knowledge that print carries meaningVocabulary developmentEarly book structureLooking and trackingMatching pictures to objects/place | <ul style="list-style-type: none">Reading for independence and pleasure - choosing to readRetelling storiesJoining in with repeated phrases |
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| <u>Creative</u> | Painting | <ul style="list-style-type: none">See emerging dexterity and pencil gripPainting using hands and fingersPainting on flat surfacesPainting using one block colourMeaning attached to marks made | <ul style="list-style-type: none">See developing dexterity and pencil gripPainting using large handled chunky paintbrushesPaint over texturesPainting using a variety of coloursMarks made can be identified | <ul style="list-style-type: none">See exceeding dexterity and pencil gripMarks made are obvious and plannedPaints 3D objectsCan paint outlines of pattern/shapes and fill in with a different colourExperiment with mixing colours |
| | Printing | <ul style="list-style-type: none">Printing using handsMaking rubbings to show a range of textures and patternsExplore printing with a range of objects | <ul style="list-style-type: none">Printing with fingersCreates patterns and pictures by printing from objects using more than one colourCreates simple pictures by printing objectsTakes prints from objects | <ul style="list-style-type: none">Printing using a variety of large objectsExplores and recreates textures and patterns with a range of large materialsRelief printing - string card etc. |



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| | | <ul style="list-style-type: none">• Prints onto a range of textures• Prints with block colours | | |
| | Cutting | <ul style="list-style-type: none">• Pulling• Tearing | <ul style="list-style-type: none">• Begin to hold scissors correctly• Makes random snips in the paper | <ul style="list-style-type: none">• Usually holds scissors correctly• Cuts up and along in a linear fashion• Cut a range of materials |
| | Joining/Collage | <ul style="list-style-type: none">• Glue sticks• PVA using fingers• Combining materials with flat surfaces | <ul style="list-style-type: none">• PVA using brushes• Using basic tools - stapler, single hole punch• Use wood work tools safely | <ul style="list-style-type: none">• PVA using glue spreaders• Folding card/paper• Using sticky tapes• Use wood work tools to combine two objects• Double hole punch• Sticky tac |
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| <u>Role Play/ Small World</u> | Communication and Language/ Speaking and Listening | <ul style="list-style-type: none">• Label items and objects using key words | <ul style="list-style-type: none">• Sporadic storylines, often linked to real life• Use simple sentences (no conjunctions yet)• Use new words they have learnt | <ul style="list-style-type: none">• Introduce new storyline/narrative into their play• Use talk in pretending that objects stand for something else (e.g. 'This box is my castle')• Take on role in familiar domestic role play (mum, dad, baby etc) |



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| | PSED Skills | <ul style="list-style-type: none">• Develop curiosity• Develop relationships• May play alongside peers, but often engrossed in their own story/play | <ul style="list-style-type: none">• Tidy up• Make choices and decisions• Start to include others in play, but will stick to own ideas/stories• Play independently and access the resources needed | <ul style="list-style-type: none">• Care for equipment• Develop negotiation skills• Include others in play, sharing ideas• Include feelings/emotions in play |
| | Cognitive Skills | <ul style="list-style-type: none">• Imitate basic home role play• Engage in familiar domestic role play• Transport blocks• Develop fine motor control using blocks• Experience cause and effect• Early building - stacking horizontal and vertical blocks | <ul style="list-style-type: none">• Develop interest in cooking from role playing in the home corner• Make believe play• Develop emerging mathematical concepts in meaningful context (sequencing/time)• Develop fine motor control using whisks, keyboards and phones• Explore cause and effect with purpose• Bridging - using 2 blocks to support a third• Enclosing - using a bridge to create an enclosed space• Make comparisons• Record using marks they can interpret and explain• Name the animals | <ul style="list-style-type: none">• Develop mathematical concepts in meaningful contexts (counting and sequencing/time)• Project themselves into feelings, actions of others (links to own interests e.g. character from TV)• Develop 1:1 correspondence• Place furniture in the correct rooms of the house• Start to introduce storyline into role-play• Show initiative when developing ideas• Develop mark making creating pictures and initial sounds• Re-enact special occasions• Use basic technology |



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|--------------------|-----------------------------|---|---|---|
| <u>Sand</u> | Sandiness of Sand | <ul style="list-style-type: none">• Explore both wet sand and dry sand | <ul style="list-style-type: none">• Explore the effects of adding water to sand | <ul style="list-style-type: none">• Discuss the effects and properties of wet and dry sand |
| | Mould and Manipulate | <ul style="list-style-type: none">• Hands | <ul style="list-style-type: none">• Large moulds• Buckets• Large/two handed sieves• Build/mould simple shapes using hands (e.g. mountain/hill)• Enclose/bury | <ul style="list-style-type: none">• Large spades• Making shapes in a confined space• Cups• Develop independence when putting on an apron• Build more defined shapes (e.g. castle/house using hands and tools) |
| | Dig/Pour/Fill | <ul style="list-style-type: none">• Scoop up sand with hands to build mound or transport into container (e.g. bucket) | <ul style="list-style-type: none">• Select tools (e.g. spade) to scoop up sand to build mound or transport into container (e.g. bucket)• Large buckets• Select tools/hands to add patterns/interesting shapes to their build (e.g. doors/windows) | <ul style="list-style-type: none">• Large spades• Add other materials to their build (e.g. card, sequins, buttons, water for moat etc.) for purpose• Large jugs |
| | Cognitive Skills | <ul style="list-style-type: none">• Experience the therapeutic nature of playing with sand• Explore features of the natural world through sand and water enhancements• Identify equipment | <ul style="list-style-type: none">• Develop fine motor skills to facilitate pre-writing• Name objects• Link sand play to nursery rhymes | <ul style="list-style-type: none">• Talk about shapes and sizes• Develop vocabulary (flow, through)• Develop early concept of forces and energy |



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| | | <ul style="list-style-type: none">• Develop early concept of size• Explore shape and form• Explore sand and nursery rhymes e.g. whilst being modelled | <ul style="list-style-type: none">• Recognise features of the natural world through sand and enhancements• Match the shape to the mould• Match colours | <ul style="list-style-type: none">• Develop early concepts of time• Talk about their experience of sand play• Develop 1:1 correspondence• Discuss the best size spade to fill the bucket• Explore and represent familiar objects in 3D form• Develop observational skills |
| | PSED Skills | <ul style="list-style-type: none">• Develop social skills (playing alongside)• Share sand and space | <ul style="list-style-type: none">• Develop social skills (sharing)• Follow direction and instruction | <ul style="list-style-type: none">• Develop social skills (taking turns)• Follow instructions (e.g. Can you fill three buckets?)• Recognise and name parts of the body |
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| <u>Water</u> | Transporting/ Pouring | <ul style="list-style-type: none">• Transport water from one container to another by tipping/pouring• Containers are close together and some water will be spilled whilst pouring | <ul style="list-style-type: none">• Transport water from one area to another by carrying it in a container | <ul style="list-style-type: none">• Pour with more accuracy and purpose and less spillage occurs• Using and pouring from large jugs |



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| | Properties of Water | <ul style="list-style-type: none">• Experience the properties of water• Experience the therapeutic nature of playing with warm water• Explore and use a range of objects in the water• Explore the properties of ice | <ul style="list-style-type: none">• Develop the therapeutic nature of playing with warm water• Explore different properties of water• Develop descriptive language• Observe how different objects behave in the water | <ul style="list-style-type: none">• Emerging skills of comparing absorbency• Experience different water pressures• Explore ice and the properties of melting• Explore absorbency |
| | Cognitive Skills | <ul style="list-style-type: none">• Experience vocabulary• Explore different sized objects• Explore a variety of objects• Explore different quantities, colours and textures | <ul style="list-style-type: none">• Name toys and tools• Develop vocabulary associated with the weather• Recognise the need for appropriate clothing and equipment | <ul style="list-style-type: none">• Talk about their experiences e.g. bath, beach, swimming• Respond to simple instructions• Follow rules - developing into discussing the need for rules• Describe the weather• Develop 1:1 correspondence |
| | PSED Skills | <ul style="list-style-type: none">• Share space and water• Build relationships | <ul style="list-style-type: none">• Share equipment and space• Indicating emotions and feelings | <ul style="list-style-type: none">• Take turns taking into account the feelings of others |
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| <u>Malleable</u> | Dough/ Materials | <ul style="list-style-type: none">• Shaving foam• Custard• Cous Cous• Porridge• Beans | <ul style="list-style-type: none">• Editable finger paints• Snow• Soap flakes• Tapioca• Marshmallow slime | <ul style="list-style-type: none">• Soft dough• Herbed dough• Jelly dough• Ice |



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| | | <ul style="list-style-type: none">• Mud | <ul style="list-style-type: none">• Jelly | |
| | Physical Development | <ul style="list-style-type: none">• Use palm of hand to mostly flatten and roll dough | <ul style="list-style-type: none">• Use palm of hand and fingers to make medium sized shapes• Use tools to make patterns by pressing into dough | <ul style="list-style-type: none">• Use tools to cut dough, mostly in linear fashion• Develop rolling skills• Using play dough cutters appropriately• Making specific shapes• Use tools to add texture - textured rollers |
| | Cognitive Skills | <ul style="list-style-type: none">• Experiencing texture• Experiencing cause and effect• Develop sensory experiences | <ul style="list-style-type: none">• Experiencing texture• Developing imagination and fantasy• Applying knowledge of cause and effect• Identify colours• Develop observation skills• Develop early concepts of heavy and light | <ul style="list-style-type: none">• Using materials to problem solve• Developing imagination and fantasy (make cakes, buns)• Collaboration• Develop representational skills• Represent and name 2D shapes• Develop 1: 1 correspondence |
| | PSED Skills | <ul style="list-style-type: none">• Building relationships• Expressing a preference• Relieve frustrations | <ul style="list-style-type: none">• Sharing• Repeating new vocabulary• Indicating emotion of feelings | <ul style="list-style-type: none">• Taking turns• Compare with peers• Relating to previous experience• Demonstrate perseverance when problems arise |



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|----------------------------|-------------------------|---|---|--|
| <u>Construction</u> | Building | <ul style="list-style-type: none">• Transport blocks• Develop fine motor control using blocks• Experience cause and effect• Early building - stacking horizontal and vertical blocks | <ul style="list-style-type: none">• Bridging - using two blocks to support a third• Enclosing - using a bridge to create an enclosed space• Using blocks to build with a purpose in mind• Using blocks to balance their structure | <ul style="list-style-type: none">• Using blocks and small parts to create with a purpose in mind• Use Duplo to make a tower |
| | Cognitive Skills | <ul style="list-style-type: none">• Explore models and blocks• Explore cause and effect when building towers• Explore what happens to an object when you manipulate it• Explore stability• Developing spatial awareness | <ul style="list-style-type: none">• Add characters to their play• Use Duplo to create with a purpose in mind• Add a simple story line to their play with support• Explore trajectory• Sorting items by size• Sorting items by colour• Develop gross motor skills• Develop emerging mathematical concepts in meaningful context (sequencing/time) - sequencing events | <ul style="list-style-type: none">• Add a storyline to their play• Investigate what happens to an object when you manipulate it• Explore how weight and shape effects movement and motion• 1:1 correspondence• Develop fine motor skills• Problem Solving - is this brick the right length? |
| | PSED Skills | <ul style="list-style-type: none">• Play alongside peers• Accept help when help is offered• Choose to engage in an activity | <ul style="list-style-type: none">• Build relationships• Make choices• Will ask an adult for help• Joins in with others play | <ul style="list-style-type: none">• Sharing• Repeating or using new vocabulary• Take into account others ideas |



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| | | | | <ul style="list-style-type: none">• Welcomes praise• Be proud of models |
|------------------------------|---|---|--|---|
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| <u>Large Physical</u> | Physical Development/ Cognitive Skills | <ul style="list-style-type: none">• Move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.• Mounts stairs, steps or climbing equipment using alternate feet | <ul style="list-style-type: none">• Walks downstairs, two feet to each step while carrying a small object• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles• Draws lines and circles using gross motor movements in the air | <ul style="list-style-type: none">• Can stand momentarily on one foot when shown• Can catch a large ball• Draw lines and circles using tools (paint brushes, chalk, sticks)• Taking turns• Avoiding obstacles• Changing direction• Jumping• Following instructions |