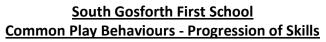




<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Literacy</u>	Attention	 Fleeting attention (0 - 1 years) Rigid attention (1 - 2 years) 	 Single channelled attention (2 - 3 years) 	 Focusing attention (3 - 4 years)
	Dexterity	 Shoulder pivot Movement through the whole arm to mark make Gross motor movements 	 Elbow pivot Movement through forearm to mark make Gross motor movements developing fine motor movements 	 Wrist pivot Fine motor movements
	Pencil Grip	 Palmer supinate grip (1 - 2 years) 	 Digital pronate grip (2 - 3 years) 	 Splayed finger grip (3 - 4 years)
	Making representative marks	 Meaning attached to marks made Some identifiable shapes Large scale marks Mostly clockwise movements and vertical marks 	 Attempts to make recognisable figures, objects and letters with some features identifiable Medium scale marks Some anti-clockwise movements 	 Recognisable figures, objects and letters Smaller and more controlled marks
	Writing	 Phonics Aspect 1 - Environmental sounds Phonics Aspect 2 - Instrumental sounds Phonics Aspect 3 - Body percussion 	 Phonics Aspect 4 - Rhyme Phonics Aspect 5 - Alliteration Phonics Aspect 6 - Voice Sounds Fine circular, vertical and horizontal movements 	 Hearing initial sounds Letter formation Hearing sounds in Phase 2 cvc words (oral blending and segmenting - Phonics Aspect 7)







Nursery				
		 Gross circular, vertical and horizontal moves 	 Name writing 	 Writing/building Phase 2 cvc words Rhyming words
	Reading	 Enjoyment and excitement of reading Choosing and returning to favourite books Anticipation Objects of reference 	 Knowledge that print carries meaning Vocabulary development Early book structure Looking and tracking Matching pictures to objects/place 	 Reading for independence and pleasure - choosing to read Retelling stories Joining in with repeated phrases
<u>Area</u>	<u>Skill</u>	Emerging	Developing	Secure
<u>Creative</u>	Painting	 See emerging dexterity and pencil grip Painting using hands and fingers Painting on flat surfaces Painting using one block colour Meaning attached to marks made 	 See developing dexterity and pencil grip Painting using large handled chunky paintbrushes Paint over textures Painting using a variety of colours Marks made can be identified 	 See exceeding dexterity and pencil grip Marks made are obvious and planned Paints 3D objects Can paint outlines of pattern/shapes and fill in with a different colour Experiment with mixing colours
	Printing	 Printing using hands Making rubbings to show a range of textures and patterns Explore printing with a range of objects 	 Printing with fingers Creates patterns and pictures by printing from objects using more than one colour Creates simple pictures by printing objects Takes prints from objects 	 Printing using a variety of large objects Explores and recreates textures and patterns with a range of large materials Relief printing - string card etc.



South Gosforth First School
Common Play Behaviours - Progression of Skills



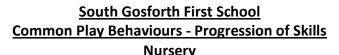
		Nurs	ery	
		 Prints onto a range of textures Prints with block colours 		
	Cutting	PullingTearing	 Begin to hold scissors correctly Makes random snips in the paper 	 Usually holds scissors correctly Cuts up and along in a linear fashion Cut a range of materials
	Joining/Collage	 Glue sticks PVA using fingers Combining materials with flat surfaces 	 PVA using brushes Using basic tools - stapler, single hole punch Use wood work tools safely 	 PVA using glue spreaders Folding card/paper Using sticky tapes Use wood work tools to combine two objects Double hole punch Sticky tac
<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Role Play/</u> <u>Small World</u>	Communication and Language/ Speaking and Listening	 Label items and objects using key words 	 Sporadic storylines, often linked to real life Use simple sentences (no conjunctions yet) Use new words they have learnt 	 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)





Nursery					
PSED Skills	 Develop curiosity Develop relationships May play alongside peers, but often engrossed in their own story/play 	 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 	 Care for equipment Develop negotiation skills Include others in play, sharing ideas Include feelings/emotions in play 		
Cognitive Skills	 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 	 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 	 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 		







Nursery				
<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Sand</u>	Sandiness of Sand	 Explore both wet sand and dry sand 	 Explore the effects of adding water to sand 	 Discuss the effects and properties of wet and dry sand
	Mould and Manipulate	• Hands	 Large moulds Buckets Large/two handed sieves Build/mould simple shapes using hands (e.g. mountain/hill) Enclose/bury 	 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	 Scoop up sand with hands to build mound or transport into container (e.g. bucket) 	 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) 	 Large spades Add other materials to their build (e.g. card, sequins, buttons, water for moat etc.) for purpose Large jugs
	Cognitive Skills	 Experience the therapeutic nature of playing with sand Explore features of the natural world through sand and water enhancements Identify equipment 	 Develop fine motor skills to facilitate pre-writing Name objects Link sand play to nursery rhymes 	 Talk about shapes and sizes Develop vocabulary (flow, through) Develop early concept of forces and energy





		Common Play Benaviour Nurs		
		 Develop early concept of size Explore shape and form Explore sand and nursery rhymes e.g. whilst being modelled 	 Recognise features of the natural world through sand and enhancements Match the shape to the mould Match colours 	 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	 Develop social skills (playing alongside) Share sand and space 	 Develop social skills (sharing) Follow direction and instruction 	 Develop social skills (taking turns) Follow instructions (e.g. Can you fill three buckets?) Recognise and name parts of the body
<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Water</u>	Transporting/ Pouring	 Transport water from one container to another by tipping/pouring Containers are close together and some water will be spilled whilst pouring 	• Transport water from one area to another by carrying it in a container	 Pour with more accuracy and purpose and less spillage occurs Using and pouring from large jugs





		Nurse	<u>ery</u>	
	Properties of Water	 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 	 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 	 Emerging skills of comparing absorbency Experience different water pressures Explore ice and the properties of melting Explore absorbency
	Cognitive Skills	 Experience vocabulary Explore different sized objects Explore a variety of objects Explore different quantities, colours and textures 	 Name toys and tools Develop vocabulary associated with the weather Recognise the need for appropriate clothing and equipment 	 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	Share space and waterBuild relationships	 Share equipment and space Indicating emotions and feelings 	 Take turns taking into account the feelings of others
<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Malleable</u>	Dough/ Materials	 Shaving foam Custard Cous Cous Porridge Beans 	 Editable finger paints Snow Soap flakes Tapioca Marshmallow slime 	 Soft dough Herbed dough Jelly dough Ice



Nursery

	<u>INUI 3</u>		1
	Mud	• Jelly	
Physical Development	 Use palm of hand to mostly flatten and roll dough 	 Use palm of hand and fingers to make medium sized shapes Use tools to make patterns by pressing into dough 	 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	 Experiencing texture Experiencing cause and effect Develop sensory experiences 	 Experiencing texture Developing imagination and fantasy Applying knowledge of cause and effect Identify colours Develop observation skills Develop early concepts of heavy and light 	 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	 Building relationships Expressing a preference Relieve frustrations 	 Sharing Repeating new vocabulary Indicating emotion of feelings 	 Taking turns Compare with peers Relating to previous experience Demonstrate perseverance when problems arise





<u>Nursery</u>

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<u>Area</u>	<u>Skill</u>	Emerging	Developing	<u>Secure</u>
<u>Area</u> Construction	Building Cognitive Skills	 Transport blocks Develop fine motor control using blocks Experience cause and effect Early building - stacking horizontal and vertical blocks Explore models and blocks Explore cause and effect when building towers Explore what happens to an 	 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 Add characters to their play Use Duplo to create with a purpose in mind Add a simple story line to their 	 Using blocks and small parts to create with a purpose in mind Use Duplo to make a tower Add a storyline to their play Investigate what happens to an object when you
		 by bire what happens to an object when you manipulate it Explore stability Developing spatial awareness 	 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 	 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	 Play alongside peers Accept help when help is offered Choose to engage in an activity 	 Build relationships Make choices Will ask an adult for help Joins in with others play 	 Sharing Repeating or using new vocabulary Take into account others ideas





South Gosforth First School
Common Play Behaviours - Progression of Skills

Nursery



Area	<u>Skill</u>	Emerging	Developing	 Welcomes praise Be proud of models <u>Secure</u>
<u>Large Physical</u>	Physical Development/ Cognitive Skills	 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 	 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 	 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