

Continuous Provision

Common Play Behaviours- Indoor Area

SAND						
COMMON PLAY BEHAVIOURS						
Behaviour	Dig	Sieve	Fill / Empty	Burying / Enclosing	Mould	Pour
EXCEEDING/ HIGH LEVEL	Smaller implements (tea spoons, lolly sticks, Funnels) More control, purposeful	Sieve for a purpose Smaller sieves Choosing an appropriate sieve	Containers with smaller openings Funnels Notice how full Empty by spoon	Enclosing items for a purpose Smaller tools	Freestyle moulding Enhancing with lolly sticks, art straws, feathers etc.	Pouring from container to container Smaller openings Funnels Good control
DEVELOPING/ MID LEVEL	Smaller shovels and scoops Measuring spoons Greater control	Explore different sized sieves and their uses Begin to understand why sieves are used	Medium containers Clear containers Recognise 'full' and 'empty'	Make more secure (e.g. patting down) Rakes to move sand	Combination of premade moulds and own moulding Modify pre-made moulds Know the techniques to turn out premade moulds	Pour into medium necked container from a scoop Pour with control from a container with a spout
EMERGENT	Larger implements (spades) Hands	Larger sieves	Large, wide-necked containers Use shovels/hands to fill Tip out	Large shovels	Premade moulds Begin to turn out successfully	Pour into wider necked containers from a shovel Increasing control

WATER					
COMMON PLAY BEHAVIOURS					
Behaviour	Clean	Measure	Fill / Empty	Transfer	Stir
<p>EXCEEDING/ HIGH LEVEL</p>	<p>Cleaning using a variety of utensils for a purpose and skilfully (Toothbrushes etc) Cleaning for a self-directed purpose Independent discussions about hygiene</p>	<p>Begin to understand that some containers hold more than others Begin to measure capacity Use different size scoops, pipettes, scoops, syringes</p>	<p>Funnels Fill and empty different types of containers in different ways Fill to a desired level Choose a method to fill a container depending on its size</p>	<p>Make decisions based on where they think water will fall Use different combinations of pipework to transfer water in different ways Increased accuracy Larger containers</p>	<p>Stir to meet own purpose Use a variety of utensils to stir</p>
<p>DEVELOPING/ MID LEVEL</p>	<p>Increasing variety of utensils (Nail brushes, cloths, spray bottles, detergent) Prompted discussions about hygiene</p>	<p>Compare how full and empty containers are Transparent containers of different sizes Coloured water Begin to use funnels Use language to describe how full/empty</p>	<p>Different sized spoons and scoops Use of water structure to fill containers Start to use funnels</p>	<p>Use different sized containers Containers with spouts</p>	<p>Begin to control stirring speed</p>
<p>EMERGENT</p>	<p>Hand washing Supported discussions about hygiene Initial utensils (cloths, sponges)</p>	<p>Begin to use the language 'full' and 'empty' correctly Make different sized containers full or empty</p>	<p>Large containers Empty by tipping Larger scoops and spoons</p>	<p>Water wheels Smaller containers into larger containers</p>	<p>Stir in larger containers</p>

Malleable					
COMMON PLAY BEHAVIOURS					
Behaviour	Roll	Sculpt/Shape/Model	Squeeze/Pinch	Cut	Make Playdough
EXCEEDING/ HIGH LEVEL	Larger rolling pins Textured rolling pins for a purpose Roll various items (e.g. pine cones, cotton reels)	Use mirrors Copy models Create models to match an intention More detailed models Use tools to achieve desired effects	Different malleable materials Choose between larger and smaller pieces of dough	Use child safe knives to cut desired shapes Knives and forks	Mostly independent Larger selection of enhancements to select Follow a picture/written recipe Measure using cups/measuring spoons
DEVELOPING/ MID LEVEL	Roll with hands (sausages and balls) Roll to achieve a desired shape, size or thickness	Use spheres, sausages and snails as part of models Join shapes together to create a model Add accessories (e.g. buttons, feathers, googly eyes) for a purpose.	Use smaller finger movements to pinch smaller pieces of dough Pinch smaller pieces of dough for a purpose (e.g. scales for a dinosaur) Use stamps for a purpose	Modify shapes cut with cutters Experiment with child safe knives	Small selection of enhancements to choose from (scents, textures, herbs, spices, colour etc.) Follow a picture recipe Increasing independence Measure using resources with adult support
EMERGENT	Rolling pins Experiment with textured rolling pins	Begin to create spheres and sausages Begin to join shapes Begin to add accessories	Use whole hand movements to squeeze playdough	Select and use premade cutters	Adult directed

Role Play			
COMMON PLAY BEHAVIOURS			
Behaviour	Imagination	Speaking and Listening	Building Relationships
<p>EXCEEDING/ HIGH LEVEL</p>	<p>Invent, adapt or recount narratives with peers or a teacher Introduce a sustained storyline Take on different roles Draw on real life experiences Act out familiar stories</p>	<p>Hold conversations with back and forth exchanges Use language to direct and take on roles Use new vocabulary in play</p>	<p>Play in a group, building, extending and elaborating play ideas Initiate and keep play going</p>
<p>DEVELOPING/ MID LEVEL</p>	<p>Develop role play in less familiar contexts Use role play connected with familiar stories</p>	<p>Recall key ideas from a story Use new vocabulary in play Use language to explore imaginary events Use language to imagine and recreate roles Listen and respond to others</p>	<p>Show interest in others' play and begin to join in Seek out others to share experiences</p>
<p>EMERGENT</p>	<p>Act out familiar scenarios (e.g. in the home) Play alongside others Begin to develop imaginative expression in other areas</p>	<p>Play alongside others Play with familiar adults</p>	<p>Play alongside others Play cooperatively with a familiar adult</p>

CONSTRUCTION

COMMON PLAY BEHAVIOURS

Behaviour	Build	Design	Balance	Imagine	Collaborate
EXCEEDING/ HIGH LEVEL	Build more complex structures to be used in role play Build something to match a brief Mark make alongside building	Talk about what they are building, how and why Have discussions with adults and other children Explain their plans to others Use books and display materials for inspiration	Explore different ways to balance resources Consider ways to make structures more stable	Build structures to serve an imaginative purpose in small world play Use these structures to develop storylines in play.	Develop and improve designs collaboratively Discuss processes Work together for a common purpose
DEVELOPING/ MID LEVEL	Use a variety of materials when building Adapt building plans as they go Begin to mark make Takes risks	Begin to think in advance what they will build and what materials they will need Use large paper rolls to add to/annotate/plan out builds, with some adult support	Use smaller materials to create a tower (e.g. counters) Explore what makes structures topple Explore different ways of balancing	Use small world figures and open-ended figures to build storylines Build structures to serve small world figures	Play cooperatively alongside others Join in with others and allow others to join in with them Begin to bend to the will of others in play
EMERGENT	Build using a smaller variety of materials Repetitive/sae construction	Consider what they will build in advance with support	Balance blocks on top of each other	Begin to play alongside others using props Indicate a simple storyline	Self-directed play Play alongside others Begin to moderate their feelings if something does not go as planned

Writing		
COMMON PLAY BEHAVIOURS		
Behaviour	Pencil Grip & Fine Motor Control	Mark Making & Writing
<p>EXCEEDING/ HIGH LEVEL</p>	<p>Tripod grip Range of small tools used accurately Accuracy and care in drawing</p>	<p>Write using letters that are mostly correctly formed Spell words by independently identifying the sounds and writing them down Write simple phrases and sentences that others can read Awareness of simple punctuation</p>
<p>DEVELOPING/ MID LEVEL</p>	<p>Handle tools with increasing control and safety Show preference for a dominant hand Use anticlockwise movements and trace vertical lines Begin to form recognisable letters Choose and use a range of drawing implements</p>	<p>Use phonic knowledge to write words in ways which match their spoken sounds Begin to write longer words with support Write some common irregular words Write simple sentences which can be read by themselves and others Spell small, familiar words correctly</p>
<p>EMERGENT</p>	<p>Draw lines and circles using gross motor movements Use one handed tools and equipment Begin to hold a pencil between a thumb and 2 fingers Copy some letters, particularly those in their name</p>	<p>Give meaning to simple marks on paper and be able to explain what these marks represent Begin to form some recognisable letters Name the sounds they have been taught in CVC words Begin to spell words by identifying the sounds in them with support from the teacher and other visual resources Begin to talk about sentences</p>

Reading

COMMON PLAY BEHAVIOURS

Behaviour	Read Words	Retell	Comment	Predict	Find Information
EXCEEDING/ HIGH LEVEL	Recognise phase 2 plus at least 10 digraphs Read simple words and sentences independently Recognise further CEW	Retell narratives in own words Use recently introduced vocabulary	Express an opinion on a book Justify opinions	Anticipate key events in stories Represent predictions in different ways (e.g. sentences, pictures, role play)	Use recently introduced vocabulary
DEVELOPING/ MID LEVEL	Say sounds for taught graphemes Develop independence with rhyme Read a few CEW Read simple phrases and sentences with support	Use vocabulary and events from stories in play	Talk about events and characters in books Talk about a favourite book Answer and ask questions	Suggest what might happen next in stories	Explore fiction and non-fiction books Explore print and images to find out what a book is about Explore books related to areas of interest
EMERGENT	Begin to learn and recite some rhymes Recognise own name Identify initial sounds in words Link sounds to letters Blend simple words with support	Begin to retell a story using pictures or other prompts	Hold a book and turn the pages, looking at the print and pictures Answer questions or offer comment when prompted	Notice what has already happened in a story With support offer simple suggestions about what might happen next	Ask questions about books to develop understanding Recognise that print in books carries meaning and information

Maths				
COMMON PLAY BEHAVIOURS				
Behaviour	Count	Sort	Measure	Explore Shape and Pattern
<p>EXCEEDING/ HIGH LEVEL</p>	<p>Build numbers to 10 in different ways Begin to count on and back beyond 10 Represent numbers stories using 10s frames Add and take away with numbers to 10 Double to 10</p>	<p>Begin to understand odd and even to 10 Begin to understand division by sharing and grouping</p>	<p>Make maps and plans to represent where things are in relation to each other Begin to measure mass, capacity, length and height using simple, non-standard measures</p>	<p>Recognise pattern and relationships with shapes and numbers Understand that shapes can be combined and separated to make new shapes Develop a simple understanding of symmetry</p>
<p>DEVELOPING/ MID LEVEL</p>	<p>Develop understanding of 0 Compare numbers to 10 Represent and count out numbers to 10 Combine 2 groups of objects Explore bonds to 10</p>	<p>Find and make pairs</p>	<p>Compare mass and capacity Describe length and height using language Use language to sequence events during the day Begin to recognise that certain things happen on different days</p>	<p>Know the names of some 3D shapes and use them to build Make more complex patterns (e.g. ABB, AAB, AABB, AABBB)</p>
<p>EMERGENT</p>	<p>Compare amount using the language of 'more' and 'fewer' Represent and compare 1-5 in different ways Begin to count forward and back to 5 Begin to find one more/less to 5</p>	<p>Match objects based on simple properties Sort objects into groups by different criteria</p>	<p>Begin to compare size, mass and capacity</p>	<p>Make simple ABAB patterns Apply knowledge of 1-4 by exploring circles, triangles, rectangles including squares.</p>

