

Continuous Provision

Common Play Behaviours- Outdoor Area

SAND						
COMMON PLAY BEHAVIOURS						
Behaviour	Dig	Sieve	Fill / Empty	Burying / Enclosing	Mould	Pour
EXCEEDING/ HIGH LEVEL	Large spades with purpose Choosing between different sized digging implements	Sieve for a purpose	Funnels Smaller containers Using different implements to fill	More precise actions, smaller tools Enclosing for a purpose e.g. party of role play	Using smaller tools to hone and shape (e.g. teaspoons, paintbrushes) Freestyle moulding	Use funnels Good control
DEVELOPING/ MID LEVEL	Large spades Team work	Larger sieves Team work	Recognise the terms 'full' and 'empty' Empty with increasing control	Explores how to make enclosure more permanent e.g. pats down	Premade moulds Talk about how to produce a good end result from a mould Modify premade moulds	Pour into medium necked container Increasing control
EMERGENT	Large spades Hands Increasing control	Smaller sieves Noticing what happens to the sand and why	Large containers Empty by tipping	Large shovels	Use premade moulds	Pour into wider necked containers from a shovel

WATER

COMMON PLAY BEHAVIOURS

Behaviour	Clean	Measure	Fill / Empty	Transfer	Pour
EXCEEDING/ HIGH LEVEL	Use well controlled gross motor movements to clean Clean well Wring out different sized sponges and cloths Independence	Begin to understand that some containers hold more than others Begin to measure capacity Use different size scoops, pipettes, scoops, syringes	Fill and empty different types of containers in different ways Choose a method to fill a container depending on its size	Make decisions based on where they think water will fall Use different combinations of pipework to transfer water in different ways Choose appropriate containers to pour from	Pour from one container to another Develop control when pouring with larger containers Use funnels for smaller containers
DEVELOPING/ MID LEVEL	Use gross motor movements to clean Use different sized sponges and cloths	Compare how full and empty containers are Transparent containers of different sizes Begin to use funnels Use language to describe how full/empty	Experiment with filling large containers in different ways Empty large containers Use the outdoor tap properly	Experiment with different combinations to make water fall differently Use large containers to pour water (e.g. water cans)	Develop control using larger containers with spouts
EMERGENT	Use large sponges and cloths	Begin to use the language 'full' and 'empty' correctly Make different sized containers full or empty	Large containers Empty by tipping	Experiment with water spinners Explore pipework	Pour into wider necked containers from containers with a spout

POND/NATURE

COMMON PLAY BEHAVIOURS

Behaviour	Observation	Safety	Caring for the natural world
EXCEEDING/ HIGH LEVEL	Notice changes in the natural world (e.g. frogs) Talk about these changes using appropriate vocabulary Make observational drawings Draw on prior knowledge Ask questions	Explain to others what the safety procedures are in the pond area Articulate why safety procedures are necessary	Make links to previous knowledge of the natural world Articulate caring behaviours and reasons behind decisions
DEVELOPING/ MID LEVEL	Begin to comment on changes in the natural world Offer comment on what they can see and what is happening now Make simple observational drawings Answer questions and begin to consider what they would like to know more about	Demonstrate understanding of safety procedures without direct instruction Begin to articulate why safety procedures are necessary	Begin to make links to previous knowledge of the natural world Demonstrate caring behaviours (e.g. clearing out leaves) Show an interest
EMERGENT	Begin to comment on what they can see and what is happening now Talk to an adult about the natural world Answer simple questions	Follow adult instructions for safety procedures	Answer simple questions about the natural world

DRAMATIC PLAY				
COMMON PLAY BEHAVIOURS				
Behaviour	Imagination	Speaking and Listening	Building Relationships	Music
EXCEEDING/ HIGH LEVEL	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	Hold conversations with back and forth exchanges Use past, present and future tenses and conjunctions	Play in a group, building, extending and elaborating play ideas Initiate and keep play going	Sing with others Make changes to music Use instruments to accompany singing
DEVELOPING/ MID LEVEL	Develop role play in less familiar contexts Use role play connected with familiar stories	Remember (unprompted) key ideas from a story Listen and respond to ideas expressed by others Use new vocabulary Use language to explore imaginary events Use language to imagine and recreate roles	Show interest in others' play and begin to join in Seek out others to share experiences	Begin to tap out/play a rhythm using body percussion or instruments Experiment with volume Begin to sing along to rhythms
EMERGENT	Play alone or alongside others Begin to develop imaginative expression	Recall stories in play Show interest in the lives of other people or events Begin to use new words in play Use talk to pretend that objects stand for something else.	Play alongside others Play cooperatively with a familiar adult	Explore instruments and how they sound Listen to sounds with increased attention Sing some songs

CONSTRUCTION

COMMON PLAY BEHAVIOURS

Behaviour	Build	Design	Balance	Imagine	Collaborate
EXCEEDING/ HIGH LEVEL	Build more complex structures to be used in role play Use props, supports and different methods to join materials	Talk about what they are building, how and why Have discussions with adults and other children Explain their plans to others	Explore different ways to balance resources Consider ways to make structures more stable	Build large scale structures to serve imaginative role play Build storylines around and using these structures Good team work	Develop and improve designs collaboratively Discuss processes Work together for a common purpose
DEVELOPING/ MID LEVEL	Use a variety of materials when building Build different things using imagination	Begin to think in advance what they will build and what materials they will need	Explore what makes large structures less sturdy Begin to explore different ways to balance resources	Build large scale structures for a purpose	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 with support Begin to build props to support role play	Consider what they will build in advance with support	Begin to balance different types of materials	Begin to create props for role play Indicate a simple storyline	Self-directed play Play alongside others Begin to moderate their feelings if something does not go as planned

GROSS MOTOR

COMMON PLAY BEHAVIOURS

Behaviour	Movement	Climbing	Balance and Coordination
EXCEEDING/ HIGH LEVEL	Move in a variety of ways with control e.g. jumping, running, skipping etc. Move with precision and agility Demonstrate spatial awareness Choose different ways to move Throw and catch with control Develop skills to aim Begin to kick moving balls	Climb quickly Demonstrate good balance and core stability Show skill in climbing Climb confidently Uses alternate feet Demonstrate safety	Hop for longer periods Jump in different ways (one foot to two feet etc) Fall over infrequently
DEVELOPING/ MID LEVEL	Experiment with different ways to move Begin to develop precision and agility Show some idea of spatial awareness Throw and kick with increasing accuracy Begin to catch medium sized balls	Climb with increasing control and confidence Climb more quickly Develop climbing skills	Develop skill in hopping, skipping and jumping Experiment with jumping in different ways Improve balance Begin to balance on one foot
EMERGENT	Experiment with moving in a small variety of ways Develop agility and spatial awareness Throw large balls/beanbags Attempt to kick large balls	Climb with adult support Take time Assess the best route	Begin to experiment with hopping and jumping Jump with 2 feet Develop balance and coordination

GARDENING

COMMON PLAY BEHAVIOURS

Behaviour	Observation	Planting	Watering
<p>EXCEEDING/ HIGH LEVEL</p>	<p>Notice changes in the natural world (e.g. leaves on trees) Talk about these changes using appropriate vocabulary Make observational drawings Draw on prior knowledge Ask questions</p>	<p>Discuss the necessary steps in planting Plant with independence- Find necessary equipment Talk about what plants need to stay healthy Talk about why we do certain things</p>	<p>Recognise when plants might need watering Articulate why plants need water Water with independence- Find necessary equipment</p>
<p>DEVELOPING/ MID LEVEL</p>	<p>Begin to comment on changes in the natural world Offer comment on what they can see and what is happening now Make simple observational drawings Answer questions and begin to consider what they would like to know more about</p>	<p>Follow adult instruction to plant correctly Begin to talk about what plants need to stay healthy Begin to talk about the necessary steps in planting</p>	<p>Begin to articulate why plants need water Discuss what equipment will be necessary Water with increasing independence Use outdoor tap properly</p>
<p>EMERGENT</p>	<p>Begin to comment on what they can see and what is happening now Talk to an adult about the natural world Answer simple questions</p>	<p>Follow step-by-step adult instruction Plant under close supervision</p>	<p>Follow step-by-step adult instruction to assemble necessary equipment Show an interest in plants</p>

MUD KITCHEN

COMMON PLAY BEHAVIOURS

Behaviour	Concoct/Imagine	Problem Solve	Actions	Purpose/Planning
EXCEEDING/ HIGH LEVEL	Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.	Uses new equipment in a variety of scenarios Will talk to peers and work together to solve a problem	<ul style="list-style-type: none"> • Sharing out • serving • ladling • whisking • moulding • crushing • mashing • measuring • boiling • sieving 	Can follow a recipe that uses simple language and words in line with phonic knowledge. Works through all stages of process of making something combining ingredients, cooking and serving
DEVELOPING/ MID LEVEL	Adds imagination to what they create e.g. worm pie, slime cake, eyeball soup	Uses trial and error multiple times to effectively use a new piece of equipment Will observe peers and learn from what they are doing	<ul style="list-style-type: none"> • scooping • stirring • mixing • transferring • patting/smoothing • adding • picking • chop 	Can follow a recipe that use pictorial representations Has an end goal in mind and can talk about ingredients and actions needed to reach goal
EMERGENT	Create familiar everyday meals e.g. pies, cake, soup	Explores how new resources work and incorporates them into play Asks for help with new equipment	<ul style="list-style-type: none"> • Splatting/splashing • Emptying • Filling • pouring 	With support can talk about what they are making and name ingredients that they are using Explores combining resources