



Small World Area

Behaviour	Imitating and Representing Objects	Representing an Environment	Creating Narratives	Resources to Facilitate Play
Emerging Skill	Imitates sounds. Represents objects as what they are. Names objects.	Represents an environment that they are familiar with e.g. domestic role-play.	Explains what is happening during their play e.g. the man is walking.	Domestic role-play resources: Animals, dolls-house, garage, 'mini-me' figures, cars and vehicles.
Developing Skill	Talks expressively about the object they have.	Recreates an environment based on stories.	Recreates narratives from stories. Recreates familiar events from their own experiences. Uses some language from familiar stories and nursery rhymes in their play.	Characters and settings from familiar stories: Farm yard, space ship, pirate ship, super heroes etc.
Extended Skill	Represents a range of resources as <u>chosen</u> objects e.g. will pretend an object is something else.	Creates resources to develop their narrative. Creates an imaginary environment.	Creates fantasy narratives based on their own imaginations. Creates shared narratives with their peers. Uses and explores language introduced during class discussions and from texts.	Open ended resources: Pine cones, rocks, pebbles, buttons, lollipop sticks, fabric, foliage, blocks, maps.

Construction Area

Behaviour	Creating Structures	Spatial Awareness	Constructing with a Purpose in Mind	Resources to Facilitate Play
Emerging Skill	Stacks resources to build vertical models e.g. towers.	Constructs in a large space with large blocks.	Can name what they have built. May have an idea of what they are planning to build in advance.	Large wooden blocks, small wooden blocks, duplo, stickle bricks.
Developing Skill	Positions resources horizontally and vertically. Develops an awareness of 2D shapes and names them e.g. squares are flat.	Begins to connect their structures e.g. using a horizontally placed block to make a bridge. Selects the appropriate sized resources for their chosen purpose/space. Demonstrates an understanding of safety.	Knows what they will build in advance and will gather the necessary resources to do so. Constructs as a part of a team.	Lego, mobilo, small wooden blocks, large wooden blocks, magnets, tyres.
Extended Skill	Combines and joins different resources to create a structure. Adds detail to structures e.g. roads, bridges, doors etc. Ensures their model is stable. Names shapes and identifies many 2D shapes (flat) and 3D shapes (solid) in their design. Begins to talk about the properties of shapes e.g. sides and corners.	Builds a detailed model with sections e.g. a house with different rooms. Uses smaller blocks/tools to create intricate structures. Uses mathematical language to evaluate elements within their design e.g. we need heavier/lighter/smaller/longer/more/fewer blocks.	Creates a clear design before construction begins. Adapts and modifies their model throughout the construction process. Can review the success of their model.	Lego, meccano, nuts and bolts, handles, K'nex, kapla, squared paper/design sheets, wheels and axels.

Creative Area

Behaviour	Colour Mixing	Mark Making	Using Media	Resources to Facilitate Play
Emerging Skill	Experiments with colour mixing, but without intention.	Mark makes freely and does not give meaning to their marks e.g. will 'scribble'. Uses a palmer/whole hand grasp. May begin to imitate writing in their play. Recognises their own name.	Experiments by sticking objects randomly onto paper/card. Tears materials to make them the desired shape/size. Begins to make snips in paper with scissors.	Chunky paintbrushes, chalks, poster paint, wax crayons, felt-tips, water, paper and card, glue sticks, loop scissors, 4 loops scissors, name cards, stamps, ink pads.
Developing Skill	Understands that combining primary colours creates secondary colours.	Uses horizontal and vertical brush strokes to paint. Gives meanings to marks they make. Begins to represent objects with greater detail e.g. uses closed lines. Uses a digital grip. Uses a dominant hand to write. Writes recognisable letters and words, including their name. Writes from left to right and top to bottom.	Holds scissors correctly and uses them to cut in straight lines. Uses media for a purpose. Uses glue and cello-tape effectively to stick and collage. Explores 2D shapes in their designs. Explores and creates repeating patterns.	Junk modelling, different sized paintbrushes, colouring pencils, water colours, paint rollers, paint palettes, bottles, tubes, range of paper and card e.g. tissue paper, crepe paper, feathers, sequins, beads, buttons, PVA glue, spatulas, self-opening scissors, lollipop sticks, pom-poms, whiteboards and pens, sticky-notes, elastic bands.
Extended Skill	Mixes a colour for an intended purpose. Experiments with greater accuracy, creating different tones and shades.	Expresses their thoughts and ideas through painting/drawing. Comments reflectively on artwork created by themselves and others. Uses a range of movements, techniques and brush strokes to paint and draw. Uses a tripod grip. Writes simple phrases with accurate letter formation. Demonstrates an awareness of punctuation - capital letters and full stops.	Makes decisions about which resources will be the most effective and self-selects them. Creates different textures by combining resources. Uses scissors with increased control to cut a variety of lines/shapes. Uses different methods to join resources effectively.	Small paintbrushes, sketching pencils, powder paint for children to mix themselves, mud paint, easel (for children to work on a vertical surface), references from artists studied in class, hole-punches, paper clips, treasury tags, scissors, cold glue gun, masking tape, cotton buds, stapler, cello-tape, sound mats, tricky word mats, variety of templates e.g. letters and envelopes, birthday cards.



Water Area

Behaviour	Pouring	Measuring	Transporting	Resources to Facilitate Play
Emerging Skill	Drops objects into the water and observes the way water moves. Uses two hands and tips water quickly and without a good level of control.	Fills containers until they overflow.	Transports water using large and simplistic tools that can be held with two hands, such as buckets. Is likely to spill large quantities.	Buckets, cups, two-handed jugs.
Developing Skill	Uses increasing control to pour with greater accuracy/less spilling. May still use two hands to do so.	Uses mathematical language to describe e.g. full or empty. Fills containers with increasing control. Fills containers to their desired amount. Counts/measures how many units are needed to fill a container. Turns on and off a tap.	Explores a wider range of methods to transport water e.g. using pipettes.	Ice cube trays, different sized buckets and containers (pots/pans), short handled spades/scoops, funnels watering can, jerry can with tap, hose, spray bottles.
Extended Skill	Uses good control to pour to a desired amount. Able to use one hand to do so e.g. when using a milk jug. Uses greater fine motor skills to use more complex equipment.	Uses mathematical language to compare and order various amounts e.g. full, empty, nearly empty, least full, half-full. Fills containers to a specific amount. Beginning to recognise units of measurement. For example, will read 1 litre on a jug.	Plans and creates complex structures to transport water. For example, will use pipes to move water from different heights or to connect two water trays. Will adapt their design/problem solve to ensure that little or no water is spilled.	Measuring spoons, test tubes, jugs with spouts/a lip, jugs with handles, pipes, pipettes, basters, long handled kitchen utensils, tea strainer.

Investigation Station



Behaviour	Observing/ Reviewing	Investigating/ Experimenting	Problem Solving	Imagining	Resources to Facilitate Play
Emerging Skill	Observes the immediate world around them. Comments on what they can see.	Engages in cause and effect activities. E.g. plays with a push vehicle.	Explores cause and effect, but may change a variable with encouragement from an adult. E.g. what will happen if I push with greater force on the vehicle?	Explores how resources work and incorporate them into their play. Creates familiar, everyday recipes e.g. soup.	Range of objects to explore cause and effect e.g. push/pull toys, magnets, spinners, springs, floating and sinking objects, sand, water, mixing ingredients, saucepans, bowls, vegetables, fruit, oats, rice, pasta, lentils, glitter.
Developing Skill	Notices and comments upon changes to their environment. Asks questions about what they have observed.	Makes predictions about what will happen and why. Uses adult-sourced resources appropriately to carry out a test (as planned by an adult.) Follows a simple recipe/set of instructions with pictorial representations.	Thinks about how they can find an answer to their problem. May need an adult to scaffold.	Adds imaginative elements to what they create e.g. worm pie, slime cake. Uses adjectives to describe what they have created.	Goggles, magnifying glass, binoculars, timers, pictorial recipes/instructions, cutlery, mud, herbs, scoops, slime, oil shaving foam, ice, water beads, hay.
Extended Skill	Closely observes changes and demonstrates sustained interest. Discusses what their observations tell them. Records their findings in a meaningful way.	Curious and seeks out things to discover (self-led.) Plans and self-selects what resources they will need for their experiment. Follows a recipe/set of instructions in line with their phonic knowledge.	Tests theories and ideas (self-led/generated.) With their peers, they will plan and adapt what they will do next, as based on their findings.	Creates a variety of concoctions, including magical/fantasy themes e.g. potions, medicines. Will use these to build a narrative.	Sorting trays, collecting jars, cameras, notepads, clipboards, voice recording devices, phonetically decodable instructions/recipes, pestle and mortar, whisks, masher, scales, sieves, measuring spoons, ladles.

Fine Motor Skills/Malleable Area

Behaviour	Squeezing/Moulding	Threading	Hand-Eye Coordination	Cutting	Resources to Facilitate Play
Emerging Skill	Uses hands to flatten malleable materials. Beginning to roll malleable materials between both hands to form a ball.	Stacks objects on top of each other e.g. wooden rings on a stacking block.	Uses hands to put items in large containers. Puts cards/coins into a container with a slit. Closes Velcro straps.	Tears resources/dough with fingers.	Play-dough, muffin trays, cookie cutters, rolling pins, bowls and dishes, dough stampers, rolling pins, coins, posting boxes, bubble wrap, stacking games, Velcro.
Developing Skill	Uses a rolling pin to flatten malleable materials. Uses developing strength and control in their hands to squash, pinch, bend, twist and stretch malleable materials.	Threads medium sized objects onto wool or pipe cleaners e.g. pasta, medium-sized beads, cut up straws.	Scoops/spoons objects into containers. Picks up and places medium sized objects in a desired location e.g. jigsaw pieces, marble run. Closes buttons/poppers.	Uses cutters/scissors to create shapes and remove excess dough, fabric, paper etc.	Plastic knives and cutters, modelling clay, extruders, metal tins and trays, pipe cleaners, tongs, marbles, small balls, pasta, straw, wool, scoops, sponges.
Extended Skill	Uses a rolling pin or similar with a good amount of pressure to flatten malleable materials to the correct size/thickness. Selects and uses tools with good control to create a desired shape, size or texture. Uses tweezers to pick up small objects.	Threads small objects e.g. beads onto string, wool through a large needle. Weaves and begins to plait. Hangs objects.	Balances small objects on top of each other. Picks up and places small objects in a desired location e.g. sequins on a picture, small pegs onto a peg boards. Explores simple sewing techniques e.g. running stitch. Closes zips. Ties knots.	Uses cutting tools to manipulate and add fine details to their design/dough.	Clay, clay tools, clay boards, water (to shape and mould clay), lollipop sticks, sequins, small beads, zip and lacing boards, tweezers, peg boards, pipettes.

Gross Motor Skills

Behaviour	Moving	Strength	Balancing/Coordination	Resources to Facilitate Play
Emerging Skill	Engages in solitary play, or plays alongside others. Sole use of equipment e.g. a scooter. Challenging to find space/move around others when in motion. Beginning to mimic simple actions. Remains stationary when catching, kicking, rolling, throwing etc.	Throws, catches, rolls and kicks with little control and precision. Uses apparatus which is light in weight and a larger size.	Shows little regard for safety when playing/balancing e.g. when walking across a balance beam. Needs stabilizers to balance on a bike. Struggles to follow two part instructions, two step routines, or activities with several rules.	Bicycles with stabilizers, scooters, dens, tents, large building blocks, flags, streamers, soft play equipment, rolling cone, yoga ball, steps, sponge balls.
Developing Skill	Uses equipment intended for two people or more, demonstrating the ability to collaborate e.g. a two-person bike, making an obstacle course with a friend. Able to move around obstacles freely and with greater ease e.g. when running on the playground.	Throws, catches, rolls and kicks apparatus with increasing control and precision. Uses apparatus with a medium weight/size.	Shows an increasing awareness of the need for safety e.g. when carrying wooden blocks, will know to only carry one. Follows routines/activities with more than two steps.	Logs, stepping stones, balls, tyres, tunnels, climbing frame, quoits, crates, weighted hoops, paint rollers, brooms, dust pan and brush, cloths (to wipe),
Extended Skill	Plays collaboratively in a team, responding to others actions and easily finds space e.g. whilst playing football. Is able to catch, kick, roll, throw etc. whilst active/in motion.	Throws, catches, rolls and kicks a range of weighted/sized apparatus with good control and precision.	Experiments with different ways of travelling through and over apparatus. Able to confidently balance on two wheels. Considers safety and takes actions to prevent/limit risks. Able to follow and create their own complex activities/routines with several steps.	Balance bikes, stilts, bats, small balls, skittles, balance beams, skateboard.



