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| **Continuous Provision Skills Map: Sand** | | | |
| Common Play Behaviours – Nursery  Develop manipulation and control.  Explore different materials and tools.  Choose the right resources to carry out their own plan.  Use one-handed tools and equipment.  Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials.  Use all their senses in hands on exploration.  Talk about what they see.  Explore how things work.  Talk about the differences between materials and the changes they notice.  Speak to each other.  Pretend play.  Share resources.  Scraping.  Name making | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Pouring | Cups, buckets, small bowls, handled jugs | Begin to explore how to transport sand from A to B |  |
| Filling and emptying | Large bucket, large jug | Use hands/spades/scoops to fill buckets and moulds.  Begin to know when it is fill or empty.  Begin to use the language: full/empty/heavy. |
| Digging | Spade, spatula, large spoon, rake,  Hands, large scoop, forks | Explore the sand by using their hands.  Use large buckets to scoop sand into them.  Move sand from A-B using scoops/spoons. |
| Moulding | Hands, shape moulds | Makes own impressions using hands and fingers.  Fills buckets/moulds with sand.  Pats down sand to make in smooth.  Begin to recognise that damp sand holds sand better. |
| Burying/ enclosing | Covers their hands and fingers in sand.  Free play with hands.  Uses hands to cover up objects. | Free play with sand.  Cover hands with sand.  Begin to cover objects with sand using hands. |
| Sieving | Large sieve  Dry sand  Hands  Fingers  Potato masher  Water wheel  Cardboard boxes | Explore the way sand moves in the sieve.  Shift hands through the sand.  Start to understand that dry sand moves quicker through a sieve. |
| **Continuous Provision Skills Map: Sand** | | | | |
| Common Play Behaviours – Reception  Develop their small motor skills so that they can use a range of tools competently.  Demonstrate strength, balance and coordination.  Use a range of small tools.  Explore natural world.  Understand some important processes and changes in the natural world around them.  Scraping.  Mark making. | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Pouring | | Jug  Different sized scoops  Different size bowls/cups  Measuring cylinders  Funnels | Use hands to pour sand from one container to another. |  |
| Filling and emptying | | Small bucket  Small jug  Small loose parts- shells. Pebbles, corks | Know when the bucket is full and needs turning over.  Turn the buckets/moulds upside down to empty.  Use language such as full/empty/heavy/light. |
| Digging | | Different sized scoops  Teaspoon  Fingers  Lollipop sticks  Different sized spoons | Select the appropriate resources for digging.  Dig with control.  Dig with desired purpose. |
| Moulding | | Scoop  Lollipop stick(carving)  Something they have created  Fingers | Make tunnels using sand.  Use a range of containers/muds/buckets to make sand in desired shape. |
| Burying/ enclosing | | Buries and covers up resources.  Pats sand down to cover up resources.  Uses spades/scoops to bury objects. | Buries and covers resources using spoons/spade/  scoops |
| Sieving | | Variety of sieves  Sieve sand to get larger object out  Sieve for desired purpose  Tea strainer | Sieves sand for desire affect and purpose.  Know that wet sand is harder to sieve. |
| **Continuous Provision Skills Map: Water** | | | | |
| Common Play Behaviours – Nursery  Develop manipulation and control.  Explore different materials and tools.  Choose the right resources to carry out their own plan  Use one-handed tools and equipment  Repeat actions that have an effect  Explore materials with different properties  Explore natural materials  Use all their senses in hands on exploration  Talk about what they see  Explore how things work  Talk about the differences between materials and the changes they notice  Investigate floating and sinking | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Pouring/  Emptying | | Hand  Container (small regular, 2 handles e.g beaker)  Container (small regular, 1 handle)  Jug with handle and lip  Jug with spouts  Clear containers to see tipping point  Large pots and pans  No handle container | Explore the water.  Observe how to moves.  Tips to pour quickly.  Pour from one container to another. | Water wheel, irregular sized containers, buckets, pots and pans, colanders, |
| Filling | | Large jug  Large funnel  Small jug | Fill containers until they over flow.  Randomly fill containers.  Enjoy filling containers. |
| Transporting/  Transferring | | Large jugs  Large pipettes  Different containers  Ladels | Attempts to catch water whilst being transported.  Large spillages occur when transporting.  Explore the different resources that aid transporting ie funnels |
| Stirring/  Mixing | | Teaspoon  Spoons of different sizes  whisks | Explore how some resources can be used to mix (whisk, spoon).  Explore the different speeds of stirring/mixing.  Spills water when mixing/stirring. |
| Cleaning/  washing | | Hand  Cloth  Sponge  Spray bottle | Glitter  Bubbles  Sensory resources  Small world eg boats |
| **Continuous Provision Skills Map: Water** | | | | |
| Common Play Behaviours – Reception  Develop small motor skills so that children can use a range of tools competently  Demonstrate strength, balance and coordination  Use a range of small tools  Explore natural world  Understand some important processes and changes in the natural world around  Investigating floating and sinking | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Pouring/  Emptying | | Side Handled container  Containers with holes  Ladles and serving spoons  Funnels  Slotted spoons  Measuring spoons  Small spoons  Small irregular shaped containers  Large/heavy pots with spouts  Taps for controlling flow | Select the resources which will help with pouring.  Sometimes use one hand to pour water from a small container. | Spoons with slots/holes,  Measuring spoons,  Pipettes, basters |
| Filling | | Syringe  Spray bottle  Small funnel  Plastic piping  Pipettes | Begin to know when the container is full and does not require any more water.  Begin to know which resources will help fill a container quicker. |
| Transporting/  Transferring | | Jugs of different sizes  Funnels  Plastic Piping  Large/small pipettes  Range of different sized containers  Waterwheels  Guttering and stands | Develop accuracy in transporting from one container to another, with little spillage.  Plan ways in which water can be transported without spillage. |
| Stirring/  Mixing | | Wooden spoons of different sizes  Sticks | Know which resources are need to mix water.  Control the speed of stirring/mixing. |
| Cleaning/  washing | | Nail brush  Tooth brush  Different sized spray bottles |  |
| **Continuous Provision Skills Map: Role Play** | | | | |
| Common Play Behaviours – Nursery  Start to develop conversation, sometimes jumping from topic to topic.  Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  Develop friendships with other children.  Safely explore emotions beyond their normal range through play and stories.  Play with one or more other children, extending and elaborating play ideas.  Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Express feelings and emotions | | Babies and baby clothes  Mini me | Use common emotions in role play (pretend to cry like a baby).  Show some awareness of feelings of others. | Household objects, role play outfits, food: real and pretend, babies etc |
| Act out a role | | Themselves  Acting out their experiences in the home  Role play outfits eg hi vis jackets, police outfit, nurse outfit, capes etc. | Acts out familiar role play (scenes from home)  Wants to dress in different costumes.  Begin to act out both familiar and imaginative scenarios. |
| Creates a narrative around play | | Selection of play food  Household objects  Hairdressing, medical, vet | Talk about their actions (pretend they are calling their mum).  Begin to use some story language in play |
| Recalls past events | | Household objects eg brush and dustpan, pots and  pans, bowls, plates etc  Family pictures / celebrations | Enacts their experiences through role play.  Begin to articulate thoughts and feeling through role play |
| **Continuous Provision Skills Map: Role Play** | | | | |
| Common Play Behaviours – Reception  Express own feelings and consider the feelings of others.  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Develop storylines in pretend play.  Make use of props and materials when role playing characters in narratives and stories.  Invent, adapt and recount narratives and stories with peers and the teacher.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Develop social phrases.  Use new vocabulary in different contexts.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Build constructive and respectful relationships. | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Express feelings and emotions | | Babies and baby clothes  Baby books  Baby toys  Baby food  Nappies  Teddies | Express and range of emotions through role play. | Scarves, hats, ties, jewellery  Pillowcases, till and coins, cards, purses etc |
| Act out a role | | Box full of different fancy dress /specific roles for when needed  Telephone  Phone books  Props to support different characters  Mirrors | Plays different roles.  Use  voices and expressions |
| Creates a narrative around play | | Pillow cases (for chn to  create their own outfits with)  material to create own costumes  Selection of play food - cultural  Household objects  Empty boxes- cereal teabags | Create narratives in play.  Use familiar story features to develop own narratives |
| Recalls past events | | Family pictures – events/ times of year  Tea set and cutlery  Plates  Tea pot  Books  Past celebrations – photos / clothing | Able to intertwine their own experiences with the experiences of others. |
| **Continuous Provision Skills Map: Small World** | | | | |
| Common Play Behaviours – Nursery  Make connections between features of own family and others’ family.  Notice differences between people.  Begin to make sense of own life-story and family history.  Show interest in different occupations.  Use imagination as consider use of different materials.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | | | |
| **Behaviour** | | **Resources** | **Skills** | **Enhancements** |
| Imitation and representation  of objects | | Farm animals  Jungle animals  Characters ie people in community | Make familiar sounds ie vehicles and animals.  Represent objects as different objects. | Artificial grass  Coloured fabric,  Vehicles, fairy tale figures |
| Representation of environments | | Wooden blocks  Mini me | Begin to create familiar scenes ie home/park.  Natural materials eg pebbles, grass |
| Creation of  narratives around play | | Small world people  Story cards / images  Mini me character | Begin to talk about what is happening ie the dinosaur is climbing.  Use some story language in their play - from familiar stories |
| Recollection of past events | | Artifacts eg dolls dressed in costumes from different eras.  Photos. | Enact experiences through role play.  Begin to articulate thoughts and feeling through role play. |

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| **Continuous Provision Skills Map: Small World** | | | |
| Common Play Behaviours – Reception  Talk about members of immediate family and community.  Name and describe people who are familiar.  Comment on images of familiar situations in the past.  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class.  Understand the past through settings, characters, photos and events encountered in books read in class, storytelling and visitors.  Develop storylines in pretend play.  Make use of props and materials when role playing characters in narratives and stories.  Being imaginative. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Imitates and represents | Variety of animals  Small world people  Dolls house and furniture  Cars/transport  characters | Select the prompts/resources they need to represent their character. | Open ended resources eg pine cones, stones, buttons, lolly sticks, foliage, peg dolls  Animal images, figures organised into groups. |
| Representation of environments | Wooden blocks  Natural materials  Logs  Moss  Stones  Train track | Use their imagination to create scenes which they have imagined. |
| Creation of  narratives around play | Superheroes  Small world people  Dinosaurs  Animals | Create their own narrative.  Interact with others  Listen and respond |
| Recollection of past events | Mini me  Photos  Family events | Able to intertwine their own experiences with the experiences of others. |

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| **Continuous Provision Skills Map: Creative** | | | |
| Common Play Behaviours – Nursery  Start to make marks intentionally.  Explore paint using different tools.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks made.  Explore different materials & use all senses to investigate them. Manipulate and play with different materials.  Use imagination as consider what they can do with different materials.  Make simple models which express ideas.  Explore different materials freely, in order to develop ideas about how to use them and what to make.  Develop own ideas and then decide which materials to use in order to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Explore colour and colour-mixing.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Cutting | Easy grip Scissors, dual hold scissors, spring hinge scissors, left and right-handed scissors. | Explore how to use scissors.  Use the open and close rhythm to cut.  Begin to put thumb and finger through the correct holes.  Make snips in paper.  Begin to cut a range of materials.  follow lines to develop scissor control | Fruit/veg  Animal/ vehicle printing, celebration and seasonal craft resources (harvest, Christmas, Diwali, Chinese new year, easter, summer) |
| Fixing  /joining | PVA glue, glue stick, Sellotape, single small hole punch, stapler, ribbons, laces, washi tape,  masking tape, pipe cleaners | Explore what glue is and what it can do.  Explore different tape and what it can do.  Attempt to mend things.  Attempt to join junk together.  stick materials with glue  tie ribbons and laces together to make them longer or attach to other materials. |
| Sticking /collage | Paper, pom poms, lollipop sticks, match sticks  Junk modelling, tissue paper, crate paper, foam, textured papers, stickers, foam shapes, eyes, feathers, sequins, glitter, | Know that glue will help stick things on paper.  Stick glue then collage onto paper |
| Mixing | Palettes Brushes, salad spinner, playdough  Pipettes mixing trays  Sponges Blocks, rollers, stamps, dabbers, stencils, inks, animal footprint shoes | Explore colour by mixing but with no intention of making a certain colour.  Begin to understand by mixing colours you can make another colour. |
| Printing | Pencils Pencil crayons  Paint dabbers, Felt tips Crayons  Chalk, chalk pens, paint sticks, outdoor large mark making tools,  stampers | Explore the different objects which can be used to print.  Puts printing tools into paint then prints on paper.  Begin to print with control.  Print a pattern |
| Mark making /painting | Pencils, Pencil crayons Paint dabbers,  Felt tips Crayons Chalk, chalk pens, paint sticks, outdoor large mark making tools, ink stamps | Fills the whole paper with paint.  Paint in random directions.  Give meaning to the marks they make ie “this is mummy”.  Begin to paint a desired picture. |

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| **Continuous Provision Skills Map: Creative** | | | |
| Common Play Behaviours – Reception  Develop small motor skills in order to use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing  Explore, use and refine a variety of artistic effects to express ideas and feelings.  Return to and build on previous learning, refining ideas and developing the ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share creations, explaining the process they have used. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Cutting | Scissors: different patterns and standard | Use scissors to cut confidently and safely.  Follow a line to cut.  Cut a range of materials.  Cut circles and other shapes. | Natural materials/inks/dyes  Animals/transport for printing/marks  Charcoal pencils  Quills  Nails and screws |
| Fixing / joining | Glue, Hole punch, Stapler, Tags  Elastic bands, Paper clips, Sellotape  Masking tape, split pins, pipe cleaners, straws | Know that glue/Sellotape can be used to fix and join things.  Make desired models by joining junk together.  Make holes and use treasury tags to hold things together |
| Sticking / collage | Range of paper/card, feathers  Lollipop sticks, match sticks, pom-poms, feathers, sequins, beads,  buttons, junk modelling | Carefully select resources which will help make a collage |
| Mixing | Colour mixing bottles, Paintbrushes,  Containers for paint,  Pallets, paint charts | Mix colours with a certain colour in mind.  Explore different tones, shades of colour. |
| Printing | Pom-poms, Rollers, Stamps,  Ear buds,  Toothbrushes, Corks,  Dabbers, | Print using a range of colours.  Print with an idea in mind. |
| Mark making /painting | Crayons Chalk Pencil: B-HB-F  Paint Highlighters  Pens  Whiteboard pens  Thin and thick felt tips Candles | Add features to painting.  Demonstrate good control when using paintbrushes. |

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| **Continuous Provision Skills Map: Construction** | | | |
| Common Play Behaviours – Nursery  Use imagination when considering what to do with different materials.  Make simple models which express ideas.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop ideas about how to use them and what to make.  Develop own ideas and then decide which materials to use to express them.  Make independent choices.  Build with a range of resources.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones – an arch, a bigger triangle etc.  Develop manipulation and control.  Explore different materials and tools.  Repeat actions that have an effect.  Explore materials with different properties.  Explore different materials, using all senses to investigate them. Manipulate and play with different materials. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Creating | Duplo, Stickle bricks, Small blocks  Large blocks, Wooden blocks, Logs | Explore what the resources can do.  Transport resources.  Build towers, short, tall, long  (2/3 dimensions) .  Begin to build walls around themselves.  Begin to add simple storylines to play | Squared paper |
| Spatial awareness | Construction in a large space with  large blocks.  Construction in a small space with  small blocks | Explore the building area.  Develop understanding about how much space is needed to make models.  Develop some understanding of safety. |
| Construction with a Purpose | Wooden bricks Duplo, Stickle bricks  Small block, Large blocks, tyres  Cardboard boxes, Cogs  Loose parts (beads/buttons) | Begin to develop an idea of what is wanted to be built.  Manipulate resources  Resilience and perseverance (Trial and error) – when the brick falls try again or change something. |
| Balance | Wooden bricks, Duplo, Planks  Cardboard tubes, tyres | Explore what happens when blocks are placed on top of each other.  Develop cause and effect |

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| **Continuous Provision Skills Map: Construction** | | | |
| Common Play Behaviours – Reception  Create collaboratively sharing ideas, resources and skills.  Share ideas and creations, explaining processes used.  Make use of props and materials when role playing characters in narratives and stories.  Keep on trying when things are difficult  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Return to and build on previous learning, refining ideas and developing the ability to represent them.  . | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Creating | Lego, Mobilo, Kinex etc, Small and large blocks, Coloured blocks, junk modelling | Use a variety of resources to add to models.  Create enclosed spaces.  Add storylines to their play.  Begin to create symmetry | Squared paper  Nuts and bolts  Handles  Wheels and axles |
| Spatial Awareness | Build a house/model with different  rooms or different parts.  Moving parts.  Uses smaller blocks/construction  tools to create intricate structures  Tyres, planks, crates, stumps | Create space accordingly to what they want to make.  Understand safety – if a tower is taller than…., what will happen? |
| Construction with a purpose | Lego, Mobilo, Small and large blocks,  Coloured blocks, Cardboard boxes  Cogs, tyres, planks, stumps, crates | Have a vision in mind of what is wanted and then build.  Problem solve – would a longer plank be better? |
| Balance | Wooden bricks (large and small)  Duplo, Small lego , Cardboard tubes and boxes | Understand how to make a structure secure. |

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| **Continuous Provision Skills Map: Reading** | | | |
| Common Play Behaviours – Nursery  Ask questions about a book.  Makes comments and shares their ideas.  Develops play around favourite stories using props  Notice some print.  Understand the 5 key concepts about print.  Develop phonological awareness.  Engage in extended conversations about stories and learning new vocab.  Listen to simple stories and understand what is happening with the help of pictures.  Understand simple who, what where.  Enjoy listening to longer stories and can remember much of what happens.  Enjoys sharing a book with an adult.  Pay attention and responds to the pictures or words.  Repeats words and phrases from familiar stories. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Concepts of print | A range of books both familiar and unfamiliar  Logos and icons  News papers  Different languages | Follow print in books.  Explore different forms of text.  Know that text starts from the left | Puppets |
| Attention | Paper books, eBooks, Audio books | Sit and listen to stories with adults.  Answer questions about books that have been read.  Begin to comment on what they see in books. |
| Recall of familiar letters and words | Logos and icons  Letters | Know print has meaning.  Recognise familiar logos.  Recognise own name.  Begin to recognise letters from own name.  Begin to orally blend and segment. |
| Book discussion | A  range of books both familiar and unfamiliar | Know how to hold a book.  Different features of a book.  Comment on what they see in books.  Build on their vocabulary. |
| Story creation /composition | Puppets linked to story/theme  Small world. | Have favourite books.  Use pictures in books to retell their own version of the story.  Use puppets to make up own stories.  Role play, act out the story |

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| **Continuous Provision Skills Map: Reading** | | | |
| Common Play Behaviours – Reception  Engage in story time  Retell a story  Engage in non-fiction books  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocab  Offer explanations for why things might happen, making use of recently introduced vocab from stories, non-fiction and poetry.  Read/say individual sounds.  Blend sounds into words and read short words.  Read a few common exception words.  Read simple phrases and sentences  Reread books to build up their confidence with reading and fluency.  Anticipate what is going to happen next in stories.  Demonstrate an understanding of what has been read to them.  Read words consistent with phonic knowledge.  Read aloud simple sentences. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Concepts of print | Phonically decodable books  A range of fiction and non-fiction books  Comics/magazines, Catalogues, Newspapers,  Texts in different languages | Read book for pleasure.  Engage in story time. |  |
| Attention | Paper books, audio stories (with linked pictures or book), ebooks | Recognise RWI Set 1, 2 and 3 sounds.  Read CVC/CVVC words.  Recognise/read red words.  Read simple sentences. |
| Recall of familiar letters and words | All RWI Set 1, 2 and 3 sounds, irregular words | Talk about what has been read.  Retell stories. |
| Book discussion | RWI books, picture books.  A range of fiction and non-fiction books | Peer and shared conversations about stories.  Book reviews: class votes, favourites. |
| Story creation /composition | A range of open ended puppets  Story stones/logs  Story of the week resources | Make up own narratives using prompts.  Use new vocabulary in own stories. |

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| **Continuous Provision Skills Map: Malleable** | | | |
| Common Play Behaviours – Nursery  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things  Use one-handed tools and equipment, for example, making snips in paper with scissors  Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials, indoors and outside.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore different materials, using all senses to investigate them. Manipulate and play with different materials.  Use imagination as consider what can be done with different materials.  Make simple models which express ideas.  Explore different materials freely, in order to develop ideas about how to use them and what to make.  Develop own ideas and then decide which materials to use to express them.  Join different materials and explore different textures | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Rolling | Rolling pins, Textured rolling pins, Hands | Begin to use the forward and backwords motion.  Attempt to flatten the dough by applying some pressure. | Herbs/ oils/ spices  Food colouring  Glitter  Cocoa powder  Slime/cloud dough, salt dough |
| Moulding | Muffin tins, Metal trays, Cookie cutters, Bowls and dishes, Rolling pins  Hands, Moulds, Loose parts. | Use hands to twist, pull, flatten, squeeze the dough.  Use fingers, thumbs to make marks the dough |
| Cutting | Plastic knives, Plastic scissors, cutters | Use fingers to tear/pull the dough.  Begin to use cutters to cut out shapes in the dough.  Use fingers to move excess dough away. |
| Shaping | Hands and fingers, Lollipops, Match sticks, Straws | Use hands and fingers to shape the dough.  Smooth the dough using fingers and other tools. |

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| **Continuous Provision Skills Map: Malleable** | | | |
| Common Play Behaviours – Reception  Develop small motor skills to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Explore, use and refine a variety of artistic effects to express ideas and feeling  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share creations, explaining the process they have used. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Rolling | Range of rolling pins/sizes and textures. | When rolling, use pressure to flatten the dough.  Roll down until it has reached desired shape/size. | Herbs/ oils/ spices  Food colouring  Glitter  Cocoa powder  Slime/cloud dough, salt dough |
| Moulding | Range of tins, Stampers, Cutters, Noodle makers | Use both hands to make round balls.  Select the tools to help mould the dough.  Use tools to make smaller, complex shapes. |
| Cutting | Knives, Scissors | Use cutters confidently remembering to cut excess dough away.  Use/select the cutting tools to make desired effect. |
| Shaping | Clay tools, Modelling clay, Clay and clay tools  Clay boards. Water (to be used to shape  and mould clay)  Lollipop sticks, matchsticks, Pipe cleaners, straws | Add detail to dough using tools.  Manipulate the dough in the desired effect. |

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| **Continuous Provision Skills Map: Mark Making** | | | |
| Common Play Behaviours – Nursery  Create closed shapes such as circles.  Make marks on pictures to stand for their name.  Make marks for a purpose such as a shopping list or map.  Use some of their print and letter knowledge in their early writing eg ‘m’ for mummy.  Write some or all of own name.  Write some letters accurately.  Use a comfortable grip with good control when holding pens and pencils.  Begin to show a preference for a dominant hand.  Write some or all letters from own name.  Use large mark making tools to make marks outside  Mark make in sensory trays  Make marks intentionally.  Hold tools with a palmer grip.  Enjoy drawing freely with a range of indoor and outdoor resources.  Make lines in mark making.  Follow and copy a pattern.  Add some marks to drawings, which are assigned meaning eg “That says mummy.”  Make marks with curves and lines. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Marks Made | Large outdoor mark making tools, large pencils  Chunky crayons, Chunky felt tips, Chunky chalk  Variety of paper / card, Post its notes,  envelopes  Decorators paint brushes, rollers and trays, egg chalks, sensory trays, clipboards, light up mark making boards, chalk pens, notebooks, pattern boards, magnetic writing boards, paint sticks, paints and brushes (chunky, easy grip and thin. | Make lines in different directions.  Use large scale movements (for example large paint brushes - up and down movement)  Begin to make anticlockwise movements.  Marks small and large . |  |
| Pencil Grip | Large pencils, Chunky crayons, Chunky felt tips , triangular grips and pencils,  Pegs for pencils | Use one handed tools  Use a comfortable grip with good gold (usually tripod grip)  Begin to show a dominant hand |
| Mark Meanings | RWI letter posters on display and in provision  mirrors, name card.  Clips boards. | Recognise familiar logos.  Add meaning to marks (a line is their name)  Drawing self/ family |

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| **Continuous Provision Skills Map: Mark Making** | | | |
| Common Play Behaviours – Reception  Develop small motor skills to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences & beginning to use a capital letter and full stop.  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Marks Made | Chalk, Felt tips, Pencils, Pencil crayons, Crayons, Gel pens, Paint sticks  White board pens  Different coloured / shaped /sized paper  Post it notes, Material, Themed paper | Make marks that are recognisable (i.e letters in name, CVC words).  Use anticlockwise movement to form letters | Quills,  Pens of power |
| Pencil Grip | Pencils, Crayons, Felt tips, Pencil crayon. | Use a comfortable grip with a good hold (usually tripod grip)  Use scissors and other one handed equipment confidently |
| Mark Meanings | Sound mats, Red word lists , Topic mats, Name cards, Letter formation mats (RWI) | Read own writing.  Read familiar words. |

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| **Continuous Provision Skills Map: Maths** | | | |
| Common Play Behaviours – Nursery  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Talk about and explore 2D and 3D shapes  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones – an arch, a bigger triangle etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Take part in finger rhymes with numbers.  React to changes of amount in a group of up to three items.  Build with a range of resources.  Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy  Recite numbers past 5.  Begin to recognise numbers of significance eg house number. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Count | Coloured objects  Number song resources  Numicon, natural materials eg cones, conkers | Count numbers randomly (1,5,6,8,)  Matching numbers to quantity  Counting objects | Dice |
| Represent | Coloured objects, small world | Join in with number rhymes (using fingers).  Represent numbers using objects (two cars) or marks.  Begin to know what numbers looks lik |
| Create | Shapes and blocks | See patterns around them.  Recreate a simple pattern.  Arrange objects in patterns |
| Sort | Coloured objects , Beads , Puzzles , weigh | sort objects by colour.  Sort by simple categories (put all the lions together) |
| Explore/  experiment | Patterns, numbers, scales, | Use language related to size, weight, capacity |
| Order | Stacking blocks/cups, Numicon, tiles etc | Begin to relate counting to ordering |

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| **Continuous Provision Skills Map: Maths** | | | |
| Common Play Behaviours – Reception  Continue, copy and create repeating patterns.  Compare length, weight and capacity. Have a deep understanding of number to 10, including the composition of each number.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten.  Compare numbers.  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–10.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | | |
| **Behaviour** | **Resources** | **Skills** | **Enhancements** |
| Count | Ladybirds, Blocks, Counters, Cubes  5/10 frames, natural objects, bead strings (10/20) | Count to 10 and beyond.  Matching number to quantity -10 |  |
| Represent | Cubes, Numicon, Sorting items eg animals  Counters, Blocks, White boards, Mark making tools  5 and 10 frames | Recognise numbers to 10.  Use fingers and marks to represent numbers of their choice. |
| Create | 2D shapes, 3D shapes  Magnetic tiles, Wooden shapes | Continue and copy patterns.  Make and explain own patterns. |
| Sort | Numbers, Number lines, Coloured cubes  Coloured animals, 2D shapes | Sort objects using their own categories.  Explain what they have done (i.e I have put all the red cars together). |
| Explore/ experiment | Weighing scales , Weights  Natural objects, Whole part diagrams | Compare length, weight and capacity. |
| Ordering | Numbers, Number cards, pebbles, shell etc | Know that numbers have an order.  Order number to 10 |