

Construction Area: Progression of Skills



Questioning

- What are you going to make?
- What will you need for....?
- How does this work?
- Which construction kit are you going to use?
- What did you use to make your model?
- How did you....?
- What do you think about your....?
- How could we make the model more stable?
- How could we add....?
- How could we improve your design?



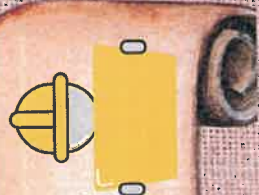
Vocabulary:

build, plan, design, evaluate,
shortest, taller, less/more
than, same, different,
similar, next to, between,
high, low, under, area,
tower, space, pattern,
measures, connect,
materials, strong, weak

Resources:

Indoor: Large bricks, construction kits, boxes, mosaics, tubes, natural objects, blank labels, tape measures, hi-vis, wooden building blocks, builders' tools, clipboards, cameras. **Outdoor:** crates, tyres, safety helmets, tarpaulin, hi-vis, builders' tools, guttering, netting, boxes, tubes, canes and poles, rope/string, planks, clipboards

Construction Area: Progression of Skills



Progression towards end of year expectations

Creating a structure	Spatial Awareness	Constructing with a purpose in mind	Resources to facilitate play	Vocabulary
*Uses resources to build towers *Builds vertical models	*Constructs in a large space with large blocks *Constructs in a small space with small blocks	*Has an idea about what they are going to build before they begin *Selects resources they need as they go	*Duplo *Stickle bricks *Mobilo *Small blocks *Large blocks	- Build - Big/small - Same/different - High/low - Tower - Idea - Safe
*Uses resources to construct buildings *Positions resources both vertically and horizontally	*Connects buildings and structures (e.g., putting a road between buildings) *Select the appropriately sized blocks/construction resources for their chosen purpose/workspace *Understands safety elements (e.g., if a tower is taller than themselves then it might hurt them if it falls)	*Knows what they want to build when they begin to construct *Plans what they will use *Chooses small world resources to enhance construction	*Lego *Mobilo *Small blocks *Large blocks *Coloured blocks *Squared paper	- Strong/weak - Plan - Short/tall er/est - Next to/between - Area - Space - Materials - Size
*Combines resources to create a structure *Builds more elaborate structures *Includes systems (e.g., pathways, roads, bridges etc) *Ensures model is stable	*Build a house/model with different rooms or distinct parts *Uses smaller blocks/construction tools to create intricate designs	*Change, adapt and modify model to serve a purpose *Combine construction resources to create a model *Creates a design before they construct *Chooses appropriate small world resources to enhance construction	*Small blocks *Meccano *Nuts and bolts *Handles *Wheels and axels *K'nex *Squared paper design sheets	- Construct - Design - Evaluate - Connect - Measure

Creative and workshop Area: Progression of Skills



Questioning



- What would happen if....?
- Can you make/build.....?
- Have you thought about.....?
- Tell me about your design...
- How could you.....?
- How could you join.....?
- If you made that again....?

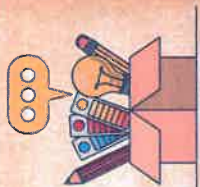
Resources:

variety of different paper and card, PVA glue, glue sticks, masking tape, cello tape, hole punch, stapler, treasury tags, paper clips, lollipop sticks, feathers, buttons, beads, different junk modelling materials e.g. boxes/tubes/bottles/yoghurt pots etc.

Vocabulary:

fix, join, glue, wood, materials, safety, measure, design, evaluate, risk, review, plan, hard, smooth, bench, revisit, model, side, edge, corner, pressure, twist, tap, turn, names of woodwork tools,

Creative and workshop Area: Progression of Skills



Progression towards end of year expectations

Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate play	Vocabulary
*Uses scissors with two hands to cut a piece of paper *Tears materials to make them the desired shape/size *Begins to make snips in paper	*Explores fastening resources together using available resources	*Uses glue to attempt to stick but may not be secure *Able to use glue to fasten paper/thin resources together *Sticks objects randomly onto paper card	*Masking tape *PVA Glue *Card *Paper, tissue paper, crepe paper *Boxes, tubes *Lollipop sticks, pom poms, feathers	- Cut - Tears - Snip - Glue - Stick - Wood - Safety - Hard/smooth - Side - Corner - Twist/turn/tap
*Some control over scissors to cut materials *Holds scissors correctly	*Fastens paper and card together with success *Beginning to explore techniques to join thicker materials	*Able to use glue/tape to fasten thicker materials together *Sticks carefully selected items together to achieve desired purpose *Use sticking resources to explore creating different textures	*Scissors, cello tape, masking tape *Large and small boxes *Thick and thin card *Paper, tissue paper, crepe paper *Bottles, tubes *PVA Glue *Glue sticks *Lollipop sticks, pom poms, feathers, sequins, beads, buttons	- Fix - Join - Design - Risk - Plan - Model - Edge - Pressure - Fasten
*Uses scissors with increased control to cut out a desired shape *Uses scissors to cut thicker materials such as card	*Plans how they will fasten things together *Checks that fastening is secure *Selects media to achieve desired effect	*Make decisions about what they will use to stick- which will be most effective way to stick? *Controls glue spatula to spread glue *Makes decisions about what the correct amount of tape/glue to use is	*Scissors, hole punch, cello tape, masking tape, stapler *Paper clips, treasury tags *Glue/PVA Glue *Range of paper/card *Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons *Support using glue gun	- Measure - Evaluate - Review - Revisit - Amount - Secure

Malleable Area: Progression of Skills



Questioning



- What materials are you using?
- What does it feel like?
- What are you going to make?
- How will you do it?
- Which tools could you use?
- What will you need for ...?
- What do you think about your ...?
- How did you ...?
- How can ...?
- How could ...?

Vocabulary:

texture, sculpt, roll, pat,
press, mix, squash, slippery,
squeeze, knead, smooth,
sparkly, twist, hard, round,
bumpy, tear, pull, stretch,
mould

Resources:

Playdough, food colouring, mud, clay, bread dough, food colouring, salt dough, bread dough, food essence, gloop, variety of trays/containers, soap flakes, aprons, rollers, tweezers, natural materials, tongs, candles, glitter, sequins, cupcake cases/muffin trays, rice, beads, ice, pipe cleaners

Malleable Area: Progression of Skills

Progression towards end of year expectations

Rolling	Moulding	Cutting	Shaping	Resources to facilitate play	Vocabulary
*Uses rolling pin to roll dough/clay	*Uses hands to flatten dough/clay *Uses hands to squash, bend, twist and stretch dough/clay	*Tears dough/clay with fingers *Splits dough up using hands	*Squashes dough with hands and fingers to shape it	*Playdough *Muffin tins *Metal trays *Cookie cutters *Rolling pins *Dough stampers *Bowls and dishes	- Roll - Pat - Press - Squash - Smooth/hard/sparkly etc - Squeeze - stretch
*Uses rolling pin to flatten dough/clay with some necessary pressure	*Explores the way tools create different textures	*Uses cutters to cut out shapes in dough/clay *Uses tools to cut away excess dough/clay	*Smooths dough with hands/fingers to shape it *Rolls dough in hands to shape it	*Extruders with patterned ends *Plastic knives *Metals trays and tins in different sizes *Introduce tougher malleable materials like clay	- Flatten - Pressure - Knead - Mould - Plan - Smooths
*Uses rolling pin to roll dough/clay flat with pressure *Ensures they have rolled dough/clay to desired shape/size	*Chooses tools to create a desired shape/size/texture	*Uses different tools to create a desired shape	*Uses tools to add detail *Creates more intricate shapes *Able to use tools to manipulate dough/clay to add detail	*Modelling clay *Clay and clay tools *Clay boards *Water *Lollipop sticks and other items to decorate	- Texture - Sculpt - Design - Review - Evaluate - Manipulate

Painting Area: Progression of Skills



Questioning



- I wonder what would happen if....?
- What colours do you need to mix for.....?
- How could you improve....?
- What would you do differently next time....?
- Tell me about your painting....
- What objects can you use to print....
- Tell me about the pattern....

Vocabulary:

mixing, painting, drawing,
observing, sculpting,
textures, brush size/stroke,
primary and secondary
colours, shades, light, dark

Resources:

variety of different paper/card, different sized paint brushes, palettes,
poster paint, powder paint, pastels, paint pots, water, different printing
resources, artist's work, easels, collage materials, sponges, water pots,
marbling ink, recycled materials, chalk and charcoal

Painting Area: Progression of Skills



Mixing	Printing	Mark Making/Painting	Resources to facilitate play	Vocabulary
*Experiments with colour mixing but no intention to mix a certain colour	*Explores printing with different objects *Prints randomly on paper *Puts printing tool into paint then prints on paper	*Covers the paper in paint *Paints in random directions	*Paint brushes *Poster paint *Water *Palettes	- Colour - Mix - Paint - Paintbrush - Print - Light - Dark - Pattern
*Uses primary colours to mix secondary colours *Explores the properties of colours as they mix *Mixes colours for a desired purpose	*Paints onto chosen printing tool before printing *Takes time when printing	*Uses horizontal and vertical brush strokes to paint *Paints a desired picture *Gives meaning to the marks that they make	*Different sized paint brushes *Powder paint *Poster paint *Mixing cards *Water *Palettes *Range of paper	- Brush size/stroke - Primary and secondary colours - Plan - Shade - Horizontal and vertical
*Experiments with different tones and shades *Makes choices about what colours they will mix *Mixes an intended colour for an intended purpose	*Prints to create patterns and pictures *Prints with a range of colours *Carefully plans where they will print and what they will print	*Express their thoughts and ideas with paint *Observes objects on display when painting and recording with paint *Uses a range of movements and brush strokes to paint	*Mixing cards *Paint sample charts *Different sized paint brushes *Range of paper *Choice of working horizontally or vertically (easel/tabletop) *Artwork examples from artists	- Observe - Sculpt - Texture - Recording - Tones

Progression towards end of year expectations

Role Play Area: Progression of Skills



Questioning



- I wonder if....
- What could we do next....?
- What happens if....?
- I wonder how your character feels....
- What happens next?
- Where could we go....?
- Can you tell me about....?

Vocabulary:

imagine, role play,
character, story, narrative,
fantasy, magical, transport
names, re-enacting,
adventure, imagination,
animal names, building,
choosing, explaining,
vocabulary specific to items
in role play area e.g. iron etc.

Resources:

Home: Table, chairs, cooker, sink, washing machine, fridge, freezer,
comfortable chairs, cushions, babies, baby clothes, cooking equipment
and utensils, real food items, empty packaging, blankets, telephone,
ironing board, shopping bags,

Specific items if chn create role play e.g, retail/transport/medical/restaurant
etc.

Role Play Area: Progression of Skills



Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate play	Vocabulary
*Imitates sounds (e.g., vehicles and animals) *Represents objects as what they are	*Represent an environment that they are familiar with	*Explains their actions in small world play (e.g., pretend the old man is walking)	*Re-enacts their experiences through a narrative	*Artificial grass *Coloured fabric *Cars, vehicles *Figures from stories/TV/movies *Fairy tale characters *Animals	- Think - Pretend - Role play - Magical - Tell
*Represents objects as different objects *Explains what they are (e.g., This is my car) *Talks expressively about the object they have represented as something else	*Represents/creates environments from stories	*Uses some story language in their play- familiar lines from stories, familiar story themes	*Articulates thoughts and feelings through narrative	*Characters from familiar stories *Doll's house and house furniture *Mini me character photos *Animals	- Imagine - Character - Re-enacting - Explain - Story
*Represents a range of resources as chosen objects *Able to find a resource for a given purpose to fit in with their narrative	*Creates an environment that they have created/imagined *Children design and imagine their own story setting	*Uses story language and story features to create a narrative of their own	*Able to intertwine their own experiences with the experiences of others *Creates shared narratives	*Open-ended resources- pine cones, rocks, pebbles, buttons, lollypop sticks, small bits of material, sticks, peg dolls, foliage *Mini me character photos *Animals (organised into animal groups)	- Narrative - Plot - Fantasy - Setting - Describe

Progression towards end of year expectations

Small World Area: Progression of Skills



Questioning



- I wonder how you can make it move
- How did you...?
- What happens if....?
- I wonder how we could make that
- What happens next?
- Why does this....?
- What do you think....?
- Tell me more about it...
- How could you create....?

Vocabulary:

character, story, narrative,
fantasy, magical, transport
names, re-enacting,
adventure, imagination,
animal names, building,
choosing, explaining

Resources:

variety of fabric, pebbles, rocks, fir cones, treasure, conkers, shells, bark,
small world people, twigs, wooden blocks, transport, cars, builders' tray,
trucks, aeroplanes, space equipment, grass, gravel, sea creatures, soil,
jungle creatures, mirrors, farm animals/equipment, leaves/plants, logs,
sequins, cocktail umbrellas, books, diggers, minibeasts, labels, dolls
house, fantasy characters/creatures, clipboards

Small World Area: Progression of Skills



Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate play
*Imitates sounds (e.g., vehicles and animals) *Represents objects as what they are	*Represent an environment that they are familiar with	*Explains their actions in small world play (e.g. pretend the old man is walking)	*Re-enacts their experiences through a narrative	*Artificial grass *Coloured fabric *Cars, vehicles *Figures from stories/TV/movies *Fairy tale characters *Animals
*Represents objects as different objects *Explains what they are (e.g., This is my car) *Talks expressively about the object they have represented as something else	*Represents/creates environments from stories	*Uses some story language in their play- familiar lines from stories, familiar story themes	*Articulates thoughts and feelings through narrative	*Characters from familiar stories *Doll's house and house furniture *Mini me character photos *Animals
*Represents a range of resources as chosen objects *Able to find a resource for a given purpose to fit in with their narrative	*Creates an environment that they have created/imagined *Children design and imagine their own story setting	*Uses story language and story features to create a narrative of their own	*Able to intertwine their own experiences with the experiences of others *Creates shared narratives	*Open-ended resources- pine cones, rocks, pebbles, buttons, lollypop sticks, small bits of material, sticks, peg dolls, foliage *Mini me character photos *Animals (organised into animal groups)

Progression towards end of year expectations

Water Area: Progression of Skills



Questioning



- How many jugs/cups of water will fill the bucket?
- What do you think will happen if:
- We pour the water onto the water wheel? /We pour the water from this container into that one? /We pour water into this tube? /We put pebbles into this jug of water? /We put sponges into the water? /We squeeze the sponge in the water?
- Can you predict what will happen when you put it in the water?
- Can you find something that you think will sink/float? How do you know?
- Why do you think it sinks/floats?
- Can you create something that will sink/float?

Vocabulary:

pour, empty, measure, float, sink, stir, transport, transfer, move, care, count, pump, collect, gurgly, drip, swirl, half-full/empty, waterproof, more, most, smaller), big(ger), dry, siphon, absorb, drizzle, deep, shallow, evaporate, predict

Resources:

Aprons, buckets, measuring jugs, bottles, different containers, funnels, plastic tubing, water wheels, water pumps, objects to float/sink, natural materials, nets, sieves, jugs, guttering, bubbles, food colouring, whisks, ping pong balls, mops/brooms, rollers/paintbrushes, spoons, thermometers, bottle brushes, boats, corks

Water Area: Progression of Skills

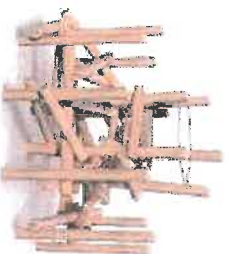


Pouring	Filling and Emptying	Measuring	Sinking/Floating	Stirring/Mixing	Transporting/Transferring	Resources to facilitate play	Vocabulary
*Tips to pour quickly *Drops objects into the water *Observes as they pour from container to container *Observes the way the water moves	*Fills containers until they overflow *Randomly fills different containers	*Uses larger vessels- filling/emptying. *Compare based on height *Using spoons	*Observes objects that float/sink	*Explores the way water moves *Spills some water when mixing	*Carries water from A to B but spills large amounts of water along the way *Explores the way water moves and is transported *Tries to catch water as it is transported	*Different sized beakers *Different sized containers *Irregular shaped containers *Buckets *Water wheel	- Pour - Empty - Mix - Move - Pump - Drip - Spill
*Pours slowly into intended place e.g., back into tray or into another container as not to lose any	*Fills containers with increasing control *Fills containers with desired amount	*Counting how many cups fill 1/2 *Which container takes most amount to fill	*Understands scientific concept of vocab of floating/sinking	*Mixes slowly as not to spill *Increased control when mixing *Mixes with a goal in mind e.g. more bubbles	*Carefully carries water from A to B but spills a little *Explores using a range of resources and techniques to transfer water e.g. funnels/pipes	*Different sized containers *Pots and pans *Colanders *Kitchen utensils *Natural materials *Funnels *Transparent containers *Whisks	- Measure - Float/sink - Stir - Transport - Care - Guess - Waterproof - Half full/empty - Count - Amount
*Pours a desired amount of water into a chosen container *Pours with increased accuracy	*Fills container to intended point of fill *Uses more complex resources with increased dexterity	*Uses mathematical measuring equipment and articulate concepts *Can select appropriate tools/containers for amount	*Articulates concepts *Can provide reasoning for why something floats/sinks *Experiments with creating own vessels to float/sink	*Understands what will happen to water/liquid when mixed *Loses little/no water when mixing *Experiments mixes other liquids into water	*Spills little/no water when transporting *Awareness of how much they can carry without spilling *Shows care and precision- can also work collaboratively to transport	*Spoons with slots and holes in *Measuring spoons *Different sized spoons *Jugs with spouts *Jugs with handles *Pipettes *Basters	- Transfer - Evaporate - Predict - Absorb - Siphon

Progression towards end of year expectations



Climbing Area – Progression of Skills



Questioning

How could you get up there safely?
What could you hold on to next?
I wonder what would happen if you tried a different route?
How did you decide where to put your foot?
What helped you keep your balance?
What would you do differently next time?
Tell me about how you got down...

Vocabulary

balance, grip, steady, high, low, climb, step, reach, hold, safe, careful, over, under, across, height, strength, control, forwards, down

Resources

Large climber, roll over bars, wobbly play-bridge, climbing A frame, climbing poles, balance beams, low blocks, crates, sunken tyres,

Body control and coordination	Strength and balance	Spatial awareness and route planning	Risk awareness and safety
• Explores stepping up and down low objects. • Climbs on to small equipment using hands for support. • Moves across low climbing structures with growing confidence. • Navigates ladders, steps or frames using alternate feet. • Adjusts movements to stay balanced when climbing higher. • Shows coordinated control when climbing, balancing and moving across equipment.	• Uses arms and legs together to pull themselves up. • Begins to judge when they need to slow down. • Balances on different surfaces while climbing. • Stretches and reaches to find footholds and handholds. • Uses core strength to stay stable. • Maintains balance while changing direction, height or speed.	• Chooses where to climb independently. • Tests different ways of getting over, under and through. • Selects safe places to put feet and hands. • Plans a simple route before climbing. • Adjusts path to avoid obstacles or other children. • Moves confidently, negotiating space safely.	• Waits for a turn and watches others climb. • Learns to check equipment is safe to use. • Talks about safe climbing choices. • Climbs down carefully using known routes. • Begins to explain how to keep themselves and others safe. • Understands limits and climbs within their ability.



Mud Kitchen– Progression of Skills



Questioning

What are you going to make?
How will you prepare?
How did you decide what to do?
Tell me about what you have put in your bowl.
What do you think will happen if you add some water?
How could you make your mixture thicker/thinner?
Can you explain to me how you made it?
What can you feel? Smell? See?
I wonder what would happen if we add some leaves/twigs/petals?

Vocabulary

Mix, stir, whisk, pour, scoop, measure, ingredients, measure, muddy, wet, dry, hard, soft, muddy, sticky, smooth, rough, thick, thin, runny, crumbly, squash, squeeze, mash, full, empty, half full, more, less, texture, collect, combine, blend, dissolve, create, pretend

Resources

Pots, pans, bowls, sieves, measuring jugs, spoons, ladles, whisks, masher, sieve, colander, mud, soil, sand, water, leaves, petals, sticks, pinecones, shells, stones, herbs, clipboards, recipes, chalkboard, digging tools,

Exploring Materials	Language and Vocabulary	Using Tools	Mathematical Concepts	Creative and Imaginative Play	Working with Others
• Explores mud soil water and natural materials using their senses. Notices simple changes when materials are mixed. • Experiments with mixing materials and investigates changes in texture and consistency. Make simple predictions. • Predicts, observes and explains changes when materials are combined. Discusses why things happen. Experiments with natural materials.	• Uses simple words to describe what they can see feel and do e.g. wet dry sticky muddy. • Uses a wider vocabulary to describe textures, processes and changes. Talks about what they are making. • Uses ambitious vocabulary to explain processes, ideas and outcomes. Engages in sustained conversations.	• Scoops, pours, fills, empties, stirs and digs using a range of tools. • Selects and uses utensils appropriately. Demonstrates increasing control when pouring and measuring and mixing. • Uses a range of tools safely and effectively with control and precision.	• Begins to use language such as full, empty, more and less. Explores capacity through play. • Compares amounts using language such as heavier, lighter more or less, most, least. • Measures, estimates compares and solves practical problems involving capacity, quantity and weight	• Pretends to make cake, soups potions and meals. Uses objects to represent things in play. • Creates recipes menus and imaginative scenarios linked to real life experiences. • Develops detailed narratives and sustained role play. Adapts ideas and creations as play develops. Creates and follows recipes	• Plays alongside others and begins to share resources and take turns. • Works with others to share ideas and resources. Begins to negotiate roles during play. • Collaborates effectively, solves problems together and shows consideration for others' ideas and feelings.



Music and Stage— Progression of Skills



Questioning

What are you pretending to be?
How can your body move to this music?
Can you show me a different movement?
What happens if we go faster or slower?
Can you copy this action or sound?
How does this music make you feel?
What happens next in your story?
Can you work together to make a dance?
Can you change your singing voice?
Who are you performing for?
How do you play this instrument?

Vocabulary

Action – move, tap, clap, stomp, spin
Music – beat, rhythm, tempo, loud/quiet
Voice – sing, high, low, soft, strong
Performance – perform, audience, stage, practice
Creative – create, choose, pretend, character
Instruments – drum, shaker, bell, triangle, maraca

Resources

Selection of dressing up clothes. Selection of instruments. Microphones

Dance	Imagination	Music
• Copy simple movements. • Responds when asked about dance and performing arts. • Shows an interest in watching dance and performing arts. • Enjoys joining in with dancing and ring games. • Begins to move rhythmically. • Watch and talk about dance and performing arts. • Copy simple movements and begin to make up dances. • Uses movement to express feelings.	• Chooses to be a particular character. • Uses an object to represent something else. • Asks for help in finding props to assist in play. • Plays cooperatively with others in role play. • Apply own experiences and knowledge in play. • Begins to find props to assist with play.	• Sing in a group or on their own and recall most of the words. • Sings or requests favourite songs. • Explores instruments and the way they sound. • Listen with increased attention to sounds. • Sing in a group or on their own with increasing confidence and recall of words. • Listen with increased attention to music. • Begin to talk about preferences. • Begin to tap out a rhythm with hands or an instrument.
• Expresses their feelings and responses on dance and performing arts. • Move to and talk about dance and performing arts. • Make up simple dances on their own or with others. • Will perform on stage and encourage others to join in.	• Develops storylines in play. • Apply new vocabulary learned in roleplay. • Apply own experiences and knowledge to storylines. • Adapt own ideas to accommodate others. • Confidently finds props to assist play. • Confidently makes props to assist with play experiences or make representations.	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively to music. • Discuss changes and patterns in music. • Talk about why they like a particular song. • Engage and explore music making and perform with others or in a group.

