

## **Progression of Skills for Continuous Provision and Common Play Behaviours**

At Eastfield, we understand the importance of play within the Early Years and how play has a vital role in the children being able to trial, apply and embed their learning in a safe environment that promotes independence. Across our Nursery and Reception environments, we have a range of continuous provision. Staff carefully plan the enhancement of our continuous provision to allow all children to build their knowledge and progress in all areas of learning.

Our environments are designed so that the children can fully submerge themselves in their current learning and topics, with staff creating cross-curricular links within many areas of the setting.

Communication and Language and Personal, Social and Emotional Development are at the heart of each area, supporting the children in becoming resilient learners. The children are taught how they can challenge themselves, take calculated risks, be reflective of their work and adapt their work to make improvements.

Although we have reading, writing and mathematical areas within our settings, the children will also be encouraged to apply these skills in all other areas, for example using their mathematical understanding in role play areas or writing labels for their construction creations.

Whilst the children are engaging in their play, our Early Years staff will support the children in being able to extend their learning and work on their next steps, enabling the children to progress in the here and now.

Our aim is for all of our children to have positive learning behaviours and develop a lifelong love of learning right from the beginning of their educational journey.

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Small World Area**

Behaviours	Imitates and represents objects as another	Represents an environment	Creates a narrative around play	Recalls past events
Key Areas of Learning (see curriculum map)	CL, PSED, EAD	CL, PSED, L, EAD, UW	CL, PSED, L	CL, PSED, L, UW, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Represents a range of resources as chosen objects</li> <li>- Able to find a resource for a given purpose to fit with their narrative.</li> <li>- Create their own props to include in their story telling</li> </ul>	<ul style="list-style-type: none"> <li>- Create an environment that they have created/ imagined.</li> <li>- Children design and imagine their own story setting.</li> </ul>	<ul style="list-style-type: none"> <li>- Shares ideas with peers and builds on ideas from others</li> <li>- Uses story language and story features to create a narrative of their own.</li> <li>- Uses descriptive language in their narrative</li> <li>- Includes problems and solutions in their narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Able to intertwine their own experiences with the experiences of others.</li> <li>- Creates shared narratives.</li> </ul>
Vocabulary	Story, character, problem, solution, setting, beginning, middle, end, imagination.			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Represents objects as different objects</li> <li>- Explains what they are.</li> <li>- Talks expressively about the object they have represented as something else.</li> </ul>	<ul style="list-style-type: none"> <li>- Represents/ creates environments from stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about what they are doing, describing their play to someone else.</li> <li>- Uses some story language in their play – familiar lines from familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulates thoughts and feelings through narratives.</li> </ul>
Vocabulary	Story, person, imagine, share, tell, pretend, friend, listen, talk			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Imitates sounds (e.g. animals, vehicles)</li> <li>- Represents objects as what they are.</li> </ul>	<ul style="list-style-type: none"> <li>- Represents an environment that they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains their actions in small world play (e.g. pretending the animal is jumping)</li> </ul>	<ul style="list-style-type: none"> <li>- Reacts their experiences through a narrative.</li> </ul>
Vocabulary	- Story, tell, pretend, friend, listen, talk			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Construction Area**

Behaviours	Creates a structure	Special awareness	Constructs with a purpose in mind
Key Areas of Learning (see curriculum map)	CL, PSED, PD, M, EAD Computing language (e.g. algorithms and debugging)	CL, PSED, PD, M, EAD Computing language (e.g. algorithms and debugging)	CL, PSED, PD, L, M, EAD Computing language (e.g. algorithms and debugging)
Secure in Reception	<ul style="list-style-type: none"> <li>- Creates more complicated structures by combining ideas from others.</li> <li>- Combines resources to create a structure.</li> <li>- Builds more elaborate structures</li> <li>- Includes systems (e.g. roads, bridges etc) and adds detail to structures</li> <li>- Ensures models are stable.</li> </ul>	<ul style="list-style-type: none"> <li>- Build a house/ model with different rooms or different parts.</li> <li>- Knows that different types of construction are better suited to different types of creation and justify their choices.</li> <li>- Uses smaller blocks/ construction tools to create intricate structures</li> </ul>	<ul style="list-style-type: none"> <li>- Change, adapt and modify models to serve a purpose</li> <li>- Constructs with a shared purpose, developing story lines and narratives about their creations.</li> <li>- Combine construction resources to create models</li> <li>- Create designs before they construct, including what materials they will need.</li> </ul>
Vocabulary	- Combine, create, plan, adapt, improve, develop, evaluate, team, share, story, narrative, construction, choice, choose, model, structure, creation, connect		
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Shares their idea with a peer</li> <li>- Uses resources to construct buildings</li> <li>- Positions resources both vertically and horizontally</li> </ul>	<ul style="list-style-type: none"> <li>- Connects buildings and structures</li> <li>- Selects appropriate sized blocks/ construction resources for their chosen purpose</li> <li>- Selects appropriate sized blocks/ construction resources for chosen workspace.</li> <li>- Understands safety elements</li> </ul>	<ul style="list-style-type: none"> <li>- Knows what they want to build when they begin to construct.</li> <li>- Plans what they will use.</li> </ul>
Vocabulary	Construction, area, team, build, stack, tower, model, idea, story, join, plan, fix		
Beginning Nursery	<ul style="list-style-type: none"> <li>- Uses resources to build towers</li> <li>- Builds vertical models</li> </ul>	<ul style="list-style-type: none"> <li>- Constructs in a large space with large blocks</li> <li>- Constructs in a small space with small blocks.</li> </ul>	<ul style="list-style-type: none"> <li>- Has an idea about what they will build before they begin.</li> <li>- Selects resources they need as they go.</li> </ul>
Vocabulary	- Make, made, idea, construction, tower, build.		

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Role Play Area**

Behaviours	Express emotions and feelings	Act in a role	Creates narratives around play	Recalls past events
Key Areas of Learning (see curriculum map)	CL, PSED, L, EAD Computing (e.g. using cameras, phones, laptops etc) Other areas of learning will be included depending on the theme of the role play area i.e. Maths in a bakery or post office,	CL, PSED, L, EAD Computing (e.g. using cameras, phones, laptops etc) Other areas of learning will be included depending on the theme of the role play area i.e. Maths in a bakery or post office,	CL, PSED, L, EAD Computing (e.g. using cameras, phones, laptops etc) Other areas of learning will be included depending on the theme of the role play area i.e. Maths in a bakery or post office,	CL, PSED, L, EAD Computing (e.g. using cameras, phones, laptops etc) Other areas of learning will be included depending on the theme of the role play area i.e. Maths in a bakery or post office,
Secure in Reception	<ul style="list-style-type: none"> <li>- Expresses a range of emotions throughout role play</li> <li>- Responds to scenarios in role play with empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Plays as different roles</li> <li>- Uses different voices and expression</li> <li>- Takes on a range of roles confidently</li> </ul>	<ul style="list-style-type: none"> <li>- Uses story language and story features to create a narrative of their own.</li> <li>- Creates shared narratives.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to intertwine their own experiences with the experiences of others.</li> <li>- Creates shared narratives.</li> </ul>
Vocabulary	Act, story, narrative, imagination, role, character,			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Expresses some emotions through role play</li> <li>- Shows an awareness of the feelings of other 'characters' feelings in joint role play</li> </ul>	<ul style="list-style-type: none"> <li>- Dresses in different outfits to become different characters</li> <li>- Uses props to develop their chosen character roles</li> <li>- Acts out both familiar and imaginative scenarios.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Uses some story language in their play, familiar lines from familiar stories</li> <li>- Describe what they are doing in their role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulates thoughts and feelings through narratives.</li> </ul>
Vocabulary	Story, play, imagine, costume			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Laughs and smiles in role play</li> <li>- Pretends to cry in role</li> </ul>	<ul style="list-style-type: none"> <li>- Plays in role as themselves in situations that are within their experiences</li> <li>- Acts out common scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about and explains their actions in role play</li> </ul>	<ul style="list-style-type: none"> <li>- Reacts their experiences through a narrative.</li> </ul>
Vocabulary	Story, play, pretend, dress up			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Creative Area**

Behaviours	Cutting	Fixing/ Joining	Stick/Collage	Drawing
Key Areas of Learning (see curriculum map)	CL, PD, EAD	CL, PD, EAD	CL, PD, EAD	CL, PD, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Uses scissors with increased control to cut out a desired shape.</li> <li>- Uses scissors to cut thicker material such as card, wool and string.</li> </ul>	<ul style="list-style-type: none"> <li>- Plans how they will fasten things together</li> <li>- Checks that the fastenings are secure</li> </ul>	<ul style="list-style-type: none"> <li>- Make decisions about what they will use to stick, which will be more effective?</li> <li>- Controls glue spatula to spread glue</li> <li>- Makes decisions about what the correct amount of tape/ glue to use is.</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to look closely at objects, animals, people etc and add key features to their drawing.</li> <li>- Uses simple representations of people with a head, body, arms and legs.</li> <li>- Draw people/ characters showing a range of emotions</li> <li>- Can create purposeful diagonal lines.</li> </ul>
Vocabulary	Tools, cutting, straight line, zig-zag, wavy, snip, chop, material, thick, thin, fasten, join, connect, stick, collage, combine, diagonal, vertical, horizontal, observational, portrait, landscape, plan, evaluate, sellotape, masking tape, sugar paper, tissue paper.			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Some control over scissors to cut materials</li> <li>- Holds scissors correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Fastens paper and card together with success</li> <li>- Beginning to explore techniques to join thicker materials</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use glue/ tape to fasten thicker materials together</li> <li>- Sticks carefully selected items together to achieve desired purpose</li> <li>- Uses sticking resources to explore creating different textures.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple representations of people i.e. stick people or a circle with lines coming off it.</li> <li>- Begins to understand how to make vertical and horizontal lines</li> </ul>
Vocabulary	- Scissors, cut, snip, straight line, paper, card, wool, string, glue, sellotape, stick, join			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Uses scissors with two hands to cut a piece of paper</li> <li>- Tears materials to make them the desired size/ shape</li> <li>- Begins to make snips in paper</li> </ul>	<ul style="list-style-type: none"> <li>- Explores fastening resources together using available resources</li> </ul>	<ul style="list-style-type: none"> <li>- Uses glue to attempt to stick but may not be secure</li> <li>- Able to use glue to fasten paper/ thin resources together</li> <li>- Sticks objects randomly onto paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to create marks with intention</li> <li>- Use mark making tools to draw lines and enclosed spaces</li> </ul>
Vocabulary	- Scissors, cut, snip, line, glue, tape, paper.			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Creative Area – Painting**

Behaviours	Mixing	Printing	Mark Making / Painting
Key Areas of Learning (see curriculum map)	CL, PSED, PD, M, EAD	CL, PSED, PD, EAD	CL, PSED, PD, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Experiments with different tones and shades</li> <li>- Makes choices about what colours they will use and mix</li> <li>- Mixes an intended colour for an intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Prints to create patterns and pictures</li> <li>- Chooses resources to create repeating patterns</li> <li>- Prints with a range of colours</li> <li>- Carefully plans where they will print and what they will print.</li> </ul>	<ul style="list-style-type: none"> <li>- Selects a paintbrush for a purpose i.e. thick or thin brush.</li> <li>- Express their thoughts and ideas with paint</li> <li>- Observe objects on display when painting and responding with paint</li> <li>- Uses a range of movements and brush strokes to paint</li> </ul>
Vocabulary	Mix, combine, primary, secondary, colour wheel, tint, shade, print, stamp, water colours, poster paint, powder paint, thick, thin, repeating pattern, brush stroke, wash, blend.		
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Uses primary colours to mix secondary colours</li> <li>- Explores the properties of colours as they mix</li> <li>- Mixes for a desired purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Paints onto chosen printing tool before printing</li> <li>- Takes time when printing</li> </ul>	<ul style="list-style-type: none"> <li>- Uses horizontal and vertical brush strokes to paint</li> <li>- Paints a desired picture</li> <li>- Gives meaning to the marks that they make.</li> </ul>
Vocabulary	Mix, change, new, print, pattern, dark, light, paint, paint brush, pattern, mark making		
Beginning Nursery	<ul style="list-style-type: none"> <li>- Experiments with colour mixing but with no intention to mix a certain colour</li> </ul>	<ul style="list-style-type: none"> <li>- Explores printing with different objects</li> <li>- Explores printing with everyday objects</li> <li>- Prints randomly onto paper</li> <li>- Puts printing tools into paint and then prints on paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Covers the paper in paint</li> <li>- Paints in random directions</li> </ul>
Vocabulary	Colour, mix, print, paper, paint, brush, marks		

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Malleable Area/Funky Fingers Area – Dough/ Clay**

Behaviours	Rolling	Moulding	Cutting	Shaping
Key Areas of Learning (see curriculum map)	CL, PSED, PD, EAD	CL, PSED, PD, EAD	CL, PSED, PD, EAD	CL, PSED, PD, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Uses rolling pin to roll with pressure and to roll flat</li> <li>- Ensure they have rolled dough/clay to desired shape.</li> </ul>	<ul style="list-style-type: none"> <li>- Chooses tools to create a desired shape, size , texture</li> </ul>	<ul style="list-style-type: none"> <li>- Uses cutting tools to create a desired shape</li> <li>- Uses cutting tools to cut away any excess dough/clay</li> </ul>	<ul style="list-style-type: none"> <li>- Uses tools to add detail</li> <li>- Creates more intricate shapes</li> <li>- Able to use tools to manipulate dough/ clay to add detail</li> </ul>
Vocabulary	Playdough, salt dough, clay, mould, roll, kneed, rolling pin, roll, thin, thick, flat, level, tools, trim, indent, texture, edges, shapes, stretch, 3D			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Uses rolling pin to flatten, with some necessary pressure.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores the way tools create different textures</li> </ul>	<ul style="list-style-type: none"> <li>- Uses cutters to cut out shapes</li> <li>- Uses tools to cut away excess dough</li> </ul>	<ul style="list-style-type: none"> <li>- Smooths dough with hands/ fingers to shape it</li> <li>- Rolls dough in hands to shape</li> </ul>
Vocabulary	Playdough, clay, squash, press, rolling pin, roll, cut, cutter, squeeze, pay, ball, pinch.			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Uses rolling pins to roll dough/ clay</li> </ul>	<ul style="list-style-type: none"> <li>- Uses hands to flatten dough/ clay</li> <li>- Uses hands to squash, bend, twist and stretch</li> </ul>	<ul style="list-style-type: none"> <li>- Tears dough/clay with fingers</li> <li>- Splits up dough using hands</li> </ul>	<ul style="list-style-type: none"> <li>- Squashes dough with hands and fingers to shape it.</li> </ul>
Vocabulary	Dough, squash, pat, roll, tear.			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Malleable Area/Funky Fingers Area** – Other

Behaviours	Hand – Eye co-ordination	Squeezing	Threading
Key Areas of Learning (see curriculum map)	CL, PSED, PD, EAD Cross curricular links may be used such as Maths etc	CL, PSED, PD, EAD Cross curricular links may be used such as Maths etc	CL, PSED, PD, EAD Cross curricular links may be used such as Maths etc
Secure in Reception	<ul style="list-style-type: none"> <li>- Small pegs into peg boards</li> <li>- Posting small equipment i.e. matchsticks into small holes</li> <li>- Balancing small equipment i.e. marbles on golf tees.</li> </ul>	<ul style="list-style-type: none"> <li>- Using tweezers and tongs to pick up small objects, using one hand.</li> <li>- Squeezing tougher objects to change their shape for a purpose i.e. squeeze a cut tennis ball to post something</li> </ul>	<ul style="list-style-type: none"> <li>- Threading smaller beads and objects i.e. pony beads onto string, ribbons etc</li> <li>- Weaving ribbon/ paper using an in, out pattern.</li> <li>- Attaching small nuts and bolts together.</li> </ul>
Vocabulary	Balance, balancing, tweezers, tongs, one hand, two hands, pressure, strength, hand muscles, weaving, combine, attach, screw.		
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Large pegs into pegboards</li> <li>- Using scoops and spoons to put objects into containers</li> <li>- Balancing medium equipment i.e. ping pong balls onto golf tees.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses softer objects i.e. pipettes to squeeze out drops of liquid</li> <li>- Squeeze open pegs to attach them</li> <li>- Using tweezers with two hands</li> </ul>	<ul style="list-style-type: none"> <li>- Threading larger beads and objects i.e. pasta, cut up straws onto string</li> <li>- Threading beads onto pipe cleaners</li> <li>- Attaching large play nuts and bolts</li> <li>- Weaving on a large scale i.e. through fencing.</li> </ul>
Vocabulary	Pegs, scoop, container, balance, soft, hard, squeeze, tweezers, open, close, thread, twist, untwist		
Beginning Nursery	<ul style="list-style-type: none"> <li>- Posting coins and cards into letter box style slits</li> <li>- Use of hands to post items into containers</li> </ul>	<ul style="list-style-type: none"> <li>- Squeezing light objects such as bubble wrap.</li> <li>- Squeezing liquid from bottles and containers.</li> </ul>	<ul style="list-style-type: none"> <li>- Threading chunky beads onto string, pipe cleaners etc.</li> <li>- Threading tubing i.e. cut up toilet rolls.</li> </ul>
Vocabulary	Post, put, squeeze, thread, beads.		



## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Sand Area**

Behaviours	Dig	Mould	Sieve	Bury/ Enclose
Key Areas of Learning (see curriculum map)	CL, PSED, PD, EAD	CL, PSED, PD, EAD	CL, PSED, PD, EAD	CL, PSED, PD, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Select the most appropriate scoop/ equipment for digging</li> <li>- Digs with control</li> <li>- Digs for a desired purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a range of containers and moulds to create intricate sand creations</li> <li>- Uses spades, scoops, buckets etc to make sand into desired shape</li> <li>- Knows to add an appropriate amount of water to aid their design.</li> </ul>	<ul style="list-style-type: none"> <li>- Sieves sand for a desired effect.</li> <li>- Sieves sand for a desired purpose</li> <li>- Sieves sand to filter out larger objects</li> </ul>	<ul style="list-style-type: none"> <li>- Buries and covers up resources</li> <li>- Pats sand down to cover up resources</li> <li>- Uses equipment to bury objects</li> </ul>
Vocabulary	- Resources, select, choose, purpose, control, moulds, creation, add, damp, sieves, bury, deep, shallow			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Scoops sand up with spade. scoop and other equipment.</li> <li>- Moves sand from A to B using digging equipment</li> <li>- Loses little sand off the spade/ equipment</li> <li>- Able to dig a hole or space in the sand</li> </ul>	<ul style="list-style-type: none"> <li>- Free play with hands, makes shapes, heaps and tunnels</li> <li>- Fills moulds and shapes and turn over to make a shape.</li> <li>- Recognises that damp sand holds shape.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises that dry sand falls freely through fingers and sieves</li> </ul>	<ul style="list-style-type: none"> <li>- Free play with hands</li> <li>- Uses hands to cover up objects</li> </ul>
Vocabulary	Scoop, spade, spoon, digs, digging, deep, large, small, move, shape, wet, dry, fall, runs, cover, uncover			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Explores moving sand using digging equipment</li> <li>- Digs using hands</li> <li>- Lifts sand in hands and places back down.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes impressions using hands, fingers etc</li> <li>- Fills containers and buckets with sand</li> <li>- Pats down sand to make it smooth.</li> </ul>	<ul style="list-style-type: none"> <li>- Sifts sand through fingers</li> <li>- Explores and observes the way sand moves through sieves and hands</li> </ul>	<ul style="list-style-type: none"> <li>- Covers their hands and fingers in the sand.</li> </ul>
Vocabulary	Dig, hole, move, spade, push, pat, cover.			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Water Area**

Behaviours	Pouring	Filling	Transporting	Mixing
Key Areas of Learning (see curriculum map)	CL, PSED, PD, M, EAD	CL, PSED, PD, M, EAD	CL, PSED, PD, M, EAD	CL, PSED, PD, M, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Pours an amount of water into a chosen container</li> <li>- Pours with increased accuracy with less spilling</li> </ul>	<ul style="list-style-type: none"> <li>- Fills containers to their intended point of fill</li> <li>- Starting to read scales when filling</li> </ul>	<ul style="list-style-type: none"> <li>- Spilling little or no water when transporting</li> <li>- Does not fill the container to the top, showing an awareness of how much they can carry without spilling</li> <li>- Plans and uses the most effective ways to transport water to avoid spillages</li> </ul>	<ul style="list-style-type: none"> <li>- Understands what will happen to the water when we mix it</li> <li>- Loses little or no water when mixing.</li> </ul>
Vocabulary	- Full, empty, half full, nearly full, nearly empty, overfill, container, accurate, scales, measure, combine, create, carry, transport, move, float, sink, whisk, waterproof			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Pours slowly into and intended place</li> </ul>	<ul style="list-style-type: none"> <li>- Fills containers with increasing control</li> <li>- Fills containers with a desired outcome</li> </ul>	<ul style="list-style-type: none"> <li>- Carefully carries water from A to B but spills a little</li> <li>- Explores using a range of resources and techniques to transfer water for example pipets</li> </ul>	<ul style="list-style-type: none"> <li>- Mixes slowly as not to spill</li> <li>- Increased control when mixing</li> <li>- Mixes with a goal in mind i.e making potions</li> </ul>
Vocabulary	Pour, tip, full, half full, empty, top, spill, splash, drip, drop, mix, stir, fill, water tray, apron, wet, dry			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Tips to pour quickly</li> <li>- Drops objects into water</li> <li>- Observes as they pour water from container to container</li> </ul>	<ul style="list-style-type: none"> <li>- Fills containers until they overflow</li> <li>- Randomly fills different containers</li> </ul>	<ul style="list-style-type: none"> <li>- Carries water from A to B but spills large amounts along the way</li> <li>- Explores the way in which water moves and can be transported</li> <li>- Tries to catch water as it is transported.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores the way water moves as they mix and stir.</li> <li>- Spills some water when mixing.</li> </ul>
Vocabulary	Pour, full, empty, mix, splash, fill, water, wet			

## Progression of Skills for Continuous Provision and Common Play Behaviours

Area within the setting: **Mud Kitchen/Nature Kitchen**

Behaviours	Concoct/ imagine	Problem solve	Actions	Purpose
Key Areas of Learning (see curriculum map)	CL, PSED, PD, UW, EAD	CL, PSED, PD, UW, EAD	CL, PSED, PD, UW, EAD	CL, PSED, PD, L, M, UW, EAD
Secure in Reception	<ul style="list-style-type: none"> <li>- Expands variety of concoctions including magical/fantasy themes i.e. potions</li> </ul>	<ul style="list-style-type: none"> <li>- Uses new equipment in a variety of scenarios</li> <li>- Will talk to peers and work together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing out</li> <li>- Serving</li> <li>- Using a wide variety of equipment to support different actions i.e. ladles, whisks, moulds etc</li> <li>- Using equipment to measure out.</li> </ul>	<ul style="list-style-type: none"> <li>- Can follow a recipe that uses very simple language and pictures in line with phonics knowledge</li> <li>- Works through stages of process whilst making something, combining ingredients, mixing, cooking and serving</li> </ul>
Vocabulary	Create, creation, cooking, baking, ingredients, combine, tools, utensils, ladle, whisk, potion, recipe, instructions, process serve, menu, plan, evaluate, prepare, chop, slice, sauce pan, hob			
Secure in Nursery/ Beginning Reception	<ul style="list-style-type: none"> <li>- Adds imagination to what they create i.e. worm pie, slime cake</li> </ul>	<ul style="list-style-type: none"> <li>- Uses trial and error multiple times to effectively use a new piece of equipment</li> <li>- Will observe peers and learn from what they are doing</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of equipment for larger movements i.e. scooping, stirring, transporting, patting etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Can follow a pictorial recipe.</li> <li>- Has an end goal in mind and can talk about ingredients and actions they will need to use.</li> </ul>
Vocabulary	Cook, bake, hot, cold, warm, drink, food, imagine, scoop, spoon, pour, mix, stir, meal, pot, pan, tray,			
Beginning Nursery	<ul style="list-style-type: none"> <li>- Imagines and creates familiar everyday foods and meals i.e. sandwich, cake etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores how new resources work and incorporate them into their play</li> <li>- Asks for help with new equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses basic actions such as pouring, filling and emptying.</li> </ul>	<ul style="list-style-type: none"> <li>- With support, they can talk about what they are making and name some simple ingredients</li> <li>- Explores how to combine resources.</li> </ul>
Vocabulary	Cook, make, hot, cold, pretend, pour, mix, pot, spoon, breakfast, lunch, dinner.			