



Continuous provision progression of skills

Area	Skill	Early acquisition	Developing	Challenge	Resources
Sand	Sandiness of sand	Explore both wet and dry sand Exploring what happens when water is added to sand and talking about its properties.			Range of metal, wooden and plastic Selection of metal scoops Teaspoons
	Mould and manipulate	Using hands to explore	Begin to use the following with control: Large moulds Buckets Large / two handed sieves Enclose / bury. Large spades Making shapes in a confined space Build more defined shapes (e.g. castle/house using hands and large spades to shape.)	Small spades Tablespoons / teaspoons Fine 1 handed sieve Scoops Cups Small moulds Making imprints Design and create an environment e.g. dinosaurs/bugs Mould wet sand without a set mould and use imagination to develop	Metal containers Sieves / different sized holes Cylinders – different sizes (full, half full, numbers, no numbers) Wooden spoons Lolly sticks Cups – different sizes Buckets and spades – alternate sizes
	Dig, pour and fill	Scoop up sand with hands to build mound or transport into container (e.g. bucket)	Develop fine motor skills Add other materials for purpose to their sand creation	Predict which container will hold more. Develop manipulative skills (filling buckets, turning them over and making sandcastles independently)	Cookie cutters Trays Shell Glass beads Bamboo sticks Pebbles Rakes
	Cognitive skills	Use words to describe sand – smooth, cold, wet	Uses words to describe the movement of sand – flows,	Developing language linked to capacity	Fork spreaders

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		<p>Develop manipulative skills</p> <p>Develop 1:1 correspondence.</p> <p>Experience the therapeutic nature of sand.</p> <p>Explore features of the natural world through sand</p> <p>Develop language in comparison – opposites, e.g. heavy and light</p> <p>Develop early concepts of forces and energy</p> <p>Explore shapes and create patterns.</p> <p>Develop early concepts of volume, e.g. big bucket/little bucket</p>	<p>pours, sieve, funnel Talk about shapes</p> <p>Create a repeating pattern</p> <p>Match by size</p> <p>Match by colour</p> <p>Being able to create using the sand e.g.- using moulds</p>	<p>Develop the vocabulary to compare up to 3 items e.g. heavy, heavier, heaviest</p> <p>Predict which bucket holds the most/least</p> <p>Develop language of play</p> <p>Represent shapes in a confined space</p> <p>Explore 3D shape Create a complex repeating pattern</p>	
	PSED skills	<p>Develop social skills (playing alongside)</p> <p>Share equipment and space</p>	Co-operate with others	<p>Developing social skills through planning play together</p> <p>Share ideas and agree on props</p>	

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Water	Transporting and pouring	Feel and splash Observe the movement Add objects – observe their movement Explore floating and sinking	Developing manipulative skills, filling, and pouring using different handles. Splash, run, pour, spray	Exploring the movement of water Change the property of water Predict that will hold the most/least	Metal containers Jugs Tea pots Pipettes Syringes Corks Pipes / tubes Pebbles Shells Cylinders Funnels Animals Spray bottles Tinfoil / boat materials
	Properties of water	Observing the changes – ice/water	Investigate the buoyancy of objects	Predict what will happen – using the language melt, ice, drip Challenge their perception of buoyancy – do big/large items always sink?	
	Cognitive skills	Developing vocabulary Warm, cold, wet	Size Capacity Vocabulary – full, empty	Predict if something floats or sinks. Developing language - properties of water Ice, solid, liquid Comparison	
	PSED skills	Share space and equipment Indicating emotions and feelings	Develop social skills by taking turns Follow instructions - can you fill 3 buckets?	Taking the ideas of others into account. Manage feelings and behaviours Collaborate as a small group	

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Construction	Building	Transporting blocks from one place to another Use blocks for horizontal and vertical stacking Experience length and size Experience a variety of scale (big lego/blocks-small lego/blocks)	Make a bridge / tunnel Create spaces Use and combine materials to create new structures Create shapes Explore trajectory Add characters to their play	Adding a story line in play Investigating what will happen to an object when you manipulate it.	Lego Lego boards Duplo Small wooden blocks Medium wooden blocks Large wooden blocks K'nex Mobilio
	Cognitive skills	Explore models and blocks Explore cause and effect when Add characters to their play Add a simple story line to their play with support Sorting items by size / colour Develop gross motor skills Develop emerging mathematical concepts in meaningful context Explore stability	Talk about length and size Explore motion Investigate how weight and shape can affect movement and motion to achieve a desired outcome. Counting on Writing signs and captions Handling tools and equipment effectively Developing positional language Collecting information through observations	Create symmetrical shapes. Explore how weight and shape changes movement and motion Use language of length and size. Counting 1 more or 1 less Discuss why something works / does not work Labelling designs	Woodwork tools Drills Hard hats Hi-vis jackets Scrap paper Cardboard boxes
	PSED skills	Develop spatial awareness Take turns and play co-operatively Learn to share space and equipment Joins in with others play	Asking an adult for help Make choices Repeating new vocabulary Being proud of their models	Considering the ideas of others Talk about what they are making – what they like and dislike Enhancing their building using props	

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Area	Skill	Early acquisition	Developing	Challenge	Resources
Creative	Paint	Explore the texture of paint Finger painting Hand painting Painting on flat surfaces Painting in 1 colour Give meaning to the marks they make	Use a variety of tools to spread paint Cotton buds, spatulas, combs, chunky paint brushes Exploring primary colours Represent real or imagined objects Investigate shapes and symbols and composition (grass/sky)	Fine paint brushes – smaller/finer tip Experiment what happens when colours are mixed Explore the effects of adding texture to paint by adding glue, glitter, sand, sawdust	Sponges Coloured paint Paint brushes – various sizes Paint rollers Paper – different textures glitter
	Printing	Using hands Making rubbings to show a range of texture and patterns Using a range of objects Print onto a range of textures. Paper, dough, clay, cardboard	Printing with fingers Creates patterns and pictures by printing from objects Create simple pictures by printing objects.	Printing using a variety of large and small objects Explore and recreate textures and patterns Relief printing (potato prints)	Different textured paper / card Potatoes Foam stamps clay
	Cutting	Pulling / tearing and ripping	Begins to hold scissors correctly Begins to make snips	Holds scissors correctly Cut up and along in a linear fashion Begin to follow an outline Cut a range of materials, e.g. card, yarn, playdough, straws.	Scissors Playdough Card Yarn Playdough straws
	Joining/collage	Exploring the glue to understand its properties Combining materials	Use tools – brushes, glue spreader, cellotape,	Split pins, treasure tags Hole puncher Staplers	

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Small world/ Role play	Communication and language	Using the vocabulary of objects	Begins to develop their own story line Use new words they have learnt	Use past, present and future tense form accurately Start to use complex sentences (and, because) new/exciting objects to talk about with peers Explore fantasy world play Use language to plan and create a role / setting	Train track Cars Dinosaurs Farm Sealife Garden centre Minibeast Chinese New Year Photographs of reallife objects / people
	Cognitive skills	Imitate basic home roleplay Transport objects Develop fine motor control Experience cause and effect	Develop mathematical concepts in meaningful context (counting & sequencing/time) Project themselves into feelings, actions of others (links to own interests e.g. character from TV). Develop 1-1 correspondence. Place furniture in the correct rooms of the house Start to introduce story line into role-play. Show initiative when developing ideas Develop mark making creating pictures and initial sounds. Re-enact special occasions. Use basic technology	Take on a role in imaginative play (Fantasy – fairies, wizards etc.) Solving problems. Create props and resources. Use one object to represent another. Develop positional language Create props and resources Develop coordination when setting the table, pouring from teapots Develop an awareness of how to care for animals through play. Develop mark making creating lists, stories, pricelists	
	PSED skills	Develop Curiosity Develop relationships Play alongside others early on.	Care for equipment Develop negotiation skills Include others in play, sharing ideas	Include feelings/emotions in play Play collaboratively Resolve disagreements	

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Malleable	Dough	Shaving foam Custard Cous cous Porridge Beans Mud Jelly	Soft Dough Herbed dough Jelly Dough Ice	Tree bark dough Playdough Salt Dough Porridge Sand Mouse Bread Dough Clay	Shaving foam Custard Cous cous Porridge Beans Mud Jelly Soft Dough Herbed dough Jelly Dough Ice
	Fine motor skills	Use palm of hand to mostly flatten and roll dough	Use tools to cut dough, mostly in linear fashion Develop rolling skills Using play dough cutters appropriately Making specific shapes Use tools to add texture – textured rollers) Use scissors along a line	Use tools to make small and complex shapes Using tweezers with fingers Using scissors along a pattern Show good control and coordination in small movements	Tree bark dough Playdough Salt Dough Porridge Dough Sand Mouse Bread Dough Clay Rolling pins Cutters – all shapes and sizes Scissors
	Cognitive skills	Experiencing texture Experiencing cause and effect Develop sensory experiences	Using materials to problem solve Developing imagination and fantasy (make cakes, buns) Collaboration Develop representational skills Represent and name 2D shapes 1-1 correspondence	Choosing the resources needed Discussing plans for creations Develop language about length (comparison) Use materials to add texture Use material to add details Add a story line to developments Develop descriptive language Write lists, captions and instructions Experiment to create different textures Count irregular arrangements of objects and give the number that is one more or one less.	
	PSED skills	Building relationships Expressing a preference Relieve frustrations	Sharing / Taking turns Compare with peers Relating to previous experience Demonstrate perseverance when problems arise	Playing cooperatively Sharing ideas Take into account the ideas of others\ when organising an activity Share by approximate size Negotiation Reasoning	

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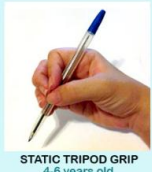
Area	Skill	Early acquisition	Developing	Challenge	Resources
Outdoor/ Gross Motor		<p>Move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet</p> <p>Walks downstairs, two feet to each step while carrying a small object</p> <p>Draws lines and circles using gross motor movements in the air</p>	<p>Begins to run skilfully and negotiates space successfully.</p> <p>Changing direction and avoiding obstacles.</p> <p>Can stand momentarily on one foot when shown</p> <p>Can catch a large ball</p> <p>Draw lines and circle using tools (Paint brushes, chalk, sticks)</p> <p>Taking turns</p> <p>Changing speed Jumping and hopping</p> <p>Landing safely</p> <p>Following instructions</p>	<p>Throwing to a target</p> <p>Throwing a ball to a partner</p> <p>Catching</p> <p>Balancing over obstacles</p> <p>Dancing to a beat</p> <p>Negotiate space showing consideration of others</p> <p>Making up a game/rules</p> <p>Bouncing a ball</p> <p>Skipping with a rope</p>	<p>Balance bikes</p> <p>Trikes Balls – various sizes</p> <p>Hoola hoops</p> <p>Skipping ropes</p> <p>Bean bags</p> <p>Climbing equipment</p> <p>Musical instruments</p> <p>Ribbons</p> <p>Bubbles</p> <p>Parachute</p> <p>Cones Brushes – large and small</p> <p>Mark making materials – chalks</p>
	PSED skills	<p>Building relationships</p> <p>Expressing a preference</p> <p>Relieve frustrations</p>	<p>Sharing / Taking turns</p> <p>Compare with peers</p> <p>Relating to previous experience</p> <p>Demonstrate perseverance when problems arise</p>	<p>Playing cooperatively</p> <p>Sharing ideas</p> <p>Take into account the ideas of others\ when organising an activity</p> <p>Share by approximate size</p> <p>Negotiation</p> <p>Reasoning</p>	

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Mark making	Attention	Single channelled attention (2-3 years)	Focusing attention (3-4 years)	Two channelled attention (4-5 years)	Writing pencils – various sizes Coloured pencils – various sizes Crayons – various sizes Felt tip pens White boards White board pens Chalks / chalk board Paint Paper – plain Paper – coloured Paper – textured Paper – lined Phase 2 sounds Phase 3 Sounds Tricky Words Interactive white board Story books
	Dexterity	Elbow pivot Movement through forearm to mark make Gross motor movements developing fine motor movements	Wrist pivot Fine motor movements	Dip and pip joint movements Movement through hand and fingers to mark make (pivot through wrist, knuckle, and fingers)	
	Pencil grasp  FISTED GRIP 1-2 years old	Digital pronate grip (2-3 years)  DIGITAL PRONATE GRIP 2-3 years old	Splayed finger grip (3-4 years)  4 FINGER GRIP 3-4 years old	Static tripod grip (4-6 years)  STATIC TRIPOD GRIP 4-6 years old	
	Early writing	Meaning attached to marks made Some identifiable shape Large scale marks Mostly clockwise movements and vertical marks	Smaller and more controlled marks Makes recognisable figures, objects, and some letters Some anti-clockwise movements Hearing initial sounds Hearing sounds in phase 2 cvc words Writing/building phase 2 cvc words Sequence a story Retell a story	Tricky words Writing/building phase 2 cvc words Letter formation Build a sentence Story scribing Write a list Writing instructions Hear sounds in phase 3 words Build phase 3 words with support Introduction to full stops and finger spaces	

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