**Pure Skills:**

Sand texture exploration- wet and dry sand

**Facilitative Skills:**

Take turns, share and work co-operatively

Respond to others in their play, including instructions

Develop explanations

Develop descriptive vocab e.g. wet, cold, smooth, rough

Physical development skills, including fine motor skills (common play behaviours)

Design and create

Language of size, space and shape

Matching, sorting and comparison

Counting

Capacity vocabulary

Investigation, Prediction- which holds the most/ least?

Explore and represent familiar objects in 3D form.

Identify, name and describe the patterns they make.

Develop observational skills

Sand

**Resources**

* Various digging materials- spades, spoons (metal/ wooden, variety of sizes), forks, scoops, sticks
* Various ‘holding’ utensils- jugs, buckets, egg cups, cups, bottles, etc.
* Water to change the texture of the sand- wet, dry, add more, etc.
* Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns

**Adult Role**

* Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
* Provide different materials- enhance play through supporting tool and material use
* Model the use of various equipment
* Ask open ended questions

**Questioning**

* How can you fix that? What could you do differently?
* What bucket could you use to make a taller/ shorter etc. castle?
* What would happen if you…?

**Common Play Behaviours:**

*Pouring*

Emergent: Hands, Jugs

Mid: Spades, Shovels

High: Funnels, Tubing

*Filling & Emptying*

Emergent: Hands, Buckets

Mid: Cups, Various container shapes

High: Use manipulative skills to turn out buckets to create sandcastles

*Digging*

Emergent: Hands, Large shovels, Buckets

Mid: Spades, Large spoons

High: Teaspoons, forks, measuring spoons

*Mould and manipulate*

Emergent: Hands, Large buckets, large spades

Mid: Cups, moulds, scoops, serving spoons

High: Teaspoons, lolly sticks, fingers, adding water to sand to aid, paintbrushes, sticks

**Vocabulary**

* Size- big, small, long, short, tall, etc.
* Comparative- bigger, smaller, largest, fewest, longer, less than
* Shape- non standard e.g. round, standard e.g. labelling 2D/3D and describe e.g. curved, straight, etc.
* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Explain- “XXX because XXX”

**Pure Skills:**

Changes of state- freezing, melting, evaporating

Viscosity- changes uses flour, cornflour etc.

Sinking and floating

Absorbency

Water pressure

**Facilitative Skills:**

Take turns, share and work co-operatively.

Respond to others in their play, including instructions

Develop explanations

Develop descriptive vocab e.g. wet, cold, warm, bubbly

Physical development skills, including fine motor skills (common play behaviours)

Investigation

Prediction- which holds the most/ least?

Develop observational skills

Estimation

Mathematical skills- fractions, capacity, counting

**Common Play Behaviours:**

*Filling & Emptying*

Emergent: Jugs, Buckets,

Mid: Cups, Bowls, Smaller buckets

High: Bottles, Syringes, Capacity measurers

*Transportation/ Pouring*

Emergent: Jugs, teapots, bottles

Mid: Buckets, Large Syringes, Cups, Funnels, Using accuracy

High: Syringes, Pipettes, Creating own ways of transporting e.g. gutter, funnels, etc.

*Floating & Sinking*

Emergent: Boats, stones, sticks, shells

Mid: Different utensils e.g. plastic tubs, bottles, etc.

High: Pumice Stone, Loose parts to fill floating containers

*Absorption*

Emergent: Sponges

Mid: Flannel, Cloth types

High: Paper towel types, Natural Sponge

*Mark Making*

Emergent: Large paintbrushes for marking (gross motor skills- shoulder pivot)

Mid: Developing fine motor skills- sponges on sticks, smaller paintbrushes, etc.

High: Good fine motor skills- tripod grip, small paintbrushes

Water

**Vocabulary**

* Size- big, small, long, short, tall, etc.
* Comparative- bigger, smaller, largest, fewest, longer, less than
* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Explain- “XXX because XXX”

**Adult Role**

* Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
* Provide different materials- enhance play through supporting tool and material use
* Model the use of various equipment
* Ask open ended questions

**Questioning**

* How can you fix that?
* What could you do differently?
* What bucket could you use to make a taller/ shorter etc. castle?
* What would happen if you…?

**Resources**

* Guttering, funnels, buckets, jugs, cups, bottles, teapots
* Sponges, Cloths, Paper Towels
* Syringes, pipettes
* Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
* Bubbles, soap, etc.
* Paintbrushes of various sizes

**Common Play Behaviours:**

*Manipulating*

Emergent: Large blocks to balance, Flat edges, Towers, Whole hand grip

Mid: Interlocking cubes, various shapes (e.g. curved sides and manipulating blocks into place)

High: Small blocks, ranges of shapes and sizes, Finger and thumb- one-handed grip

*Joining*

Emergent: Interlocking blocks e.g. duplo, lego, glue

Mid: Developing intricacy in interlocking parts e.g. clixi, tape (masking/ sellotape), hammer and nails

High: Different join types e.g. hinge, paperclips, paper fasteners, screws, nuts and bolts

*Patterns*

Emergent: Basic linear ABAB patterns, using colour, shape and size

Mid: More complex patterns using cycler, symmetrical patterns incorporating several features (colour, shape, size, mathematical similarities, etc)

High: Think about 3D patterns e.g. brick patterning for stability, Develop and explain complex patterns

*Designing*

Emergent: Discussing basic designs orally, talking about what they want to build

Mid: Explain how something might be built, creating written/ drawn designs, following set designs

High: Adapting and improving designs, predicting what may happen due to changes

Construction

**Pure Skills:**

Transporting larger objects

Early building – horizontal and vertical stacking.

Bridging – using two blocks to support a third.

Enclosing – using bridging techniques to create an enclosed space.

**Facilitative Skills:**

Take turns and work co-operatively, sharing space and equipment.

Taking others ideas and resolving conflict

Communicate- predict, explain, compare and describe

Fine motor and gross motor control and precision

Labelling designs with signs and captions

Developing special awareness.

Counting and counting on.

Exploring how shape and weight effects movement and motion.

Experiencing scale.

Investigating what happens to an object as you manipulate it.

Exploring trajectory.

Exploring stability.

Collecting information through observation.

Problem solving – is this brick the right length/shape for the structure, do I need one that it longer/shorter to balance.

**Vocabulary**

* Size- big, small, long, short, tall, etc.
* Comparative- bigger, smaller, largest, fewest, longer, less than
* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Explain- “XXX because XXX”

**Adult Role**

* Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
* Ask open ended questions

**Questioning**

* How can you fix that?
* What could you do differently?
* Can you create a design for what you want to build? What will it show?
* What would happen if you…?
* How can you use this block differently?

**Resources**

* Large and small scale wooden blocks
* Various construction equipment e.g. lego, duplo, k’nex
* Cardboard boxes/ junk modelling

**Pure Skills:**

Shape and mould

Add materials for decoration/ detail

Use of tools

Joining- water (clay)

Techniques e.g. rolling, moulding, wrapping, etc.

Creating shapes

Adding texture

**Facilitative Skills:**

Mathematical skills- fractions, printing of shape faces, exploration of shapes

Selecting tools and resources

Using language and vocabulary- describe, predict and explain

Experimentation linked to modelling, moulding, shape and space

Representing shapes, artwork by famous artists, etc.

Improve and adapt designs

Fine Motor development

Labelling- mark making

**Common Play Behaviours:**

*Rolling*

Emergent: Hands, rolling pin

Mid: Fingers/ hands with purpose e.g. making a “worm”

High: Developing finger manipulation when rolling- different shapes e.g. worm, sphere, etc.

*Cutting*

Emergent: Splitting using hands (tearing)

Mid: Roller cutter, shape cutter

High: Plastic knife and fork, scissors

*Shaping & Moulding*

Emergent: Hands, Cake tins e.g. muffin, large

Mid: Cutters, Shape cutters, loose parts, mini cake tins

High: Stampers, noodle makers, mould to shape, straws, pipe cleaners

*Imaginative Play*

Emergent: Starting to pretend that their creations are something else e.g. this is a biscuit, cake, etc.

Mid: Developing creations using loose parts e.g. candles for cakes

High: Using the malleable area to develop props to support imaginative play

Malleable

**Resources**

* Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
* Cake tins of various sizes
* Rolling pins (different sizes and textures)
* Knife, fork, scissors
* Shape cutters
* Roller cutters

**Vocabulary**

* Size- big, small, long, short, tall, etc.
* Comparative- bigger, smaller, largest, fewest, longer, less than
* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Imaginative
* Explain- “XXX because XXX”

**Adult Role**

* Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
* Provide commentary that helps children to see what they are doing
* Engage in role play with children’s creations

**Questioning**

* How could you cut that?
* How did you make that?
* Why did you choose x?

**Pure Skills:**

Communication based skills developed- no pure skills

**Facilitative Skills:**

Co-operate, take turns and share demonstrating negotiation skills

Develop confidence, self-esteem and self-control.

Re-enacting real life situations and familiar experiences

Work independently and access the resources needed.

Work as part of a group, taking on different roles.

Respect others ideas and accommodate them within play.

Show initiative when developing ideas.

Reflect on feelings as part of that role e.g. in a hospital.

Use language and extend vocabulary

Develop fine motor skills and co-ordination through manipulating real life

Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc.

Use imagination to develop stories.

Develop mark-making skills by creating menus, diaries, pictures, price lists.

Exploring mathematical concepts relating to money, capacity, size, weight.

Problem solving e.g. how much money for this item?

Develop concept of time e.g. breakfast, dinner, bed time.

Explore and recognise features of how things work.

**Common Play Behaviours:**

*Communicate*

Emergent: Playing alongside others, engaging when invited, limited vocabulary

Mid: Engaging with others and asking questions, child centre vocabulary

High: Full engagement, using language as a tool to engage and engage others, wide ranging vocabulary linked to experiences and familiar stories/ non fiction

*Recreate*

Emergent: Basic home roles from their familiar lived experiences including pets etc.

Mid: Linked to more real life experience e.g. visit to the shops, taking a pet to the vets, trip to the zoo

High: Using a book/ tv/ film stimulus e.g. princesses and dragons, paw patrol, familiar class story

*Innovate*

Emergent: Pretending objects are items from their own direct experiences e.g. this box is my house

Mid: Develops a story within their role play linked to familiar events and props (see above)

High: Develops and builds on a story, acting out a narrative with others

*Co-operate*

Emergent: Play alongside others and engage in similar play.

Mid: Extend and elaborate play ideas and engage in conversations. Take steps to negotiate and problem solve

High: Create a story line by acting out narratives together, Build on other’s ideas, Solve conflict through negotiation

Role Play/ Small World

**Resources**

* Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
* Cardboard boxes
* Materials
* Mark making equipment e.g. pens, paper, pencils, envelopes and note books
* Enhancements accessible e.g. money, clock, till, play food etc.
* Open ended resources e.g. faceless peg dolls and wooden blocks

**Vocabulary**

* Descriptive- rough, smooth, cold, dry, warm, wet
* Imaginative Negotiation Questioning

**Adult Role**

* Facilitate play- help to create a “story” through commentary and mapping
* Model vocabulary and language
* Support children in how to effectively resolve conflicts
* Develop the use of props e.g. materials for costumes, boxes for vehicles.

**Questioning**

* What might happen next to…?
* Why does….?
* How could we…?

**Pure Skills:**

Exploring Paint and its textures/ composition

Powder Paint- adding water

Ready Mixed Paint/ Water Colour

Exploring artist tools and using for different purposes e.g. chalk, pastels, pencils, junk modelling etc.

Colour Mixing

**Facilitative Skills:**

Selecting tools and resources

Using language and vocabulary- describe, imagine, explain

Experimentation linked to colour, form and function

Representing artwork by famous artists, etc.

Improve and adapt designs

Fine Motor development

Labelling- mark making

Observational skills

Developing artistic techniques

**Common Play Behaviours:**

*Cutting*

Emergent: Ripping with hands, beginning of scissor grip but not secure

Mid: Scissors, Shaped scissors

High: Confident use of scissors e.g. cutting out a shape, sticking to a line, supervised use of more complex cutting tools e.g. Stanley knife, etc.

*Joining*

Emergent: Glue (PVA or glue stick), generally joins flat surfaces successfully

Mid: Joining surfaces of different shapes, tape, bands, stitching, paperclips, staples, tags, hole punch

High: Combining resources. Developing joining techniques, e.g. Tabs for gluing and hinges

*Painting*

Emergent: Hands, Large paint brushes, upright easels, large paper

Mid: Smaller paintbrushes, different tools e.g. cotton buds/ sticks, various paints

High: Self selection, Creating textured paint, using different techniques e.g. dabbing, strokes

*Printing*

Emergent: Sponges, stampers, hands

Mid: Pompoms, imprinting in dough, fruit and vegetables,

High: Patterns, symmetry, cotton buds, dabbers, straws

*Colour Mixing*

Emergent: Mix all the colours together and experiment with colour mixing

Mid: Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange

High: Explore tone through colour mixing

Creative

**Vocabulary**

* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Imaginative
* Explain- “XXX because XXX”

**Adult Role**

* Modelling
* Teaching skills
* Providing famous works of art and discussing techniques

**Questioning**

* How else could you use that?
* How can you make the colour …. ?
* What will you use to paint with?

**Resources**

* Paintbrushes, palettes, sponges, cotton buds, sticks
* Various Paint types- self selection
* Different art tools e.g. pens, pencils, chalks, etc.
* Paper for self-selection
* Scissors and glue for self-selection
* Loose parts/ texture add ons

**Common Play Behaviours:**

*Observation*

Emergent: Observes immediate world around them, Comments on what they can see.

Mid: Observes with interest, notices and comments on change, asks questions

High: Closely observes over a number of days, Discusses observations & seeks out things to observe & find things out.

*Investigate & Experiment*

Emergent: Explores cause and effect.

Mid: Uses appropriate resources to carry out a test. Formulates a hypothesis about what they think will happen and why.

High: Records findings, makes decisions about what will be the most effective resources to use

*Test*

Emergent: Explores cause and effect but changes a variable (e.g. floating and sinking will it float if there is more water?).

Mid: Plans a test considering what it is that they want to find out. Thinks about how they can find out the answer to their question.

High: Tests ideas and theories. Plans what they will do next based on their findings.

**Pure Skills:**

Scientific skills are the main focus- no pure skills

**Facilitative Skills:**

Observational skills- looking closely, magnifying

Exploration-sensory- touch, smell, sight, sounds

Using scientific equipment

Fine Motor Skills- tweezers etc.

Mark Making skills- recording and drawing

Making Predictions

Testing Ideas

Showing curiosity and interest

Developing explanations

Asking questions

Spotting patterns

Investigation/ Scientific Station

**Vocabulary**

* Size- big, small, long, short, tall, etc.
* Comparative- bigger, smaller, largest, fewest, longer, less than
* Descriptive- rough, smooth, cold, dry, warm, wet
* Prediction- I think…
* Imaginative
* Explain- “XXX because XXX”

**Adult Role**

* Supporting understanding Language development
* Language modelling Introduce appropriate scientific language

**Questioning**

* What do you think will happen? When you change…. What happens?
* Encourage children to make explanations related to observations, investigations and tests.

**Resources**

* Items of interest- enhancement e.g. stick, magnets, circuit equipment, mirrors, coloured water, etc. natural objects
* Tweezers
* Paper and pens
* Magnifying glass, binoculars, microscopes, slides
* IPads (to record and research)
* Linked books (particularly non-fiction)
* Garden tools, gardening gloves, mud box
* Fossil excavating kit, trays, tuff spots
* Bugs- play bugs, bug pots, habitat boxes, books, posters
* Windmills, scarves, umbrellas, rain gauges

**Note for Maths and Literacy**

Maths and literacy skills to be encouraged across all areas of CP.

Maths and Literacy Station available for children to access resources independently as required.

**Resources Mark Making Area**

* Sound Mats
* Paper of different sorts
* Pencils, pens, crayons, etc. (as many as possible for interest)
* Whiteboards and pens
* Notebooks
* Envelopes
* Letter formation support
* Finger space prompts
* Post-its
* Tracing paper
* Tricky Word Mats
* Themed Paper

Maths & Literacy

**Resources Maths Area**

* Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
* Number Lines
* Number Fans
* Dice
* Counters
* Tens Frames
* Numicon
* Unifix cubes
* Counters
* dice
* Counting Animals/ Dinos
* Pattern Beads
* 100 squares
* Squared paper
* Basic selections of shapes 2D and 3D
* Money
* Scales, rulers, capacity equipment, etc.

(resources above will be added to the area during different times of the year)

**Reading Area**

* Selection of books (not too many to be overwhelming)
* Well displayed familiar texts e.g. stories and books being read in class or past favourites
* Linked texts
* Readable and phonic decodable texts
* Puppets/ small world enhancements
* Audio books if possible
* Comics/ magazines
* IPads
* Reading games/ jigsaw puzzles

**Adult Role**

* Encourage independence. How could we find that out? What from our maths/ mark making area to help us?
* Share stories and books
* Model mark making and writing
* Model maths resource use
* Ensure children are familiar with the areas and how to use them

**Whole Class story voting daily**

Encourage children to vote for the story they would like to have read to them at the end of the day by using a piece of lego and putting it in the pot next to their chosen book. The lego pieces are counted at the end of the day when on the carpet to find out which book has the most votes and will be read.