



Progression of skills/ resources through our continuous provision

Resources are not limited to those that are suggested within the plans and are changed or linked to children's interests as they emerge. Language, independence, cooperation and respect are integrated throughout our provision.

Sand Area

Control/Body Movement					
Elbow, shoulder, whole body large work space		Wrist, hand Medium work space		Fingers, hand Small work space	
Filling					
Shape and form Develop observational skills	Manipulative Skill- filling container Discuss sizes of containers. Respond to instructions (e.g. can you fill your bucket? Can you make a square sandcastle?)	Manipulative Skill- filling the bucket and turning over to make a sandcastle Match the sandcastle to the bucket. Which spade would be best to fill the largest bucket? Match the mould to the shape.	Look at properties of different sand (dry, wet). Can they make a sand castle? Why did it work/ not work? Look at other containers and discuss 3D shapes	Vocab- describe what they are doing/ making and likes/dislikes	
Pouring/ Emptying Skills					
Large vessel with handle and defined spout, small vessel with handle undefined spout	Large vessel, no hand defined spout	Large long spout vessel, small long spout vessel	Large vessel no handle, no spout, small vessel no handle, no spout	Large vessel side pouring handing, small vessel side pouring handle	Variety of vessels with taps to open and stem the flow.
Digging Skills					
Hand, large container, small container	Scoop, short handled spade	Long handled spade, serving spoon, wooden spoon	Spatula, dessert spoon, tablespoon	Tea spoon, small scoop, salt spoon	Fingers
Bury/enclose					
Include variety of items for covering (e.g. fabric, bark, lolly sticks- large and small, cardboard, lego boards)					
Sieve/sift					
Fingers and hands, grain sifter, large colander	Cutlery drainer, large weave fabric	Sieve, potato masher, seed tray lid	Long handled tea strainer, sink strainer	Combs- different size teeth, small weave mesh	Fingers
Moulding Skills					
Hands, container with 2 handles, container with 1 handle	Container with no handle (shell, bowl), small bucket	Large bucket, large tall container, large irregular shape	Small nature resources as moulds	Small irregular shape (e.g. jelly mould), ice cube moulds	Self-made moulds, Fingers
Imagination					
Take part in small world play		Retell a story in sequence		Design and create environment for their stories	
Vocabulary and Discussions					

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Name equipment -Bucket, tray, spade, sieve, funnel etc Pour, fill, flow through Explore shape and form Develop 1-to-1 correspondence	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity. Observe patterns-vary in height/ speed of sand falling	Sand properties- Vocab- Descriptive language- Wet, cold, damp, dry, hard, soft, smooth, rough, bumpy Observe shapes made	Comparative language-Compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/ lightest? largest, smallest, most, least, heaviest, lightest. Create own patterns and discuss	Explain why they are doing what they are doing
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Water Area

Body Movement					
Elbow, shoulder, whole body Large work space		Wrist, hand Medium work space		Fingers, hand Small work space	
Filling/ Pouring/ Emptying Skills					
Develop observational skills Large vessel with handle and defined spout, small vessel with handle undefined spout	Discuss sizes of containers. Respond to instructions (e.g. can you fill your jug?) Using both hands to transfer into a set container Large vessel, no hand defined spout	Large vessel no handle, no spout, small vessel no handle, no spout	Filling a stationary container	Large vessel side pouring handing, small vessel side pouring handle Filling a container and transferring to a container in the other hand	Variety of vessels with taps to open and stem the flow of water. Very small containers Oversized containers Funnels, scoops, cups, spoons
Submerging					
Lego, natural resources,		Blocks, regular floating objects, flat-bottomed objects. sponges, beads, stones		Irregular small objects, (ducks, toys) malleable materials	
Stemming (stopping flow)					
Fingers, hands		Valves, taps, dam, pre-cut blocks, toys		Malleable materials, natural materials, loose parts	
Transporting					
One handled containers, two handled containers, less water		Two water containers on different levels, ramps		More Water, sponges, slatted spoons tubes + links irregular hollows containers	
Manipulation Skills					
Filling container by submerging Filling stationary container by pouring Colanders/ sieves, hands, container with 2 handles, container with 1 handle		Large jug, large tall container Water wheels, sponges, natural materials sticks, leaves, filters		Filling a container and transferring to a container in the other hand Large long spout vessel, small long spout vessel Syringes, droppers, straws, pipes (various size), basters, spoons	
Imagination					
Take part in small world play		Retell a story in sequence		Design and create environment for their stories	
Vocabulary and Discussions					
Name equipment -jug, funnel etc Pour, fill, flow through Talks about going under or on top when discussing floating and sinking	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity Uses words float and sink	Water properties- Vocab- Descriptive language- Wet, cold, bubbly, clear, waves, splashing, swirling	Comparative language-Compare container Which is the largest/smallest? Which will hold the most/least? More than/less than? largest, smallest, most, least, heaviest, lightest.	Explain why they are doing what they are doing	

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Creative area

Body Movement		
Elbow, shoulder, whole body Large work space	Wrist, hand Medium work space	Fingers, hand Small work space
Painting		
Printing- Vehicles, rollers (variety textures/patterns), large sponges, large blocks, large natural materials (pinecones) hands/ feet and large body movements, print block stamps	Printing- Fingers, fruit & vegetables, large/ regular shaped recycled materials, large paint brushes, regular shaped sponges 3D shaped objects, natural materials, small balloons, bubblewrap	Printing- Natural resources (dependent on size), man-made objects (marbles, nuts/bolts etc.), small/ irregular shaped recycled materials, cotton buds, independent selection
Mixing- Dot pens, hands, spoons, two colours, premixed paints, marbling	Mixing- Large brushes, socks sponges, primary colours, paint scrapers, watercolours	Mixing- Pipettes, felt pens, crayons, pastels, sticks, small brushes, variety of colours, acrylic paints, powder paints, natural colour (fruits)
Brushing- Big rollers with handles, big brushes	Brushing- Medium brushes, natural materials (sticks/ leaves attached to handles) Working vertically & horizontally, toothbrushes	Brushing- Large scale marking tools, handmade brushes, a variety of tools to choose for a specific purpose, small brushes, peg brushes,
Working vertically		
Drawing		
Uses a variety of drawing tools to mark make with some control Draws lines, circles and simple shapes Gives meaning to marks and drawings Draws simple faces with features and draws enclosed spaces, giving meaning Draws simple representation Large scale and vertical drawing (Chunky crayons, large chalks, thick felt pens, easels, large paper)	Combines shapes to represent objects and people Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) Draws with increasing control Draws bodies of an appropriate size for what they're drawing Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) (Pencils, oil pastels, charcoal sticks, whiteboards, clipboards, coloured pencils, drawing stencils)	Looks closely at lines, shapes, size and patterns when producing an observational drawing Drawings show finer details, purpose and increasing accuracy Draws portraits, detailed pictures, landscapes, buildings and cityscapes shading Organises drawings to communicate ideas Uses shading, texture and tone intentionally (Sketching pencils, fine liners, charcoal, chalk pastels)
Cutting		
Playdoh/plastic scissors, playdoh/ pizza slicer, thinner paper, loop handled scissors, free cutting/ snipping, tearing	Thicker paper, plastic scissors/playdough, spring scissors, cutting playdough	Different materials (cardboard / cloth etc.), plastic knives, regular scissors
Joining		
Use glue sticks with support Use glue spatulas with support Use glue sticks and glue spatulas independently Play dough, glue sticks, large tape pieces, pre prepared tape pieces sticky-backed paper, large collage materials	Join items with glue, tape, pegs, pins Bulldog pins, staplers, pegs, tape dispenser, tape (Masking / Scotch), PVA glue, cardboard	Join items in a variety of ways – Sellotape, masking tape, string, ribbon Joins items which have been cut, torn or glued String / ribbons, staplers, treasury tags, small hole punches, elastic bands, paper clips, split pins, large hole punches, plasticine
Malleable		

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Squeezing/patting/ pressing - Soft playdough Rolling - Large rolling pins Flattening - Large cutters, Chunky stampers, wooden spoons Mixing - Large natural materials, large beads/buttons Cutting - Plastic knives, hands/fingers		Pinching/twisting/shaping - Firmer dough/plasticine Rolling - Medium rolling pins, Pattern tools Cutting – Spring Scissors for dough, Clay tools Shaping - Tweezers/tongs, Garlic press, hole punches Twisting – Pipe cleaners Natural loose parts		Sculpting – Air dry clay Refining – fine sculpting tools Joining – small loose parts Adding detail – Sticks, fabric pieces, beads, sequins, string, twine and wire (cohort dependant) Planning and adapting designs – self-selected resources
Vocabulary and Discussions				
Name equipment Lang- pat, squeeze, flat, cut, roll, mix Tell me about it What does it feel like? What happens when...	Name equipment Language – join, attach, fix, fold, print, fringe, What are you doing? Which texture do you like best? Start to make comparisons	Name equipment Language- knead, mould, What would happen if...? Why did you choose to use that tool? How did you create that effect?	Name equipment Language - Sculpt, design, evaluate How could you improve your design? What could you add next?	Name equipment Language – arrange, detail, technique Why did you...? How did your idea change while you worked? What would you do differently next time?

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Construction Area (inside and outside)

Stacking				
Investigates and experiments Understand safety – if a tower is taller than them what will happen? Builds towers by stackings objects (cups, blocks of even size) Builds with magnetic polydron, inside wooden blocks Outside wooden blocks.		Builds with a purpose in mind Builds models which replicate those in real life. Can use a variety of resources – loose part play Blocks (different sizes), Duplo. Heavier boxes, Containers (tins etc), Outside tyres, ramps	Knows how to make a structure secure Lego, Blocks and objects (Odd sizes), Pebbles, Natural objects, Recycled materials Outside stones, planks and blocks	
Enclosing				
Builds walls to create enclosed spaces Inside Blocks,3D shapes Outside- Blocks, planks		Builds models which replicate those in real life. Can use a variety of resources – loose part play Duplo, Boxes, tape, scissors. Outside blocks, ramps, tyres, obstacle course kit	Knows how to make a structure secure Builds models with finer details Lego, nuts and bolts, hole puncher and string, Outside- sheets, tarpaulins, pegs, string, material	
Joining				
Builds simple models using walls, roofs and towers., pipe cleaners, paper and glue, Inside wooden blocks Outside wooden blocks, planks		Builds models which replicate those in real life. Can use a variety of resources – loose part play Tape dispenser, paper clips, whole punch, string, pegs Outside- water pipes and connectors	Knows how to make a structure secure Tape, glue Outside- sheets, tarpaulins, pegs, string, material	
Bridging				
Investigates and experiments Builds simple models using walls, roofs and towers. Outside Blocks, Planks,		Cardboard boxes, scissors, tape, rulers, Outside- Guttering, water pipes, obstacle course kit	Knows how to make a structure secure Large scale resources: Big tube roll, Bricks Outside- Planks	
Vocabulary and Discussions				
Name equipment Language- build, push, pull, make, hold, full, break, stick, together Mathematical Shape Language, size, space Names square, circle Roll, fits together, sides, edges, corners, curved, straight, moves, level Discuss textures and properties (rough, smooth, hard, soft, igh, low, tall, small, short, big, heavy, light) Names of colours Tell me about it,,,, What did you use?	Name equipment Language- press, split, plan, squeeze, fit together, broken up Positional Language-behind, in front of, on top of, middle, over, under, next to, below, inside, between, down, above, forwards, backwards, on, through, around, bottom Comparative language (er/est) Names triangle, rectangle What are you doing? What did you do first?	Name equipment Language- apart, design, model, tilt Discuss textures and properties (bends, sticky, solid, pointed, rounded, flat, wide, narrow, thin, thick) Compose and decompose shapes so that children recognise a shape can have other shapes within it Positional Language- beside, at the end of, across How could we make it move?	Name equipment Language- balance, left over, less, same as, as much Names of models e.g. castle, skyscraper Names 3D shapes What would happen if...? Can we make it stronger?	Name equipment Why did you...? How could you make it better?

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Role Play

Dressing Up		
Accessories, pre prepared themed costumes, generic dress up boxes, ready made masks	Different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers	Pillow case (to turn into anything), joining materials (string, tape, pegs, velcro, safety pins)
Construction		
Different solid boxes, cushions, blankets, objects like dolls, spoons, cups etc	Planks / logs, different sized boxes, different types of fabric, tape, paper, scissors, pegs	Joining materials (string, tape, pegs, velcro, safety pins), tools, glue, padlocks and keys
Representation		
Literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot Roleplays every day events	Fabric, boxes, tubes, joining materials Makes up own situations Retells well known stories	Anything! Children choose what goes in there Recycled materials, furniture (e.g. table, chairs etc) Makes up own stories Retells well know stories in great detail, using new language
Promoting other skills		
Playing beside others Mark making to make lists, letters, cards, notes, signs, tickets etc Notices numbers in the environment, comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Technology- camera, tills, phones, calculator, keyboards	Sharing, taking turns, interacting, listening to other people's ideas Using letters to make lists, letters, cards, notes, signs, tickets etc Identifying numbers (e.g. on phone, calendar, prices) Time- ordering events in the day Technology- camera, tills, phones, calculator, keyboards, keyboard	Keeping play going in character, responding to each other Applying phonics to make lists, letters, cards, notes, signs, tickets, bills, leaflets etc Apply number knowledge (e.g. adding up prices in a shop) Time- refence at clock, watches Problem solving- How much money do I need? Technology- camera, tills, phones, calculator, keyboards, keyboard
Vocabulary and Discussions		
Dependent on role play set up Talk about the different characters and their role in different situation	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up

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Small World

Character development		
Familiar situations e.g. home Familiar fantasy Superheroes and weapons Characters from well-known films/tv shows/books	Familiar situations e.g. home school, shop, restaurant Shared fantasy	Unfamiliar fantasy invented by the child Unfamiliar real life situations
Story telling		
Animals, hand puppets/puppet theatre, Cars, mini wooden people ,Trains, Dinosaurs, Vehicles	mini wooden people Finger puppets/story characters Retelling of familiar stories	Own resources Block people, , mini wooden people ,made up characters Resources that are not gender specific
Environment		
Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)	Non-specific resources (cave, toad stools etc)	Models made in construction Junk modelling materials, fabrics, natural materials
Promoting other skills		
Playing beside others Comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Hand eye coordination	Sharing, takin turns, interacting, listening to other people's ideas Time- ordering events in the day Manipulate small objects	Keeping play going in character, responding to each other Time- refence at clock, watches Problem solving- How much money do I need? Use small equipment with confidence, skill and coordination
Vocabulary and Discussions		
Dependent on set up Relate to own experiences Talk about the different characters and their role in different situation	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up

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