## 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<br>Large work space | | Wrist, hand<br>Medium work space | | Fingers, hand<br>Small work space | |
| **Filling** | | | | | |
| Shape and form<br>Develop observational skills | Manipulative Skill- filling container<br>Discuss sizes of containers.<br>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<br>Match the sandcastle to the bucket.<br>Which spade would be best to fill the largest bucket?<br>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?<br>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 (see 'Digging Skills')**<br>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** | | | | | |
| Name equipment -bucket, tray, spade, sieve, funnel etc<br>Pour, fill, flow through<br>Explore shape and form<br>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-<br>Descriptive language- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy<br>Observe shapes made | Comparative language-Compare spoons, spades, ladles, scoops.<br>Which is the largest/smallest? Which will hold the most/least?<br>More than/less than. Which is the heaviest/ lightest?<br>largest, smallest, most, least, heaviest, lightest.<br>Create own patterns and discuss | | Explain why they are doing what they are doing |

# Progression of Skills/ Resources through our Continuous Provision
## Water Area

<table>
<tr><th colspan="6">Body Movement</th></tr>
<tr><td colspan="2">Elbow, shoulder, whole body<br>Large work space</td><td colspan="2">Wrist, hand<br>Medium work space</td><td colspan="2">Fingers, hand<br>Small work space</td></tr>
<tr><th colspan="6">Filling/ Pouring/ Emptying Skills</th></tr>
<tr><td>Develop observational skills<br>Large vessel with handle and defined spout, small vessel with handle undefined spout</td><td>Discuss sizes of containers.<br>Respond to instructions (e.g. can you fill your jug?)<br>Using both hands to transfer into a set container<br>Large vessel, no hand defined spout</td><td>Large vessel no handle, no spout, small vessel no handle, no spout</td><td>Filling a stationary container</td><td>Large vessel side pouring handing, small vessel side pouring handle<br>Filling a container and transferring to a container in the other hand</td><td>Variety of vessels with taps to open and stem the flow of water.<br>Very small containers<br>Oversized containers<br>Funnels, scoops, cups, spoons</td></tr>
<tr><th colspan="6">Submerging</th></tr>
<tr><td colspan="2">Dolls/ toys, body parts</td><td colspan="2">Blocks, regular floating objects, flat-bottomed objects. Sponges, beads, stones</td><td colspan="2">Irregular small objects, (ducks, toys) malleable materials</td></tr>
<tr><th colspan="6">Stemming (stopping flow)</th></tr>
<tr><td colspan="2">Fingers, hands</td><td colspan="2">Valves, taps, dam, pre-cut blocks, toys</td><td colspan="2">Malleable materials, natural materials, loose parts</td></tr>
<tr><th colspan="6">Transporting</th></tr>
<tr><td colspan="2">One handled containers, two handled containers, less water</td><td colspan="2">Two water trays on different levels, ramps</td><td colspan="2">More Water, sponges, slatted spoons tubes + links irregular hollows containers</td></tr>
<tr><th colspan="6">Manipulation Skills</th></tr>
<tr><td colspan="2">Filling container by submerging<br>Filling stationary container by pouring<br>Colanders/ sieves, hands, container with 2 handles, container with 1 handle</td><td colspan="2">Large jug, large tall container<br>Water wheels, sponges, natural materials sticks, leaves, filters</td><td colspan="2">Filling a container and transferring to a container in the other hand<br>Large long spout vessel, small long spout vessel<br>Syringes, droppers, straws, pipes (various size), basters, spoons</td></tr>
<tr><th colspan="6">Imagination</th></tr>
<tr><td colspan="2">Take part in small world play</td><td colspan="2">Retell a story in sequence</td><td colspan="2">Design and create environment for their stories</td></tr>
<tr><th colspan="6">Vocabulary and Discussions</th></tr>
<tr><td>Name equipment -jug, funnel etc<br>Pour, fill, flow through<br>Talks about going under or on top when discussing floating and sinking</td><td>Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity<br>Uses words float and sink</td><td>Water properties- Vocab-<br>Descriptive language- wet, cold, bubbly, clear, waves, splashing, swirling</td><td colspan="2">Comparative language-Compare container Which is the largest/smallest? Which will hold the most/least? More than/less than?<br>largest, smallest, most, least, heaviest, lightest.</td><td>Explain why they are doing what they are doing</td></tr>
</table>

# Progression of Skills/ Resources through our Continuous Provision
## Creation Station

| Body Movement | | |
|---|---|---|
| Elbow, shoulder, whole body<br>Large work space | Wrist, hand<br>Medium work space | Fingers, hand<br>Small work space |
| **Painting** | | |
| Printing- Vehicles, rollers ( variety textures/patterns), large sponges, large blocks, hands/ feet<br><br>Mixing- Dot pens, hands, two colours, premixed paints<br><br>Bushing- Big rollers with handles, big brushes<br><br>Working vertically | Printing- Fingers, fruit & vegetables, large/ regular shaped recycled materials, large paint brushes, regular shaped sponges<br>3D shaped objects<br><br>Mixing- Large brushes, sponges, primary colours, watercolours<br><br>Bushing- Medium brushes, natural materials (sticks/ leaves attached to handles) Working vertically & hoirzontally | Printing- Natural resources (dependent on size), man-made objects (marbles, nuts/bolts etc.), small/ irregular shaped recycled materials, cotton buds<br><br>Mixing- Pipettes, felt pens, crayons, pastels, sticks, small brushes, variety of colours, acrylic paints, brusho inks , powder paints<br><br>Brushing- Large scale marking tools, handmade brushes, a variety of tools to choose for a specific purpose, small brushes |
| **Drawing (also see E.A.D. progression document)** | | |
| Uses a variety of drawing tools to mark make with some control<br>Draws lines and shapes<br>Draws faces with features and draws enclosed spaces, giving meaning<br>Draws simple representation | Draws potato people (no neck or body)<br>Demonstrates more control<br>Draws with detail (bodies with sausage limbs and additional features)<br>Draws bodies of an appropriate size for what they're drawing<br>Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) | Looks closely at lines, shapes, size and patterns when producing an observational drawing<br>Drawings show finer details<br>Draws portraits, detailed pictures, landscapes, buildings and cityscapes shading<br>Pencils, charcoal, pastels, chalk |
| **Cutting (also see P.D. progression document)** | | |
| Playdoh/plastic scissors, playdoh/ pizza slicer, thinner paper, loop handled scissors, free cutting/ snipping, tearing | Thicker paper, plastic scissors/playdough, spring scissors, cutting playdough | Graters, different materials (cardboard / cloth etc.), plastic knives, regular scissors |
| **Joining** | | |
| Use glue sticks with support<br>Use glue spatulas with support<br>Use glue sticks and glue spatulas independently<br>Play dough, glue sticks, pre prepared tape pieces | Join items with glue, tape, pegs, pins<br>Bulldog pins, staplers, pegs, tape dispenser, tape (Masking / Scotch), PVA glue, blu tack | Join items in a variety of ways – Sellotape, masking tape, string, ribbon<br>Joins items which have been cut, torn or glued<br>String / ribbons, staplers, treasury tags, small hole punches, elastic bands, paper clips, split pins, large hole punches, plasticine |
| **Malleable** | | |
| - Joining- PVA glue brush, finger glue, glue sticks<br>- Cutting- Paper strips, whole hand scissors<br>- Building- Stacking, larger objects, regular shapes, same shapes<br>- Folding- Scrunching, thin paper | - Joining- Small tape dispenser tape masking tape, pegs, scissors, glue spreader<br>- Cutting- Trimmers, hole punch, paper sheets, spring scissors, card, kitchen roll tubes<br>- Building- Bridging, smaller objects, irregular shapes, different shapes<br>- Folding- Simple fold, regular paper | - Joining- Split Pins, tying, paper Clips, large tape dispenser<br>- Cutting- Material, corrugated paper, tissue paper, card/ boxes, regular scissors<br>- Building- Brackets opening levers hinges curved, variety of shape and size<br>- Folding- Complex Fold, i.e. Fan, thicker paper |

| Vocabulary and Discussions | | | | |
|---|---|---|---|---|
| Name equipment<br>Lang- pat, squeeze, flat, cut, roll, mix<br>Tell me about it | Name equipment<br>Language – join, fringe,<br>What are you doing? | Name equipment<br>Language- knead, mould, coil<br>What would happen if…? | Name equipment<br>Language<br>How could you make it better? | Name equipment<br>Why did you…? |

# Progression of Skills/ Resources through our Continuous Provision

## Construction Area (inside and outside)

| | | |
|---|---|---|
| **Stacking** | | |
| Investigates and experiments<br>Understand safety – if a tower is taller than them what will happen?<br>Builds towers by stackings objects (cups, blocks of even size)<br>Builds with magnetic polydron, inside wooden blocks<br>Outside wooden blocks. | Builds with a purpose in mind<br>Builds models which replicate those in real life.<br>Can use a variety of resources – loose part play<br>Blocks (different sizes), Duplo. Heavier boxes, Containers (tins etc),<br>Outside tyres, ramps | Knows how to make a structure secure<br>Lego, Blocks and objects (Odd sizes), Pebbles, Natural objects, Recycled materials<br>Outside stones, planks and blocks |
| **Enclosing** | | |
| Builds walls to create enclosed spaces<br>Inside Blocks,3D shapes<br>Outside- Blocks, | Builds models which replicate those in real life.<br>Can use a variety of resources – loose part play<br>Duplo, Boxes, tape, scissors, staplers, marble run, mobile. Goerella,<br>Outside blocks, ramps, tyres, obstacle course kit | Knows how to make a structure secure<br>Builds models with finer details<br>Lego, nuts and bolts, metal tools (screwdriver), hole puncher and string, Knex<br>Outside- sheets, tarpaulins, pegs, string, material |
| **Joining** | | |
| Builds simple models using walls, roofs and towers.,<br>pipe cleaners, paper and glue, trainset<br>Inside wooden blocks<br>Outside wooden blocks. | Builds models which replicate those in real life.<br>Can use a variety of resources – loose part play<br>Tape dispenser, paper clips, whole punch, string, pegs<br>Outside- water pipes and connectors | Knows how to make a structure secure<br>Elastic bands , duct tape, Meccano, treasury tags Outside-<br>sheets, tarpaulins, pegs, string, material |
| **Bridging** | | |
| Investigates and experiments<br>Builds simple models using walls, roofs and towers.<br>Outside Blocks, Planks, | Cardboard boxes, scissors, tape, rulers, Blu tack<br>Outside- Guttering, water pipes, obstacle course kit | Knows how to make a structure secure<br>Large scale resources: Big tube roll, Bricks<br>Outside- bamboo, sticks |

| | | | | |
|---|---|---|---|---|
| **Vocabulary and Discussions** | | | | |
| Name equipment<br>Language- build, push, pull, make, hold, full, break, stick, together<br>Mathematical Shape Language, size, space<br>Names square, circle<br>Roll, fits together, sides, edges, corners, curved, straight, moves, level<br>Discuss textures and properties (rough, smooth, hard, soft, igh, low, tall, small, short, big, heavy, light)<br>Names of colours<br>Tell me about it,,,,<br>What did you use? | Name equipment<br>Language- press, split, plan, squeeze, fit together, broken up<br>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<br>Comparative language (er/est)<br>Names triangle, rectangle<br>What are you doing?<br>What did you do first? | Name equipment<br>Language- apart, design, model, tilt<br>Discuss textures and properties (bends, sticky, solid, pointed, rounded, flat, wide, narrow, thin, thick)<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it<br>Positional Language- beside, at the end of, across<br>How could we make it move? | Name equipment<br>Language- balance, left over, less, same as, as much<br>Names of models e.g. castle, skyscraper<br>Names 3D shapes<br>What would happen if…?<br>Can we make it stronger? | Name equipment<br>Why did you…?<br>How could you make it better? |

# Progression of Skills/ Resources through our Continuous Provision

## 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)<br>e.g. a teapot is a teapot<br>Roleplays every day events | Fabric, boxes, tubes, joining materials<br>Makes up own situations<br>Retells well known stories | Anything! Children choose what goes in there<br>Recycled materials, furniture (e.g. table, chairs etc)<br>Makes up own stories<br>Retells well know stories in great detail, using new language |
| **Promoting other skills** | | |
| Playing beside others<br>Mark making to make lists, letters, cards, notes, signs, tickets etc<br>Notices numbers in the environment, comparative language<br>Time- next, after<br>Problem solving- how many cups for dinner?<br>Order, sort, match<br>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)<br>Time- ordering events in the day<br>Technology- camera, tills, phones, calculator, keyboards, keyboard | Keeping play going in character, responding to each other<br>Applying phonics to make lists, letters, cards, notes, signs, tickets, bills, leaflets etc<br>Apply number knowledge (e.g. adding up prices in a shop)<br>Time- refence at clock, watches<br>Problem solving- How much money do I need?<br>Technology- camera, tills, phones, calculator, keyboards, keyboard |
| **Vocabulary and Discussions** | | |
| Dependent on role play set up<br>Talk about the different characters and their role in different situation | Talk in language of different roles | Develop the language of dialogue<br>Extend vocabulary of imaginative play, linked to role play set up |

# Progression of Skills/ Resources through our Continuous Provision
## Small World

| | | |
|---|---|---|
| **Character development** | | |
| Familiar situations e.g. home<br>Familiar fantasy<br>Superheroes and weapons<br>Characters from well-known films/tv shows/books | Familiar situations e.g. home school, shop, restaurant<br>Shared fantasy | Unfamiliar fantasy invented by the child<br>Unfamiliar real life situations |
| **Story telling** | | |
| Animals, hand puppets/puppet theatre, Cars,<br>mini wooden people ,Trains, Dinosaurs, Vehicles | mini wooden people<br>Finger puppets/story characters<br>Retelling of familiar stories | Own resources<br>Block people, , mini wooden people ,made up<br>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<br>Junk modelling materials, fabrics, natural materials |
| **Promoting other skills** | | |
| Playing beside others<br>Comparative language<br>Time- next, after<br>Problem solving- how many cups for dinner?<br>Order, sort, match<br>Hand eye coordination | Sharing, takin turns, interacting, listening to other people's ideas<br>Time- ordering events in the day<br>Manipulate small objects | Keeping play going in character, responding to each other<br>Time- refence at clock, watches<br>Problem solving- How much money do I need?<br>Use small equipment with confidence, skill and coordination |
| **Vocabulary and Discussions** | | |
| Dependent on set up<br>Relate to own experiences<br>Talk about the different characters and their role in different situation | Talk in language of different roles | Develop the language of dialogue<br>Extend vocabulary of imaginative play, linked to role play set up |

# Progression of Skills/ Resources through our Continuous Provision
## Book Nook

| | | |
|---|---|---|
| **Concepts of print** | | |
| Engage in story time<br>A range of fiction and non fiction books<br>Nursery rhymes<br>Comics/magazines<br>Catalogues<br>Newspapers<br>Different languages<br>Known logos and words<br>Names | Chooses books for others to read to them<br>Looks through books for pleasure<br>Matching words and pictures<br>A range of fiction and non fiction books<br>Nursery rhymes<br>Comics/magazines<br>Catalogues<br>Newspapers<br>Different languages | Reading books for pleasure<br>Phonics books<br>Matching sentences and pictures<br>Key words<br>Character names<br>A range of fiction and non fiction books<br>Nursery rhymes<br>Comics/magazines<br>Catalogues<br>Newspapers<br>Different languages |
| **Story telling** | | |
| Retelling well known stories or a part of a well know story<br>Puppets, small world creatures, Mini mes linked to well known stories and nursery rhymes<br>Story stones and logs<br>Asks about unknown vocabulary | Retelling not so familiar stories<br>Making up own stories<br>Puppets, small world creatures, Mini mes linked to stories and nursery rhymes<br>Own resources<br>Story stones and logs<br>Understands new vocabulary | Retelling newly introduced stories<br>Altering stories (e.g. changing the character or ended to a story)<br>Own resources<br>Block people, mini mes, made up characters<br>Story stones and logs<br>Uses new vocabulary in context |
| **Attention** | | |
| Comments on texts<br>Ask questions<br>Small group and whole class story time<br>Books based on interests | Holds a conversation about a text<br>Audio stories<br>(with linked pictures or book)<br>Books based on interests | Makes predictions about what might happen<br>Answers questions<br>Reading with an adult<br>Books at current phonics level<br>Books based on interests |
| **Reading Skills** | | |
| Spots individual sounds<br>Known logos and words<br>Names | Short words to match to pictures of objects or characters in books (e.g. 'Mog')<br>Audio stories with books | Books at current phonics level |
| **Vocabulary and Discussions** | | |
| Relate to own experiences<br>Knowns meaning of the words 'character' and 'setting' mean<br>Talk about the different characters and their role in different situation<br>Ask children questions about what has been read (e.g. who is the main character, what has happened?) | Talk in language of different roles<br>Knows the meaning of 'fiction' and 'non-fiction', 'title', 'author', 'illustrator'<br>Talk about what might happen next. | Develop the language of dialogue<br>Extend vocabulary of imaginative play, linked to role play set up<br>Perform for an audience, knowing how to entertain<br>Discuss how stories could be changed or what would happen if….<br>Uses new vocabulary in context<br>Inference questioning |

## Progression of Skills/ Resources through our Continuous Provision

### Message Centre and Writing tool Kits around provision

| Mark Making/ Writing | | |
|---|---|---|
| Mark making<br>For large scale movements outside-<br>Large paint brushes, dancing ribbons, chunky chalks, parachute, squirters, large paper vertically displayed, chalk board (vertical)<br><br>Inside writing area- Name cards, large pencils, chunky crayons, chunky felt tips, chunky chalk, variety of paper / card, envelopes, clipboards, different materials to write in (salt, glitter, hair gel, shaving foam etc) secret symbols displayed, | Writing sounds they can hear<br>Sound mats, word mats, large writing frames, chalk, felt tips, pencils, crayon, white board pens and boards, different coloured / shaped /sized paper, themed paper, pictures of places / characters | Writing words and sentences<br>As before and post it notes, writing frames, biros, writing prompts (e.g finger spaces) |
| **Pencil Control (also see PD progression)** | | |
| Simple stencils,<br>Chunky pencils, chunky crayons, chunky felt tips | Simple tracing of different lines<br>Pencil grippers | Detailed tracings<br>Pencils |
| **Pencil Grip** | | |
| Shows a preference for a dominant hand<br>Mark makes in palmer grip<br>Adult support, hand gym exercises, hand writing sessions, chunky writing instruments | Starting to move towards a tripod grip<br>Holds and uses a pencil confidently<br>Adult support, hand gym exercises, hand writing sessions, pencil grippers | Holds pencil effectively- tripod grip<br>Forms letters correctly<br>Adult support, hand gym exercises, hand writing sessions |
| **Writing for a purpose** | | |
| Based on topics and interests- signs and labels, naming work, lists, messages, tickets, cards, books, certificates, speech bubbles, on calendar, letters, captions, stories, instructions etc | | |

### Tinkering Table

| Fine Motor and creativity | | |
|---|---|---|
| Threading, large nuts/bolts and screw, small wooden blocks, crew lids, linking toys, elastic band boards, peg boards , tweezers, clipboards, pencils, for inspiration- shape cards, building cards, vehicle cards | Locks and keys, smaller nuts/bolts and screws, tape measure, safety glasses, golf tees, child's hammer, old/broken appliances to take apart, experiment with etc, tweezers, clip boards, pencils, for inspiration- shape cards, building cards, vehicle cards, simple plans<br>Taking apart large resources using large screwdrivers | Split pins, small nuts/bolts and screws, screw driver, pliers, tape measure, safety glasses, nails, heavier hammer, old/broken appliances to take apart, experiment with etc, tweezers, clip boards, pencils for inspiration- for intricate building cards, vehicle cards, more intricate plans and reflective questions<br>Taking apart smaller equipment using smaller screwdrivers |

# Progression of Skills/ Resources through our Continuous Provision

## Maths (throughout provision)

| | | | |
|---|---|---|---|
| **Counting** | | | |
| Objects, counters<br>Number songs and resources<br>Counting out plates and snack | | Count up to 10<br>Counting actions, sounds (instruments, claps, steps), show a number of fingers<br>Match some numbers to quantities- objects, counters, number cards, dice, Numicon | Count up to 20<br>Objects, Numicon and pictures that can't be moved<br>Dice games where need to collect objects (understanding that the final number is how many they have- cardinal principle)<br>Songs where count backwards |
| **Ordering** | | | |
| Objects of different size, stacking cups | | Order numbers to 5<br>Different size groups of objects to order<br>Number cards, number stones, number hats, number puppets, number lines for support | Oder numbers to 10<br>Number cards, number stones, number hats, number puppets- with numbers missing<br>Using 1 more/less vocab |
| **Comparing** | | | |
| Compare number of objects in 2 groups (obvious differences)<br>Objects, natural objects | | Compare number of objects in 2 groups (one with larger amount but smaller objects so pupils aren't linking the area taken up with necessarily being representative of the number)<br>Objects, natural objects | Check if groups are equal by matching objects from each group on a one-to-one basis<br>Can share objects equally<br>Compare numbers (e.g. 8 is bigger than 2. 3 is only a little bigger than 2)<br>Objects, natural objects, number cards, number lines |
| **Composition** | | | |
| Seeing groups and combining for a total.<br>Encourage making different arrangements of a number within a whole<br>Numicon, cubes, multilink, counters, natural objects | Explore different ways that numbers can be partitioned, i.e. into more than two groups.<br>Situations to promote this include increasing the number of pots to put a given amount into, e.g. planting ten seeds into three or more pots.<br>Role play, e.g. in a toy shop, ten toys need arranging onto the three shelves.<br>Sharing objects between people/groups | How many are hidden in a known number of things. For example: 'Five toys go into a tent, then two come out. How many are left in the tent?'<br>Playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.<br>Utilising classroom routines such as tidy-up time to identify how many are still missing from a pot with a number label. | Inverse operations- partitioning<br>exploring songs; for example, 'Five Currant Buns' – show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns<br>playing skittles and looking at how many are standing. How many have fallen over? How many are there altogether? |
| **Representing** | | | |
| Join in with number rhymes (using fingers).<br>Represent numbers using objects (two cars) or marks.<br>Begin to know what numbers looks like. | | Show a number of fingers<br>Represents numbers using mathematic objects that can be moved (blocks, cubes, counters, sorting animals, 5 and 10 fames, part, part, whole frames) | Represents numbers using amounts that can't be moved (Numicon, white boards, mark making tool) |
| **Patterns** | | | |
| Talks about patterns<br>Copies patterns<br>Continues patterns<br>Fabric patterns, wrapping paper patterns, stacking blocks | | 2 objects for creating own patterns<br>3 or more objects for creating patters<br>Peg boards, compare bears, natural resources, coins, shapes<br>Language related to size, weight and capacity | Create patterns with a variety of objects and more intricate (e.g. 2 twigs, 1 leaf, 2 acorns and repeat). |

# Progression of Skills/ Resources through our Continuous Provision

<table>
<tr><th colspan="6">Shape/ Space</th></tr>
<tr>
<td>Combine objects to make new shapes<br>Positional Lang- ‘on top’, ‘under’<br>Direction Lang- ‘forward’, ‘backwards’<br>Shape blocks, obstacle course, object hunt, Bee Botts, acting out stories (We’re going on a bear hunt, Little Red Riding Hood)<br><br>Opportunity to see shapes<br>Riding bikes/scooters around interesting routes, construction activities, printing and making pictures and patterns with shapes, jigsaws, making a complete circuit with a train track, directing a simple robot or remote-controlled toy vehicle along a route, making figures from shapes</td>
<td>Representing spatial relationships<br>Positional Lang- ‘in front of’, ‘behind’, ‘forwards’, ‘backwards’<br>Obstacle course, construction, small world, object hunt, Bee Botts, acting out stories (We’re going on a bear hunt, Little Red Riding Hood), making dens<br><br>Identify similarities between shapes (create using shapes to represent objects)<br>Construction, stories as prompts (e.g. The Three Little Pigs for building houses)</td>
<td>Representing spatial relationships<br>Directional Lang- ‘left’, ‘right’<br>Obstacle course, construction, small world, object hunt, Bee Botts, acting out stories (We’re going on a bear hunt, Little Red Riding Hood), drawing representations of relationships (e.g. 'can you draw your construction from above, looking down on it?', making a map)</td>
<td>Showing awareness of shape properties (e.g. uses cylinders to represent wheels because they can roll).<br>Understand that 2D shapes are faces of 3D shapes<br>Construction, junk modelling, collecting resources for a purpose, wooden shapes, magnetic tiles, printing with shapes<br>Model property language- ‘curve’, number of ‘sides/ corners/ edges/ faces’</td>
<td>Describe properties<br>Use lang- ‘vertices’, ‘equal sides’, ‘parallel sides’<br><br>See shapes in different orientations</td>
<td>Awareness of relationships between shapes<br><br>2D shapes to construct a 3D model, e.g. using triangles and rectangles to make a tent<br>Making decorations by folding and cutting<br>Making 3D shapes using interlocking shapes.</td>
</tr>
<tr><th colspan="6">Measure</th></tr>
<tr>
<td>Recognising attributes (e.g. a stick is long, adults are tall)<br>Model Lang- ‘long’, ‘tall’, ‘high’, ‘heavy’, ‘fully’ etc<br>Play dough- discuss length of snakes, weight of different lumps etc<br>Water and sand- capacity, weight<br><br>Time<br>Events in a day<br>Sequence of events- e.g. snack, then play<br>Use Lang- ‘next’, ‘later’</td>
<td>Comparing amounts<br>Find something that is longer/shorter or heavier/lighter than a given reference item.<br>Lang- more specific - ‘taller than’, ‘heavier than’, ‘lighter than’, and ‘holds more than’, and more general comparative phrases, such as ‘not enough’, ‘too much’, and ‘a lot more’.<br>When comparing lengths directly align the starting points, and compare like-for-like<br>Tipping scales, see-saw, jugs, ribbons, string, skipping ropes, twigs, pots, containers<br><br>Time<br>Days of the week<br>Un-muddling visual timetables, making picture sequences for cooking instructions, describing sequences by re-telling stories<br>Use Lang- ‘after that’, ‘then’, ‘before’</td>
<td>Estimating and comparing<br>Making a bed for a teddy using blocks, selecting a box or container to store a specific item, dressing dolls, and selecting different-sized clothes, finding things that will fit inside a matchbox<br><br>Time<br>Seasons of the year</td>
<td>Understanding relationship between size and units<br><br>Compare units of different sizes in practical contexts (bigger we need less)- water tray filling bucket with tea spoon compared to filling with bottles, fill identical containers with different-sized objects, e.g. small balls or large balls.<br>Questioning- What can help me fill the water tray?<br>Which box id best to store the buttons, ‘Estimation Station’, playdough and choosing cutters to make the most</td>
<td>Comparing indirectly<br>Problems - ‘I would like to move this table outside – do you think it will fit through the door?’<br>Making ‘Russian doll’-type sets of nesting boxes from a collection<br>Finding ways of seeing if the cupboard or carpet will fit in the role-play area without moving it<br>Finding which of three pairs of shoes is heaviest for packing in a rucksack<br>Packing a shopping bag, making sure the lightest items do not get squashed by heavier things<br><br>Time<br>Months of the year</td>
<td>Use units to compare<br>Cubes, same size construction blocks, multilink, height charts, timers, measuring tapes, rulers<br>Set up a ‘filling station’ with lots of different-sized containers to fill with beads, then comparing capacities<br>Large bricks to measure the height of individuals<br>Metre sticks to see if an elephant or dinosaur would fit in the room<br>Measuring the growth of a beanstalk or sunflower with Multilink<br>Comparing the capacity of different bottles by filling lots of glasses<br><br>Time<br>Time durations<br>events on a class calendar to count down to<br>Timers provided for children to set and respond to challenges<br>Time durations with songs or music.</td>
</tr>
<tr><th colspan="6">Sorting</th></tr>
<tr>
<td colspan="2">Coloured objects, different size objects, beads, different animals, objects with simple categories</td>
<td colspan="2">Weights<br>Sorting hoops</td>
<td colspan="2">Sorts by their own categories<br>Realises some objects can be in more than one category and explain what they have done</td>
</tr>
</table>

# Progression of Skills/ Resources through our Continuous Provision

## Mud Kitchen

| | | | | | |
|---|---|---|---|---|---|
| **Control/Body Movement** | | | | | |
| Elbow, shoulder, whole body<br>Large work space | | Wrist, hand<br>Medium work space | | Fingers, hand<br>Small work space | |
| **Filling** | | | | | |
| Shape and form<br>Develop observational skills | Manipulative Skill- filling container<br>Discuss sizes of containers.<br>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<br>Match the sandcastle to the bucket.<br>Which spade would be best to fill the largest bucket?<br>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?<br>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. |
| **Sieve/sift/Mix** | | | | | |
| Fingers and hands, grain sifter, large colander, large spoons and bowls | Cutlery drainer, large weave fabric | Sieve, potato masher, seed tray Lid, smaller spoons and utensils to mix | Long handled tea strainer, sink strainer, tee ball. Objects such as sticks, looy sticks to mix smaller amounts | Combs- different size teeth, small weave mesh | Fingers |
| **Following instructions/ recipes** | | | | | |
| Talks about what they are putting into their creation<br>Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc) | Follows simple recipes, making sure they use the correct quantities<br>Variety of natural resources to match recipes | | Follows longer and more detailed recipes<br>Experiments with changing recipes<br>Variety of natural resources to match recipes | | Makes up their own recipes and record for others to use<br>Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc)<br>Writing materials (paper, pens, pencils, whiteboards and pens, note book) |
| **Vocabulary and Discussions** | | | | | |
| Name equipment -bucket, tray, spade, sieve, funnel etc<br>Pour, fill, flow through<br>Explore shape and form<br>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 | Vocab concerning properties- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy, sticky<br>Observes changes | 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?<br>largest, smallest, most, least, heaviest, lightest.<br>Discusses why changes happen | | Explain why they are doing what they are doing |

## Progression of Skills/ Resources through our Continuous Provision

### Outside Physical Area

| | | |
|---|---|---|
| **Balancing Skills** | | |
| Chalk lines, wide panks, wooden blocks, tyres, coloured dots | Narrow beam, obstacle course, stepping stones | Deb making area |
| **Throwing, Catching and Batting Skills** | | |
| Large balls | Bean bags, large tennis bats | Tennis balls, Velcro throw and catch game, narrow bats |
| **Arm/ Upper body Development** | | |
| Flags, dancing scarves, large paint brushes,rollers, parachute, large plastic construction, large material cubes | | Dancing ribbons, material, large wooden construction, tyres |
| **Jumping Skills** | | |
| Coloured spots, chalk lines, big blocks | Stepping stones, tyres, chalked numbers/letters | Skipping ropes |
| **Bike Skills** | | |
| 3 wheeled bikes, simple track | Balance bikes, more detailed track | 2 wheeled bikes, detailed track and obstacles, more bikes available |
| **Climbing** | | |
| Wide beams, wooden blocks, tyres, stepping stones, climbing wall | Narrow beam, larger wooden blocks, den making poles | |

### Performing Area (use the top of Sand pit when not in use). A l s o See 'Role Play'

| | | |
|---|---|---|
| **Music and Singing** | | |
| Nursery rhymes/ number songs and puppets, bells, drums, shakers, radio and CD of well-known children's songs | Introduce new songs and instruments once they have been used in Music sessions | Cubes to be used to represent instruments and when they are played (initially taught in music sessions) |
| **Dance** | | |
| Dancing scarves, costumes, music | Dancing ribbons, costumes, music | |
| **Story Telling** | | |
| Props and costumes from well-known stories | Materials, things to make own props (e.g. junk modelling) | |

## Progression of Skills/ Resources through our Continuous Provision

### Skills encouraged throughout (+ DLP)

<table>
<tr><th colspan="5">Independence<br>Tortoise Skills</th></tr>
<tr><td colspan="2">- Selects resources independently<br>- Children work independently to develop basic skills<br>- Needs help to put on aprons<br>- Willing to have a go</td><td>- Creates their own products and begins to self-correct any mistakes<br>- Puts on apron (not fastening)<br>-</td><td>- Returns to work on another occasion to edit and improve</td><td>- Reviews own work and makes improvements</td></tr>
<tr><th colspan="5">Social Skills<br>Bee Skills</th></tr>
<tr><td>- Works alongside others<br>- Talks about experiences linked to what they are doing (e.g. in water/ at the beach etc)</td><td>- Shares resources<br>- Takes turns</td><td>- Works with a friend, copying ideas and developing skills together<br>- Helps others to fasten the back of their aprons<br>- Talks about experiences linked to what they are doing (e.g. in water/ at the beach etc) in more detail and answers qus</td><td>- Creates collaboratively, sharing ideas with peers and developing skills further</td><td>- Develops and share their ideas, experiences and imagination<br>- Comments on others' work</td></tr>
<tr><th colspan="5">Problem Solving Skills<br>Spider, Cat and Owl skills</th></tr>
<tr><td colspan="2">Shows curiosity about their environment<br>Has their own ideas<br>Tries an idea out – eg making a marble run by fitting the pieces together</td><td>Finding new ways to do things<br>Making links and predictions</td><td colspan="2">Seeks challenges<br>Pays attention to detail<br>Bounces back after difficulties<br>Finds and tries out different strategies, using their past knowledge<br>Reviews ho well an approach is working</td></tr>
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