



Shoscombe Primary School: 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 handle, 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 handling, small vessel side pouring handle	Variety of vessels with tapsto open and stem the flow.
Digging Skills					
Hand, large container, small container	scoop, short handled spade	Long handled spade, serving spoon, wooden spoon	Spatula, dessertspoon, tablespoon	Tea spoon, small scoop, salt spoon	Fingers
Bury/enclose (see 'Digging Skills')					
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 own stories	
Vocabulary and Discussions					
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

Control/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 handling, 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					
Dolls/ toys, body parts		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 trays 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 own 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 containers - 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

Control/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, hands/ feet Mixing- Dot pens, hands, two colours, premixed paints Bushing- Big rollers with handles, big brushes Working vertically	Printing- Fingers, fruit & vegetables, large/ regular shaped recycled materials, large paint brushes, regular shaped sponges, 3D shaped objects Mixing- Large brushes, sponges, primary colours, watercolours Brushes- Medium brushes, natural materials (sticks/ leaves attached to handles) Working vertically & horizontally	Printing- Natural resources (dependent on size), man-made objects (marbles, nuts/bolts etc.), small/ irregular shaped recycled materials, cotton buds Mixing- Pipettes, felt pens, crayons, pastels, sticks, small brushes, variety of colours, acrylic paints, brusho inks, powder paints Brushes- 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 Draws lines and shapes Draws faces with features and draws enclosed spaces, giving meaning Draws simple representation	Draws potato people (no neck or body) Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) 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)	Looks closely at lines, shapes, size and patterns when producing an observational drawing Drawings show finer details Draws portraits, detailed pictures, landscapes, buildings and cityscapes shading 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 Use glue brushes/spatulas with support Use glue sticks and glue brushes/spatulas independently Play dough, glue sticks, pre prepared tape pieces	Join items with glue, tape, pegs, pins Bulldog pins, staplers, pegs, tape dispenser, tape (Masking / Sellotape), PVA glue, blu tack	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				
Joining- PVA glue brush, finger glue, glue sticks Cutting- Paper strips, whole hand scissors Building- Stacking, larger objects, regular shapes, same shapes - Folding- Scrunching, thin paper	Joining- Small tape dispenser tape masking tape, pegs, scissors, glue spreader Cutting- Trimmers, hole punch, paper sheets, spring scissors, card, kitchen roll tubes Building- Bridging, smaller objects, irregular shapes, different shapes Folding- Simple fold, regular paper	Joining- Split Pins, tying, paper clips, large tape dispenser Cutting- Material, corrugated paper, tissue paper, card/ boxes, regular scissors Building- Brackets opening levers hinges curved, variety of shape and size Folding- Complex Fold, i.e. Fan, thicker paper		
Vocabulary and Discussions				
Name equipment Lang- pat, squeeze, flat, cut, roll, mix Tell me about it	Name equipment Language – join, fringe, What are you doing?	Name equipment Language- knead, mould, coil What would happen if...?	Name equipment Language How could you make it better?	Name equipment Why did you...?



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Construction Area (inside and out)

Stacking				
Investigates and experiments Understand safety – if a tower is taller than them what will happen? Builds towers by stacking objects (cups, blocks of even size) Builds with magnetic shapes, inside wooden blocks, Duplo 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), Lego, heavier boxes, containers (tins etc), Outside tyres, ramps, crates	Knows how to make a structure secure Lego, blocks and objects (Odd sizes), pebbles, natural objects, recycled materials Outside planks, blocks, tyres and crates		
Enclosing				
Builds walls to create enclosed spaces Inside Blocks, 3D shapes Outside- blocks	Builds models which replicate those in real life. Can use a variety of resources – loose part play Lego, boxes, tape, scissors, staplers, marble run, Mobilo. Outside blocks, ramps, tyres, obstacle course kit	Knows how to make a structure secure Builds models with finer details Lego, nuts and bolts, metal tools (screwdriver), hole puncher and string, Outside- sheets, tarpaulins, pegs, string, material		
Joining				
Builds simple models using walls, roofs and towers., pipe cleaners, paper and glue, trainset Inside wooden blocks Outside wooden blocks.	Builds models which replicate those in real life. Can use a variety of resources – loose parts play, tape dispenser, paper clips, hole punch, string, pegs Outside- water pipes and connectors	Builds models which replicate those in real life. Can use a variety of resources – loose part play, tape dispenser, paper clips, hole punch, string, pegs Outside- water pipes and connectors		
Bridging				
Investigates and experiments Builds simple models using walls, roofs and towers. Outside - blocks, planks,	Cardboard boxes, scissors, tape, rulers, Blu tack Outside- guttering, water pipes, obstacle course kit	Knows how to make a structure secure Large scale resources: Big tube roll, bricks Outside- bamboo, sticks		
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, readymade 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 Role plays 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 - reference 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, 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 - reference 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 small world play set up



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Book Corner

Concepts of print		
Engage in story time A range of fiction and non-fiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages Known logos and words Names	Chooses books for others to read to them Looks through books for pleasure Matching words and pictures A range of fiction and no- fiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages	Reading books for pleasure Phonics books Matching sentences and pictures Key words Character names A range of fiction and non-fiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages
Story telling		
Retelling well known stories or a part of a well know story Puppets, small world creatures, Mini mes linked to well-known stories and nursery rhymes Story stones and logs Asks about unknown vocabulary	Retelling not so familiar stories Making up own stories Puppets, small world creatures, Mini mes linked to stories and nursery rhymes Own resources Story stones and logs Understands new vocabulary	Retelling newly introduced stories Altering stories (e.g. changing the character or ended to a story) Own resources Block people, mini mes, made up characters Story stones and logs Uses new vocabulary in context
Attention		
Comments on texts Ask questions Small group and whole class story time Books based on interests	Holds a conversation about a text Audio stories (with linked pictures or book) Books based on interests	Makes predictions about what might happen Answers questions Reading with an adult Books at current phonics level Books based on interests
Reading Skills		
Spots individual sounds Known logos and words Names	Short words to match to pictures of objects or characters in books (e.g. 'Mog') Audio stories with books	Books at current phonics leve
Vocabulary and Discussions		
Relate to own experiences Knows meaning of the words 'character' and 'setting' mean Talk about the different characters and their role in different situation Ask children questions about what has been read (e.g. who is the main character, what has happened?)	Talk in language of different roles Knows the meaning of 'fiction' and 'non-fiction', 'title', 'author', 'illustrator' Talk about what might happen next.	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up Perform for an audience, knowing how to entertain Discuss how stories could be changed or what would happen if... Uses new vocabulary in context Inference questioning



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Message Centre and Writing Around Provision

Mark Making/ Writing		
<p>Mark making For large scale movements outside Large paint brushes, dancing ribbons, chunky chinks, parachute, squirters, large paper vertically displayed, chalk board (vertical)</p> <p>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</p>	<p>Writing sounds they can hear 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</p>	<p>Writing words and sentences As before and post it notes, writing frames, bios, writing prompts (e.g finger spaces)</p>
Pencil Control (also see PD progression)		
<p>Simple stencils Chunky pencils, chunky crayons, chunky felt tips</p>	<p>Simple tracing of different lines Pencil grippers</p>	<p>Detailed tracings Pencils</p>
Pencil Grip		
<p>Shows a preference for a dominant hand Mark makes in palmer grip Adult support, hand gym exercises, hand writing sessions, chunky writing instruments</p>	<p>Starting to move towards a tripod grip Holds and uses a pencil confidently Adult support, hand gym exercises, hand writing sessions, pencil grippers</p>	<p>Holds pencil effectively- tripod grip Forms letters correctly Adult support, hand gym exercises, hand writing sessions</p>
Writing for a purpose		
<p>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</p>		
Vocabulary and Discussions		
<p>Relate to own experiences Knows meaning of the words 'character' and 'setting' mean Talk about the different characters and their role in different situation Ask children questions about what has been read (e.g. who is the main character, what has happened?)</p>	<p>Talk in language of different roles Knows the meaning of 'fiction' and 'non-fiction', 'title', 'author', 'illustrator' Talk about what might happen next.</p>	<p>Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up Perform for an audience, knowing how to entertain Discuss how stories could be changed or what would happen if... Uses new vocabulary in context Inference questioning</p>

Tinkering Table

Fine Motor and Creativity		
<p>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</p>	<p>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 Taking apart large resources using large screwdrivers</p>	<p>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 Taking apart smaller equipment using smaller screwdrivers</p>



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Maths (throughout provision)

Counting			
Objects, counters Number songs and resources Counting out plates and snack	Count up to 10 Counting actions, sounds (instruments, claps, steps), show a number of fingers Match some numbers to quantities- objects, counters, number cards, dice, Numicon	Count up to 20 Objects, Numicon and pictures that can't be moved Dice games where need to collect objects (understanding that the final number is how many they have- cardinal principle) Songs where count backwards	
Ordering			
Objects of different size, stacking cups	Order numbers to 5 Different size groups of objects to order Number cards, number stones, number hats, number puppets, number lines for support	Order numbers to 10 Number cards, number stones, number hats, number puppets- with numbers missing Using 1 more/less vocab	
Comparing			
Compare number of objects in 2 groups (obvious differences) 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) Objects, natural objects	Check if groups are equal by matching objects from each group on a one-to-one basis Can share objects equally Compare numbers (e.g. 8 is bigger than 2. 3 is only a little bigger than 2) Objects, natural objects, number cards, number lines	
Composition			
Seeing groups and combining for a total. Encourage making different arrangements of a number within a whole Numicon, cubes, multilink, counters, natural objects	Explore different ways that numbers can be partitioned, i.e. into more than two groups. 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. Role play, e.g. in a toy shop, ten toys need arranging onto the three shelves. 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?' Playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc. 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 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 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). Represent numbers using objects (two cars) or marks. Begin to know what numbers look like.	Show a number of fingers Represents numbers using mathematic objects that can be moved (blocks, cubes, counters, sorting animals, 5 and 10 frames, part, part, whole frames)	Represents numbers using amounts that can't be moved (Numicon, white boards, mark making tool)	
Patterns			
Talks about patterns Copies patterns Continues patterns Fabric patterns, wrapping paper patterns, stacking blocks	2 objects for creating own patterns 3 or more objects for creating patterns Peg boards, compare bears, natural resources, coins, shapes 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).	



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



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Mud Kitchen

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 handle, 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 smaller spoons and utensils to mix	Long handled tea strainer, sink strainer, tee ball. Objects such as sticks, long 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 Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc)	Follows simple recipes, making sure they use the correct quantities Variety of natural resources to match recipes	Follows longer and more detailed recipes Experiments with changing recipes Variety of natural resources to match recipes	Makes up their own recipes and record for others to use Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc) Writing materials (paper, pens, pencils, whiteboards and pens, note book)		
Vocabulary and Discussions					
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	Vocab concerning properties - wet, cold, damp, dry, hard, soft, smooth, rough, bumpy, sticky 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? Largest, smallest, most, least, heaviest, lightest. Discusses why changes happen	Explain why they are doing what they are doing	



Shoscombe Primary School: Progression of Skills/ Resources through our Continuous Provision

Outside Area – Physical Development

Balancing Skills		
Chalk lines, wide planks, 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* (also 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)	

* Expected from November 2022



Shoscombe Primary School: Progression of Skills/ Resources through our Continuous Provision

Skills Encouraged Throughout

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