



Albrighton Primary School & Nursery- EYFS Areas of Play Progression

Sand Play Progression

Toddler Room 2-3	Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> • Explore both wet sand and dry sand • Explores moving sand using spade/scoops. <ul style="list-style-type: none"> • Digs using hands. • Lifts sand in hands and places back down. • Makes impressions using hands, fingers, knees, arms. • Fills containers/buckets with sand. <ul style="list-style-type: none"> • Pats down sand to make it smooth. <ul style="list-style-type: none"> • Moulds with hands • Sifts sand through fingers. • Explores and observes the way sand moves through sieve 	<ul style="list-style-type: none"> • Scoops sand up using scoop/spade. • Moves sand from A to B using a spade. • Loses little sand off the spade. • Able to dig a hole or space in sand. • Free play with hands -makes shapes, heaps and tunnels. • Fills moulds and shapes and turns over to make shape. • Build/mould simple shapes using hands (eg, mountain/hill) <ul style="list-style-type: none"> • Enclose / bury. • Recognises that damp sand holds shape. • Recognises that dry sand falls freely through fingers/sieve. 	<ul style="list-style-type: none"> • Selects the most appropriate scoop/spade for digging. <ul style="list-style-type: none"> • Digs with control. • Digs for a desired purpose. <ul style="list-style-type: none"> • Uses a range of containers/moulds to create intricate sand creations. • Uses spades/scoops/buckets to make sand into desired shapes. • Build more defined shapes (e.g. castle/house) using hands and tools. <ul style="list-style-type: none"> • Discuss the effects and properties of wet and dry sand <p>Talks about how many scoops of sand or water it would take to fill a container</p>	<p style="text-align: center;">Core</p> <p>Fill, dig, shape, pour, drop, slide, bury, hide, build, push, pat, mix, lift, stamp, break. Wet, dry, soggy. Warm, cold, soft, hard. Mark, wave, line. Big, small, heavy, light, long, full, empty, gone, hide, cover, size, more, less.</p> <p style="text-align: center;">Move</p> <p style="text-align: center;">Extended</p> <p>Sculpt, pattern, print, mould, squeeze, scratch, drag, scrape. Flatten, level off, pile up, strain, sink, scoop, smooth out, crumble, grain, disappear, stir. Damp, soaked, squelchy, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy, grains, grainy, flat, gritty.</p>

	<ul style="list-style-type: none"> • Explore the effects of adding water to sand. 	<p>Notices numbers in measurements on a cylinder or jug</p>	<p>Bigger, smaller, taller, shorter, wider, longer, thinner, half empty, half full, almost full, nearly full, almost empty, nearly empty, measure, overflow, order, deep, shallow, bucketful, bowlful, spoonful.</p> <p>Excavate, container, mound, collapse, transport</p>
<p>Resources</p> <ul style="list-style-type: none"> • Sand trays of different sizes, sandpit <ul style="list-style-type: none"> • Wet/dry sand • Brush, dustpan • Large digging tools • Buckets, spades, plastic containers with holes, sieves, colanders, containers of different sizes and shapes, sand moulds, ice cube moulds <ul style="list-style-type: none"> • Saucepans • Watering can, jug • Small world vehicles and toys (diggers, trucks, cars) 	<p>Resources</p> <ul style="list-style-type: none"> • Funnels, slotted spoons, metal/plastic spoons, measuring spoons, serving spoons, teaspoons, tablespoons, scoops, wooden spoons • Rakes, scrapers, pattern makers, paintbrushes, rollers, shape cutters, combs • Small world equipment <ul style="list-style-type: none"> • Broom • Natural materials (pebbles, sponges, corks, pebbles, pumice stones, shells, wooden discs, pine cones, bark) <ul style="list-style-type: none"> • Water spray bottles <ul style="list-style-type: none"> • Sand wheel • Mechanical apparatus to dig 	<p>Resources</p> <ul style="list-style-type: none"> • Measuring jugs and cylinders, beakers with wide and narrow openings. • Drainpipes, guttering, tubing <ul style="list-style-type: none"> • Potato mashers, whisks <ul style="list-style-type: none"> • Pulley • Measuring spoons • Balance scales • Flag making resources 	<p>Key Questions for Practitioners</p> <ul style="list-style-type: none"> • How does the sand feel? • Which different ways can you use your tools? • Can you explain what you are going to make? <ul style="list-style-type: none"> • If you push hard with your tools, what happens? • Can you tell me what you discovered? <ul style="list-style-type: none"> • Can you show me how you...? • Can you tell me about your choice of tool when you were...? <ul style="list-style-type: none"> • How could we...? • Why did that happen? • What could we change? • How has the sand changed? • What is the problem? How could you fix it? <ul style="list-style-type: none"> • I wonder what would happen if... <ul style="list-style-type: none"> • What tool would help you? • Can you tell me about the marks you have made? <ul style="list-style-type: none"> • Which tool would work best? • How could you make it even better? <ul style="list-style-type: none"> • Would it be better if...? • Can you fill/half fill/empty the bucket? <ul style="list-style-type: none"> • How much water do you need to add?

- Why does the sandcastle/shape collapse?
- What do you think will happen if:
 - We pour the sand onto the sand wheel?
 - We pour sand into this tube/funnel/bottle?
 - We add a little/lot of water to the sand?

Water Play Progression

Toddler Room 2-3	Preschool 3-4	Reception	Vocabulary
<p>Pouring/Emptying</p> <ul style="list-style-type: none"> • Tips to pour quickly. • Drops objects into the water. • Observes as they pour water from container to container. <ul style="list-style-type: none"> • Observes the way water moves. <p>Filling</p> <ul style="list-style-type: none"> • Fills containers until they overflow. • Randomly fills different containers. <p>Transporting/Transferring</p> <ul style="list-style-type: none"> • Carries water from A to B but spills large amounts of water along the way. • Explores the way water moves and is transported. • Tries to catch water as it is transported. <p>Stirring/Mixing</p> <ul style="list-style-type: none"> • Explores the way water moves 	<p>Pouring/Emptying</p> <ul style="list-style-type: none"> • Pours slowly into an intended place (e.g. back into the tray or in another container as not to lose any. <p>Filling</p> <ul style="list-style-type: none"> • Fills containers with increasing control. • Fills containers with a desired amount. <p>Transporting/Transferring</p> <ul style="list-style-type: none"> • Carefully carries water from A to B but spills a little. <ul style="list-style-type: none"> • Explores using a range of resources and techniques to transfer water (e.g. funnels, pipes). <p>Stirring/Mixing</p> <ul style="list-style-type: none"> • Mixes slowly as not to spill. • Increased control when mixing. • Mixes with a goal in mind (e.g. can they make more bubbles?) 	<p>Pouring/Emptying</p> <ul style="list-style-type: none"> • Pours a desired amount of water into a chosen container. • Pours with increased accuracy. <p>Filling</p> <ul style="list-style-type: none"> • Fills a container to their intended point of fill. • Starting to read scales when filling. <p>Transporting/Transferring</p> <ul style="list-style-type: none"> • Spills little or no water when transporting. • Does not fill the container to the top - shows an awareness of how much they can carry without spilling. • Plans and uses the most effective ways to transport water to avoid spillages. <p>Stirring/Mixing</p> <ul style="list-style-type: none"> • Understands what will happen to the water when they mix it. 	<p>Core</p> <p>Fill, pour, tip, pouring, hold. Drop, drip, splash, spray, bubble, bubbly, ice cube, foam, squirt, slip, slide, stir, mix, squeeze, deep. Catch, collect, wash, clean. Change, fast, slow, up, down. Full, empty, gone, more, less, top, bottom. Wet, dry, soggy, water, ice, cold, warm. Move, waves, river, pond, rain, sea, puddle.</p> <p>Extended</p> <p>Capacity, liquid. Trickle, gush, flow, sprinkle, damp, soak, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting. Half empty, half full, almost full, nearly full, almost empty, nearly empty, brim, level, measure, overflow, shallow. Hotter, colder, warmer, cooler. Float, sink, surface, moisture, deeper,</p>

<p>as they mix and stir it.</p> <ul style="list-style-type: none"> • Spills some water when mixing 		<ul style="list-style-type: none"> • Loses little or no water when mixing 	<p>deepest, faster, slower, evaporate, direction, ripple. Reflection, reflect. Canal, channel, stream, drain, flood, meander, ocean, well, fountain, waterfall, iceberg. Waterspout, waterproof. Transparent, clear, see-through</p>
<p>Resources</p> <ul style="list-style-type: none"> • Different sized beakers • Different sized containers • Irregular shaped containers <ul style="list-style-type: none"> • Buckets • Water wheel • Wooden spoons • Transparent plastic bottles (different sizes/same size), with and without holes in different places to make different flow and patterns <ul style="list-style-type: none"> • Watering cans • Sponges • Fishing nets 	<p>Resources</p> <ul style="list-style-type: none"> • Different sized containers • Graduated jugs/buckets <ul style="list-style-type: none"> • Jugs with spouts • Jugs with handles • Pots and pans • Colanders • Kitchen utensils • Natural materials <ul style="list-style-type: none"> • Funnels • Some transparent containers <ul style="list-style-type: none"> • Whisks • Sieves • Drainpipes/gutters • Brushes for mark making 	<p>Resources</p> <ul style="list-style-type: none"> • Spoons with slots and holes in <ul style="list-style-type: none"> • Measuring spoons • Graded set of jugs, measuring cylinders, beakers • Different sized spoons <ul style="list-style-type: none"> • Piping • Pipettes, basters • Water pump • Materials to explore floating and sinking <ul style="list-style-type: none"> • Thermostats • Magnets • Guttering stands (to allow water to flow at different levels) 	<p>Key Questions for Practitioners</p> <ul style="list-style-type: none"> • Tell me what you discovered. <ul style="list-style-type: none"> • Show me how you... • How could we...? • Why did that happen? • I wonder what would happen if... • What do you notice when we...? <ul style="list-style-type: none"> • What tool would help you? • Would it be better if...? • Can you fill/half fill/empty the bucket? <ul style="list-style-type: none"> • How much water do you need to add? • How has the ice/water changed? • How could we investigate the best material to make Teddy a coat to keep him dry? <ul style="list-style-type: none"> • What can you see in the water? • How can we move the water? What would be the best way? <ul style="list-style-type: none"> • Why do you think it flows that way? • Which container holds the most? How could we find out? • Can you find two containers that hold the same amount of water? <ul style="list-style-type: none"> • How many jugs/cups of water will fill the bucket?

- What happens when we place these objects into the water?
- I think this item will float. What do you think?
How could we check?
 - What do you think will happen if:
we pour the water onto the water wheel?
we pour the water from this container into that one?
we put pebbles into this jug of water?
we put sponges into the water?

Small World Progression

Toddler Room 2-3	Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> • Imitates sounds (e.g. vehicles and animals) • Represents objects as what they are. • Represent an environment that they are familiar with. • Explains their actions in small world play (e.g. the girl is going on the train) • Re-enacts their experiences through a narrative 	<ul style="list-style-type: none"> • Represents objects as different objects . • Explains what they are (e.g. - this is my car) • Talks expressively about the object they have represented as something else . • Represent/create environments from stories. • Uses some story language in their play - familiar lines from stories, familiar story themes. • Articulates thoughts and feelings through narrative. 	<ul style="list-style-type: none"> • Represents a range of resources as chosen objects. • Able to find a resource for a given purpose to fit in with their narrative. • Create an environment that they have created/imagined. • Children design and imagine their own story setting. • Uses story language and story features to create a narrative of their own. • Uses new vocabulary learned within their narrative. • Able to intertwine their own experiences with the experiences of others. • Creates shared narratives. 	<p style="text-align: center;">Core</p> <p>Build, building, make, join, fix, mend, change, together, tall, short, long, wide, deep Pattern, shape, corner, side, wall Push, pull, pick up, carry Travel, road, move, fly, drive, turn Story, retell, first, once upon a time, end Name of settings, e.g. airport, zoo, park, space, farm Inside/outside, light/dark Feelings vocabulary, e.g. happy, sad, angry, worried Directional vocabulary, e.g. in, on, under, up, down, forwards, backwards, behind, high, low Character, people, animal, place, setting, job</p> <p style="text-align: center;">Extended</p> <p>Pretend, imaginary, adventure, retell, beginning, describe Design, construction, construct, assemble, connect, circuit, mechanic, separate, thread, unthread, attach, enclose, edge, border, fence, surround, entrance, exit Place, local, nearby</p>

			<p>Transport journey, manoeuvre, emergency Name of areas, e.g. town, village, hamlet, city, world Compass directions, left, right, besides, between, reverse, underneath, rotate, map, steer, track, route, path, course, footpath, bridleway, runway, plough, sail, float, orbit Language associated with different situations, e.g. sorting out problems, enquiring, complaining</p>
<p>Resources</p> <ul style="list-style-type: none"> • Small and large construction bricks • Floor mats, large activity trays, sand trays • Coloured scarves and fabric <ul style="list-style-type: none"> • Story books • Hand, stick and finger puppets <ul style="list-style-type: none"> • Cars and vehicles, such as boats, road, train track and road signs • Familiar buildings and places, such as a farm, zoo, park and rockets • Threading and posting toys <ul style="list-style-type: none"> • Construction sets • Dinosaurs • Small world characters from familiar story themes, such as pirates, superheroes and emergency services. • Range of familiar animals, such as jungle animals, ocean animals, arctic animals and pets. 	<p>Resources</p> <ul style="list-style-type: none"> • Junk materials <ul style="list-style-type: none"> • Boxes, crates, tyres, cable drums, den-building materials • Fabric, hats, material Loose parts • Foliage, artificial flowers • Small world characters from familiar stories, fairy tales, TV or films <ul style="list-style-type: none"> • Doll's house, doll's house furniture, such as tables, chairs, beds, bath or cooker • Photographs, including small photos of the children • Pictures of different settings as stimulation Artificial grass, lino, tin foil, carpet <ul style="list-style-type: none"> • Paper, sticky tape and lolly sticks for children to make their own stick puppet 	<p>Resources</p> <ul style="list-style-type: none"> • Open-ended resources, such as shells, pine cones, twigs, stones, log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks <ul style="list-style-type: none"> • Peg dolls • Animals organised into animal groups <ul style="list-style-type: none"> • Themed small world resources, such as stethoscope, x-rays, prescription notepads and thermometer • Story cards and images from familiar stories Money, tills, purses, wallets <ul style="list-style-type: none"> • Clipboards, pens and paper • Recording devices, such as a camera or tablet • Variety of maps and plans for children to use when constructing • Drawing materials for children to enhance their play, for 	<p>Questions for Practitioners</p> <ul style="list-style-type: none"> • Can you tell me about what you're doing? • How shall we set it up/where shall we put...? <ul style="list-style-type: none"> • Do you need anything else? • How could we make...? • What do you know about...? • What might happen next? • What would you like me to do? • I wonder if we could create.... • Tell me about the parts of a... <ul style="list-style-type: none"> • How could we organise the...? • Could you find a different way to...? • How could we create the ocean? What would we need? <ul style="list-style-type: none"> • Could you tell me about these characters? • What is this character doing? • Can we draw a map of the forest? • Do you recognise this character? <ul style="list-style-type: none"> • Do you know the story of...? • What can you tell me about...? • How are your castles the same? How are they different? • I want to build a theme park. What parts would I need? What could help me with my ideas?

example to make flags, create roads and map

- What might happen in the castle?
- How could you make it even better?
- What else could you add to that?
- I can see you are building a bridge. How could you make it strong and secure?
 - What might happen if...?
- What do you think we could call this town? Why?
- What might the dinosaurs do today? How could we make a rocket for the astronauts?

Construction Area

Toddler Room 2-3

Preschool 3-4

Reception

Vocabulary

- Creating a structure
 - Uses resources to build towers.
 - Builds vertical models.
- Spatial Awareness
- Constructs in a large space with large blocks.
 - Constructs in a small space with small blocks.
- Constructing with a purpose in mind
- Has an idea about what they will build before they begin.
 - Selects resources they need as they go

- Creating a structure
 - Uses resources to construct buildings.
 - Positions resources both vertically and horizontally.
- Spatial Awareness
- Connects buildings and structures (e.g. putting a road between buildings).
 - Select the appropriate sized blocks/construction resources for their chosen purpose.
 - Select the appropriate sized blocks/construction resources for chosen workspace.

- Creating a structure
 - Combines resources to create a structure.
 - Builds more elaborate structures.
 - Includes systems (e.g. pathways, roads, bridges etc) and adds detail to structure.
 - Ensures model is stable.
- Spatial Awareness
- Build a house/model with different rooms or different parts.
 - Uses smaller blocks/construction tools to create intricate structures.
- Constructs with a purpose in mind

- Core**
- Build, make, fit, join, fix, mend, turn, spin, move, push, clip, balance Plan, draw, write
- Tall, short, taller, shorter, big, small, bigger, smaller Wood, metal, plastic, cardboard
- On top, underneath, next to, beside, inside, outside, behind, in front, between Strong, bendy, hard, soft, thick, thin, clear
- House, tower, town, shop, building Walls, roof, windows, door, rooms, wheel Round, flat, pointed, corner, curved
- Circle, square, rectangle, triangle, semicircle Brick, piece
- Top, bottom, middle

	<ul style="list-style-type: none"> • Understands safety elements (e.g. if tower is taller than themselves then it might hurt them if it falls). Constructs with a purpose in mind • Knows what they want to build when they begin to construct. <ul style="list-style-type: none"> • Plans what they will use. • Chooses small world resources to enhance construction 	<ul style="list-style-type: none"> • Change, adapt and modify model to serve a purpose. <ul style="list-style-type: none"> • Combine construction resources to create model. • Creates a design before they construct. • Chooses appropriate small world resources to enhance construction. 	<p style="text-align: center;">Extended</p> <p>Fasten, attach, connect Measure, repair, design</p> <p>Stack, collapse, combine, slot, rotate, twist Wide, narrow, wider, narrower, high, low Transparent, flexible, weak, rough, smooth Overhang, supports, stable</p> <p>Temple, church, mosque, landmark, shelter</p> <p>Frame, bridge, arch, system, structure, hinge, handle Cube, cuboid, pyramid, cone</p> <p>Horizontal, vertical</p>
<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Small blocks • Large blocks • Natural resources, e.g. shells, pebbles, sticks • A range of open ended and themed small world resources • Photos of different building 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Small blocks • Large Blocks • Bamboo stilts and platform <ul style="list-style-type: none"> • Marble run/ guttering • Squared paper • Fabric • Natural resources, e.g. shells, pebbles, sticks • Loose parts • A range of open ended and themed small world resources • Clipboards, plain paper, pencils and other drawing implement 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Small blocks • Nuts and bolts <ul style="list-style-type: none"> • Handles • Wheels and axels <ul style="list-style-type: none"> • Knex • Squared paper/design sheets <ul style="list-style-type: none"> • Fabric • Natural resources, e.g. shells, pebbles, sticks • Loose parts • Stickle bricks <ul style="list-style-type: none"> • Mobilo • A range of open ended and themed small world resources 	<p style="text-align: center;">Questions for Practitioners</p> <p>What are you building/making?</p> <ul style="list-style-type: none"> • Can you tell me about what you are making? <ul style="list-style-type: none"> • Can you draw your idea? • What are you using to make it? • What type of material is it made from? <ul style="list-style-type: none"> • Why have you built a...? • What makes this building a? • Why did you choose to use...? • What could this be used for? • How could we change this part? • How did you fit these pieces together? • What could you add to your creation to make it even better? <ul style="list-style-type: none"> • Can you describe the different parts? • What could you use/try instead? • How could you make it stronger/ taller/wider? <ul style="list-style-type: none"> • What shape or size piece will fit here?

- Spanner, screwdriver, hammer (childsafetools)
- Rulers, measuring tap

- Where could we put this piece?
- What shall we try next?
- I wonder how we could make a...
- Can you show me how you joined these pieces together?
- Which method worked best?
- What else could we try?
- Can you tell me what you've made?
- Can you take a photo of your model?
- How are your models similar/different?
- Do you want to change anything?
- Would you do anything differently nexttime?
- Shall we make a sign for your model to tell other people about what you've made?

Malleable/ Play Dough Play Progression

Toddler Room 2-3

- Squashes dough with hands and fingers to shape it.
- Tears dough/clay with fingers.
- Splits up dough using hands.
 - Uses hands to flatten dough/clay.
- Uses hands to squash, bend, twist and stretch dough/clay

Preschool 3-4

- Smooths dough with hands/fingers to shape it.
- Rolls dough in hands to shape it.
- Uses cutters to cut out shapes in dough/clay.
- Uses tools to cut away excess dough.
- Explores the way tools create different textures.
- Uses rolling pin to flatten dough/clay with some necessary pressure

Reception

- Uses rolling pin to roll dough/clay flat with pressure.
- Ensures they have rolled dough to desired size/shape.
- Chooses tools to create a desired shape, size texture.
- Uses cutting tools to create a desired shape.
- Uses cutting tools to cut away any excess dough/clay.

Vocabulary

Core

Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold.
Drop, cut, cut out, build, make, mix, shape.
Smooth, soft, squishy, warm, cold, hard, shiny, dry.
Colour names.
Playdough, dough, clay, modelling clay, salt dough.
Knife, rolling pin, scissors, board, googly eyes, feathers, sequins, lolly sticks, twigs, beads.

		<ul style="list-style-type: none"> • Uses tools to add detail. • Creates more intricate shapes. • Able to use tools to manipulate dough/clay to add detail 	<p>Big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, flat/flatter.</p> <p>Extended Elastic, springy. Scrape, smear, break apart, sculpt, create, join, shaping. Mould, indent, plait, imprint, spiral, pierce, thread, coil, pound, knead. Lumpy, grainy, crumbly. Flour, water, food colouring, salt, oil, cook, cream of tartar, microwave, change, heat</p>
<p>Resources</p> <ul style="list-style-type: none"> • Playdough, gloop • Muffin tins • Metal trays • Cup cases • Cookie cutters • Rolling pins • Dough stampers • Bowls and dishes • Materials for creating imprints (such as sticky bricks, interlocking cubes, small world vehicles, potato masher, pine cones, plastic animals) • Larger loose parts (such as googly eyes, 	<p>Resources</p> <ul style="list-style-type: none"> • Extruders with patterned ends <ul style="list-style-type: none"> • Plastic knives • Metal trays and tins in different sizes • Introduce tougher malleable materials - e.g. modelling clay. • Decorative materials - buttons, jewels, candles. • More intricate cutters and rolling cutters (such as plastic pizza cutters) • Textured rolling pins, stampers, presses, tongs. • Pipe cleaners, shells, pebbles, play people, 	<p>Resources</p> <ul style="list-style-type: none"> • Modelling clay • Clay and clay tools <ul style="list-style-type: none"> • Clay boards • Water - (to be used to shape and mould clay) • Extend decorative materials - beads, lollipop sticks, matchsticks, etc • Matchsticks, pestle and mortar, playdough extruders, wooden or plastic combs • Colanders, icing bag, spatulas, sieves, garlic press, moulds, clay modelling tools 	<ul style="list-style-type: none"> • What materials are you using? <ul style="list-style-type: none"> • How did you...? • Show me how you... • What does it feel like? • What are you going to make? <ul style="list-style-type: none"> • What will you need for...? • How could we...? • How might you...? • How will you...? • Why did that happen? • I wonder what would happen if... • What do you notice when we...? <ul style="list-style-type: none"> • What tool would help you? • Would it be better if...? • What do you think about your...? • How could you make it even better? • How has the dough/clay changed? <ul style="list-style-type: none"> • Tell me about your... • Can you tell me what you've discovered?

feathers, lolly sticks, twigs, corks, leaves	buttons of varying sizes, pasta, beads, flowers, coins, keys, herbs, jewels, cake decoration	<ul style="list-style-type: none"> • Scales for comparing the weight of different dough balls. • Playdough challenge cards, photographs to stimulate ideas (animals, cakes, foods, sculptures) 	<ul style="list-style-type: none"> • How can we create a ball? What would be the best way? • What pattern do you think this will make? Why? <ul style="list-style-type: none"> • Can you share the dough between the containers? • Can you compare the weight of the dough? How could you do that? <ul style="list-style-type: none"> • Can you tell a friend how you made your model? • How can we make our own dough? What do we need? • What happens when we cook the mixture? <ul style="list-style-type: none"> • What do you think will happen if: we leave the lid off the dough all night? we add water to the dough? we try to build a tower using the dough
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Creative and Artistic Play Progression

Toddler Room 2-3	Preschool 3-4	Reception	Vocabulary
<p>Uses glue to attempt to stick but may not be secure.</p> <ul style="list-style-type: none"> • Able to use glue to fasten paper/ thin resources together. • Sticks objects randomly onto paper/card. • Explores fastening resources together using available Resources • Covers the paper in paint. • Paints in random directions. 	<p>Able to use glue to fasten thicker materials together.</p> <ul style="list-style-type: none"> • Able to use tape to join 2 pieces of card/paper. • Uses scissors to cut tape. • Sticks carefully selected items together to achieve desired purpose. • Uses sticking resources to explore creating different textures. 	<p>Plans how they will fasten things together</p> <ul style="list-style-type: none"> • Checks that fastening is secure. • Selects media to achieve desired effect. • Make decisions about what they will use to stick - which will be most effective way to stick? • Makes decisions about what the correct amount of 	<p style="text-align: center;">Core</p> <p>Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush</p> <p>Colour names Mix, make</p> <p>Light, lighter, dark, darker</p> <p>Join, cover, fold,</p> <p>Cut, snip, stick, sticky Pattern, mark, colour, press</p> <p>Draw, drawing, lines, paint, colour in</p> <p>Bumpy, rough, smooth, wide, long, narrow</p>

<ul style="list-style-type: none"> • Explores printing with different objects. • Prints randomly on paper. • Puts printing tool into paint then prints on paper • Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> • Fastens paper and card together with success. <ul style="list-style-type: none"> • Beginning to explore techniques to join thicker materials (e.g. boxes/tubes) • Uses primary colours to mix secondary colours. • Explores the properties of colours as they mix. • Mixes colour for a desired purpose. • Paints onto chosen printing tool before printing. <ul style="list-style-type: none"> • Takes time when printing. • Uses horizontal and vertical brush strokes to paint. <ul style="list-style-type: none"> • Paints a desired picture. • Gives meaning to the marks that they make 	<p>tape/glue to use is.</p> <ul style="list-style-type: none"> • Controls brush or glue spatula to spread glue. <ul style="list-style-type: none"> • Uses more demanding materials including fabric, card, foil, plastic and wood. • Able to join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips <ul style="list-style-type: none"> • Uses sellotape dispenser. • Uses single hole punch. • Uses a stapler safely. • Can tie a knot in wool/string <p>Express their thoughts and ideas with paint.</p> <ul style="list-style-type: none"> • Observes objects on display when painting and responding with paint. • Uses a range of movements and brush strokes to paint. • Prints to create patterns and pictures. • Prints with a range of colours. • Carefully plans where they will print and what they will print. • Experiments with different tones and shades. 	<p>Positional language words, such as on, next to, inside and under</p> <p>Extended</p> <p>Wrap, fix, combine, fasten, connect, build, create, decorate, details</p> <p>Describe, alter, amend, adjust</p> <p>Explore, investigate, trial and error, practice</p> <p>Spread, fill, swirl</p> <p>Dab, shade, tone, smudge, blend,</p> <p>Create, plan, design, method, strategy</p> <p>Texture</p> <p>Imagine, imagination</p> <p>Names of more advanced materials, such as pastels, charcoal</p>
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<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Scissors, masking tape, <ul style="list-style-type: none"> • PVA glue • Card • Paper, tissue paper, crepe paper <ul style="list-style-type: none"> • Boxes, tubes • Lollipop sticks, match sticks, pompoms, feathers <p>Paint brushes</p> <ul style="list-style-type: none"> • Poster paint <ul style="list-style-type: none"> • Water • Palette • Rollers 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Large and small boxes <ul style="list-style-type: none"> • Thick and thin card • Paper, tissue paper, crepe paper <ul style="list-style-type: none"> • Bottles, tubes <ul style="list-style-type: none"> • PVA glue • Glue sticks • Sellotape • Blu-tack • Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, button <p>Different sized paint brushes</p> <ul style="list-style-type: none"> • Powder paint • Block paint • Poster paint • Mixing cards <ul style="list-style-type: none"> • Water • Palettes • Range of pape 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Scissors • Hole punch, • Sellotape dispenser <ul style="list-style-type: none"> • Masking tape • Double-sided tape <ul style="list-style-type: none"> • Stapler • Paper clips • Treasury tags • Pipe cleaners • Elastic bands • Glue/ PVA glue • Range of paper/card • Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, button <p>Mixing cards</p> <ul style="list-style-type: none"> • Paint sample cards. <ul style="list-style-type: none"> • Different sized paint brushes <ul style="list-style-type: none"> • Range of paper • Choice of working horizontally or vertically (easel or table top) • Artwork examples from artists <ul style="list-style-type: none"> • Watercolour paints 	<p style="text-align: center;">Key Questions for Practitioners</p> <p>What would you like to create?</p> <ul style="list-style-type: none"> • How do you think you can create it? <ul style="list-style-type: none"> • What colours can you use? • What textures can you feel? • What materials could you use? <ul style="list-style-type: none"> • How could you... ? • I wonder how we can make pink for the pig. • What would happen if you mixed these colours together? <ul style="list-style-type: none"> • How could you plan your design? • What could you do to join these pieces together? • Can you add anything else to your picture/ model? • If you made this again, what would you do the same/different? • What did you use to make your model? <ul style="list-style-type: none"> • Can you tell me about your creation? <ul style="list-style-type: none"> • How could we show that? • How could you decorate that part? <ul style="list-style-type: none"> • What else could we try? • Isthat method working? What could we try instead? • Can you draw a picture/take a photo of your creation?

			<ul style="list-style-type: none">• How did you... ?• Show me how you...• What will you need for... ?• I wonder what would happen if...• What do you think about your... ?<ul style="list-style-type: none">• How could we show... ?• Could we work together to create... ?<ul style="list-style-type: none">• Tell me what you found out.• What is your idea
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