

## EYFS Areas of Play Progression

### Sand Play Progression

Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> <li>● Scoops sand up using scoop/spade.</li> <li>● Moves sand from A to B using a spade.</li> <li>● Loses little sand off the spade.</li> <li>● Able to dig a hole or space in sand.</li> <li>● Free play with hands -makes shapes, heaps and tunnels.</li> <li>● Fills moulds and shapes and turns over to make shape.</li> <li>● Build/mould simple shapes using hands (eg,               <ul style="list-style-type: none"> <li>○ mountain/hill)</li> <li>○ Enclose / bury.</li> </ul> </li> <li>● Recognises that damp sand holds shape.</li> <li>● Recognises that dry sand falls freely through               <ul style="list-style-type: none"> <li>○ fingers/sieve.</li> <li>○ Explore the effects of adding water to sand.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Selects the most appropriate scoop/spade for digging.               <ul style="list-style-type: none"> <li>○ Digs with control.</li> </ul> </li> <li>● Digs for a desired purpose.               <ul style="list-style-type: none"> <li>○ Uses a range of containers/moulds to create intricate sand creations.</li> </ul> </li> <li>● Uses spades/scoops/buckets to make sand into desired               <ul style="list-style-type: none"> <li>○ shapes.</li> </ul> </li> <li>● Build more defined shapes (e.g. castle/house) using               <ul style="list-style-type: none"> <li>○ hands and tools.</li> </ul> </li> <li>● Discuss the effects and properties of wet and dry sand Talks about how many scoops of sand or water it would take to               <ul style="list-style-type: none"> <li>○ fill a container</li> </ul> </li> <li>● Notices numbers in</li> <li>● measurements on a cylinder or jug</li> </ul>	<p style="text-align: center;"><b>Core</b></p> <p>Fill, dig, shape, pour, drop, slide, bury, hide, build, push, pat, mix, lift, stamp, break. Wet, dry, soggy.</p> <p>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;"><b>Extended</b></p> <p>Sculpt, pattern, print, mould, squeeze, scratch, drag, scrape.</p> <p>Flatten, level off, pile up, strain, sink, scoop, smooth out, crumble, grain, disappear, stir.</p> <p>Damp, soaked, squelchy, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy, grains, grainy, flat, gritty, 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. Excavate, container, mound, collapse, transport</p>

Resources	Resources	Key Questions for Practitioners
<ul style="list-style-type: none"> <li>• Funnels, slotted spoons, metal/plastic</li> <li>• spoons, measuring spoons, serving spoons, teaspoons, tablespoons, scoops, <ul style="list-style-type: none"> <li>• wooden spoons</li> </ul> </li> <li>• Rakes, scrapers, pattern makers,</li> <li>• paintbrushes, rollers, shape cutters, combs</li> <li>• Small world equipment <ul style="list-style-type: none"> <li>○ Broom</li> </ul> </li> <li>• Natural materials (pebbles, sponges, corks, <ul style="list-style-type: none"> <li>• pebbles, pumice stones, shells, wooden</li> <li>• discs, pine cones, bark)</li> </ul> </li> <li>• Water spray bottles <ul style="list-style-type: none"> <li>○ Sand wheel</li> </ul> </li> <li>• Mechanical apparatus to dig</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Measuring jugs and cylinders, beakers with wide and narrow openings.</li> <li>• Drainpipes, guttering, tubing</li> <li>• Potato mashers, whisks <ul style="list-style-type: none"> <li>○ Pulley</li> <li>○ Measuring spoons</li> <li>○ Balance scales</li> </ul> </li> <li>• Flag making resources</li> </ul>	<p>•</p> <ul style="list-style-type: none"> <li>• How does the sand feel?</li> <li>• Which different ways can you use your tools?</li> <li>• Can you explain what you are going to make? <ul style="list-style-type: none"> <li>• If you push hard with your tools, what happens?</li> <li>• Can you tell me what you discovered?</li> <li>• Can you show me how you...?</li> </ul> </li> <li>• Can you tell me about your choice of tool when you were...? <ul style="list-style-type: none"> <li>• How could we...?</li> <li>• Why did that happen?</li> <li>• What could we change?</li> <li>• How has the sand changed?</li> </ul> </li> <li>• What is the problem? How could you fix it? <ul style="list-style-type: none"> <li>• I wonder what would happen if...</li> <li>• What tool would help you?</li> </ul> </li> <li>• Can you tell me about the marks you have made?</li> <li>• Which tool would work best?</li> <li>• How could you make it even better? <ul style="list-style-type: none"> <li>• Would it be better if...?</li> </ul> </li> <li>• Can you fill/half fill/empty the bucket?</li> <li>• How much water do you need to add?</li> <li>• Why does the sandcastle/shape collapse?</li> <li>• What do you think will happen if: We pour the sand onto the sand wheel? <ul style="list-style-type: none"> <li>• We pour sand into this tube/funnel/bottle?</li> </ul> </li> <li>• We add a little/lot of water to the sand?</li> </ul>

# Water Play Progression

Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> <li>● <b>Pouring/Emptying</b></li> <li>● Pours slowly into an intended place (e.g. back into the tray or in another container as not to               <ul style="list-style-type: none"> <li>○ lose any.</li> <li>○ <b>Filling</b></li> </ul> </li> <li>● Fills containers with increasing control.</li> <li>● Fills containers with a desired amount.</li> <li>● <b>Transporting/Transferring</b></li> <li>● Carefully carries water from A to B but spills a little.</li> <li>● Explores using a range of resources and techniques to               <ul style="list-style-type: none"> <li>● transfer</li> </ul> </li> <li>● water (e.g. funnels, pipes).</li> <li>● <b>Stirring/Mixing</b></li> <li>● Mixes slowly as not to spill.</li> <li>● Increased control when mixing.</li> <li>● Mixes with a goal in mind (e.g. can they make more bubbles?)</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Pouring/Emptying</b></li> <li>● Pours a desired amount of water into a chosen container.               <ul style="list-style-type: none"> <li>● Pours with increased accuracy.</li> <li>● <b>Filling</b></li> </ul> </li> <li>● Fills a container to their intended point of fill.</li> <li>● Starting to read scales when filling.</li> <li>● <b>Transporting/Transferring</b></li> <li>● Spills little or no water when transporting.</li> <li>● Does not fill the container to the top - shows an awareness of</li> <li>● how much they can carry without spilling.</li> <li>● Plans and uses the most effective ways to transport water to avoid spillages.</li> <li>● <b>Stirring/Mixing</b></li> <li>● Understands what will happen</li> <li>● to the water when they mix it.</li> </ul>	<p style="text-align: center;"><b>Core</b></p> <p style="text-align: center;">Fill, pour, tip, pouring, hold.</p> <p>Drop, drip, splash, spray, bubble, bubbly, ice cube, foam, squirt, slip, slide, stir, mix, squeeze, deep.</p> <p>Catch, collect, wash, clean. Change, fast, slow, up, down.</p> <p>Full, empty, gone, more, less, top, bottom.</p> <p>Wet, dry, soggy, water, ice, cold, warm.</p> <p>Move, waves, river, pond, rain, sea, puddle.</p> <p style="text-align: center;"><b>Extended</b></p> <p style="text-align: center;">Capacity, liquid.</p> <p>Trickle, gush, flow, sprinkle, damp, soak, drench, moist, drizzle, seep, whisk, leak, frothy, melt, melting.</p> <p>Half empty, half full, almost full, nearly full, almost empty, nearly empty, brim, level, measure, overflow, shallow.</p> <p>Hotter, colder, warmer, cooler.</p> <p>Float, sink, surface, moisture, deeper, deepest, faster, slower, evaporate, direction, ripple.</p> <p>Reflection, reflect.</p> <p>Canal, channel, stream, drain, flood, meander, ocean, well, fountain, waterfall, iceberg.</p> <p>Waterspout, waterproof.</p> <p>Transparent, clear, see-through</p>

- \* Loses little or no water when mixing

Resources	Resources	Key Questions for Practitioners
<ul style="list-style-type: none"> <li>• Different sized containers</li> <li>• Graduated jugs/buckets               <ul style="list-style-type: none"> <li>○ Jugs with spouts</li> <li>○ Jugs with handles</li> <li>○ Pots and pans</li> <li>○ Colanders</li> <li>○ Kitchen utensils</li> <li>○ Natural materials</li> <li>○ Funnels</li> </ul> </li> <li>• Some transparent containers               <ul style="list-style-type: none"> <li>○ Whisks</li> <li>○ Sieves</li> <li>○ Drainpipes/gutters</li> </ul> </li> <li>• Brushes for mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Spoons with slots and holes in- Measuring spoons</li> <li>• Graded set of jugs, measuring cylinders, beakers</li> <li>• Different sized spoons, Piping, Pipettes, basters, Water pump</li> <li>• Materials to explore floating and sinking               <ul style="list-style-type: none"> <li>○ Thermostats</li> <li>○ Magnets</li> </ul> </li> <li>• Guttering stands (to allow water to flow at different levels)               <ul style="list-style-type: none"> <li>○ different levels)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tell me what you discovered.               <ul style="list-style-type: none"> <li>• Show me how you...</li> <li>• How could we...?</li> <li>• Why did that happen?</li> </ul> </li> <li>• I wonder what would happen if...</li> <li>• What do you notice when we...?               <ul style="list-style-type: none"> <li>• What tool would help you?</li> <li>• Would it be better if...?</li> </ul> </li> <li>• Can you fill/half fill/empty the bucket?</li> <li>• How much water do you need to add?               <ul style="list-style-type: none"> <li>• How has the ice/water changed?</li> </ul> </li> <li>• How could we investigate the best material to make Teddy a coat to keep him dry?               <ul style="list-style-type: none"> <li>• What can you see in the water?</li> </ul> </li> <li>• How can we move the water? What would be the best way?</li> <li>• Why do you think it flows that way?</li> <li>• Which container holds the most? How could we find out?</li> <li>• Can you find two containers that hold the same amount of water?</li> <li>• How many jugs/cups of water will fill the bucket?</li> </ul>

		<ul style="list-style-type: none"> <li>• What happens when we place these objects into the water?</li> <li>• I think this item will float. What do you think? How could we check?</li> <li>• What do you think will happen if: <ul style="list-style-type: none"> <li>we pour the water onto the water wheel?</li> <li>we pour the water from this container into that one?</li> <li>we put pebbles into this jug of water? we put sponges into the water?</li> </ul> </li> </ul>
--	--	---

## Small World Progression

Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> <li>• Represents objects as different objects .</li> <li>• Explains what they are (e.g. - this is my car)</li> <li>• Talks expressively about the object they have represented as <ul style="list-style-type: none"> <li>• something else</li> </ul> </li> <li>• Represent/create environments from stories.</li> <li>• Uses some story language in their play - familiar lines from stories, familiar story themes.</li> <li>• Articulates thoughts and feelings through narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Represents a range of resources as chosen objects.</li> <li>• Able to find a resource for a given purpose to fit in with their narrative.</li> <li>• Create an environment that they have created/imagined.</li> <li>• Children design and imagine their own story setting.</li> <li>• Uses story language and story features to create a narrative of their own.</li> <li>• Uses new vocabulary learned within their narrative.</li> <li>• Able to intertwine their own experiences with the experiences of others.</li> </ul>	<p style="text-align: center;"><b>Core</b></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;"><b>Extended</b></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,</p>

	<ul style="list-style-type: none"> <li>• Creates shared narratives.</li> </ul>	bridleway, runway, plough, sail, float, orbit Language associated with different situations, e.g. sorting out problems, enquiring, complaining
--	--	--

<b>Resources</b>	<b>Resources</b>	<b>Questions for Practitioners</b>
<ul style="list-style-type: none"> <li>• Junk materials</li> <li>• Boxes, crates, tyres, cable drums, den-building materials</li> <li>• Fabric, hats, material Loose parts</li> <li>• Foliage, artificial flowers</li> <li>• Small world characters from familiar stories, fairy tales, TV or films</li> <li>• Doll's house, doll's house furniture, such as tables, chairs, beds, bath or cooker</li> <li>• Photographs, including small photos of the children</li> <li>• Pictures of different settings as stimulation Artificial grass,             <ul style="list-style-type: none"> <li>◦ lino, tin foil, carpet</li> </ul> </li> <li>• Paper, sticky tape and lolly sticks for children to make their own stick puppet</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended resources, such as shells, pine cones, twigs, stones,             <ul style="list-style-type: none"> <li>• log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks, Peg dolls</li> </ul> </li> <li>• Animals organised into animal groups, themed small world             <ul style="list-style-type: none"> <li>• resources, such as stethoscope, x-rays, prescription notepads and thermometer</li> </ul> </li> <li>• Story cards and images from familiar stories Money, tills, purses, wallets</li> <li>• Clipboards, pens and paper</li> <li>• Recording devices, such as a camera or tablet</li> <li>• Variety of maps and plans for children to use when constructing</li> <li>• Drawing materials for children</li> <li>• to enhance their play, for</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me about what you're doing?</li> <li>• How shall we set it up/where shall we put...?             <ul style="list-style-type: none"> <li>• Do you need anything else?</li> <li>• How could we make...?</li> <li>• What do you know about...?</li> <li>• What might happen next?</li> </ul> </li> <li>• What would you like me to do?</li> <li>• I wonder if we could create....</li> <li>• Tell me about the parts of a...             <ul style="list-style-type: none"> <li>• How could we organise the...?</li> </ul> </li> <li>• Could you find a different way to...?             <ul style="list-style-type: none"> <li>• How could we create the ocean? What would we need?</li> </ul> </li> <li>• Could you tell me about these characters?             <ul style="list-style-type: none"> <li>• What is this character doing?</li> <li>• Can we draw a map of the forest?</li> <li>• Do you recognise this character?                 <ul style="list-style-type: none"> <li>• Do you know the story of...?</li> <li>• What can you tell me about...?</li> </ul> </li> <li>• How are your castles the same? How are they different?</li> </ul> </li> <li>• I want to build a theme park. What parts would I need? What could help me with my ideas?</li> </ul>

	example to make flags, create roads and map	<ul style="list-style-type: none"> <li>• What might happen in the castle?</li> <li>• How could you make it even better?</li> <li>• What else could you add to that?</li> <li>• I can see you are building a bridge. How could you make it strong and secure? <ul style="list-style-type: none"> <li>• What might happen if...?</li> </ul> </li> <li>• What do you think we could call this town? Why?</li> <li>• What might the dinosaurs do today? How could we make a rocket for the astronauts?</li> </ul>
--	---	---

## Construction Area

Preschool 3-4	Reception	Vocabulary
<p>Creating a structure</p> <ul style="list-style-type: none"> <li>• Uses resources to construct buildings.</li> <li>• Positions resources both vertically and horizontally. Spatial Awareness</li> <li>• Connects buildings and structures (e.g. putting a road between buildings).</li> <li>• Select the appropriate sized blocks/construction resources for their chosen purpose.</li> <li>• Select the appropriate sized blocks/construction resources for chosen workspace. Understands safety elements (e.g. if</li> </ul>	<p>Creating a structure</p> <ul style="list-style-type: none"> <li>• Combines resources to create a structure.</li> <li>• Builds more elaborate structures.</li> <li>• Includes systems (e.g. pathways, roads, bridges etc) and adds detail to structure.</li> <li>• Ensures model is stable. Spatial Awareness</li> <li>• Build a house/model with different rooms or different parts.</li> <li>• Uses smaller blocks/construction tools to create intricate structures. Constructs with a purpose in mind</li> </ul>	<p style="text-align: center;"><b>Core</b></p> <p style="text-align: center;">Build, make, fit, join, fix, mend, turn, spin, move, push, clip, balance Plan, draw, write</p> <p style="text-align: center;">Tall, short, taller, shorter, big, small, bigger, smaller Wood, metal, plastic, cardboard</p> <p style="text-align: center;">On top, underneath, next to, beside, inside, outside, behind, in front, between Strong, bendy, hard, soft, thick, thin, clear</p> <p style="text-align: center;">House, tower, town, shop, building Walls, roof, windows, door, rooms, wheel Round, flat, pointed, corner, curved</p> <p style="text-align: center;">Circle, square, rectangle, triangle, semicircle Brick, piece</p> <p style="text-align: center;">Top, bottom, middle</p> <p style="text-align: center;"><b>Extended</b></p> <p style="text-align: center;">Fasten, attach, connect Measure, repair, design</p> <p style="text-align: center;">Stack, collapse, combine, slot, rotate, twist Wide, narrow, wider, narrower, high, low Transparent, flexible, weak, rough, smooth</p> <p style="text-align: center;">Overhang, supports, stable</p> <p style="text-align: center;">Temple, church, mosque, landmark, shelter</p> <p style="text-align: center;">Frame, bridge, arch, system, structure, hinge, handle Cube, cuboid,</p>

<p>tower is taller than themselves then it might hurt them if it falls).</p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind</li> <li>• Knows what they want to build when they begin to construct.</li> <li>• Plans what they will use.</li> <li>• Chooses small world resources to enhance construction</li> </ul>	<ul style="list-style-type: none"> <li>• Change, adapt and modify model to serve a purpose.</li> <li>• Combine construction resources to create model.</li> <li>• Creates a design before they construct.</li> <li>• Chooses appropriate small world resources to enhance construction.</li> </ul>	<p>pyramid, cone Horizontal, vertical</p>
---	--	---

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>○ Small blocks</li> <li>○ Large Blocks</li> <li>• Marble run/ guttering <ul style="list-style-type: none"> <li>○ Squared paper</li> <li>○ Fabric</li> </ul> </li> <li>• Natural resources, e.g. shells, pebbles, <ul style="list-style-type: none"> <li>■ sticks</li> </ul> </li> <li>○ Loose parts</li> <li>• A range of open ended and themed <ul style="list-style-type: none"> <li>○ small world resources</li> </ul> </li> <li>• Clipboards, plain paper, pencils and</li> <li>• other drawing implement</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>○ Small blocks</li> <li>○ Nuts and bolts</li> <li>○ Handles</li> <li>• Squared paper/design sheets <ul style="list-style-type: none"> <li>○ Fabric</li> </ul> </li> <li>• Natural resources, e.g. shells, pebbles, <ul style="list-style-type: none"> <li>■ sticks</li> </ul> </li> <li>○ Loose parts</li> <li>○ Stickle bricks</li> <li>○ Mobilo</li> <li>• A range of open ended and themed <ul style="list-style-type: none"> <li>○ small world resources</li> <li>○ Spanner, screwdriver,</li> </ul> </li> </ul>	<p><b>Questions for Practitioners</b></p> <p>What are you building/making?</p> <ul style="list-style-type: none"> <li>• Can you tell me about what you are making? <ul style="list-style-type: none"> <li>• Can you draw your idea?</li> </ul> </li> <li>• What are you using to make it?</li> <li>• What type of material is it made from? <ul style="list-style-type: none"> <li>• Why have you built a...?</li> </ul> </li> <li>• What makes this building a ....?</li> <li>• Why did you choose to use...?</li> <li>• What could this be used for?</li> <li>• How could we change this part?</li> <li>• How did you fit these pieces together? <ul style="list-style-type: none"> <li>• What could you add to your creation to make it even better?</li> </ul> </li> <li>• Can you describe the different parts? <ul style="list-style-type: none"> <li>• What could you use/try instead?</li> </ul> </li> <li>• How could you make it stronger/ taller/wider? <ul style="list-style-type: none"> <li>• What shape or size piece will fit here?</li> <li>• Where could we put this piece?</li> </ul> </li> </ul>
---	---	--

	<p>hammer (childsafetools)</p> <ul style="list-style-type: none"> <li>Rulers, measuring tap</li> </ul>	<ul style="list-style-type: none"> <li>What shall we try next?</li> <li>I wonder how we could make a... <ul style="list-style-type: none"> <li>Can you show me how you joined these pieces together? <ul style="list-style-type: none"> <li>Which method worked best? <ul style="list-style-type: none"> <li>What else could we try?</li> </ul> </li> <li>Can you tell me what you've made?</li> <li>Can you take a photo of your model?</li> </ul> </li> <li>How are your models similar/different? <ul style="list-style-type: none"> <li>Do you want to change anything?</li> </ul> </li> <li>Would you do anything differently next time?</li> </ul> </li> <li>Shall we make a sign for your model to tell other people about what you've made?</li> </ul>
--	--	--

## Malleable/ Play Dough Play Progression

Preschool 3-4	Reception	Vocabulary
<ul style="list-style-type: none"> <li>Smooths dough with hands/fingers to shape it.</li> <li>Rolls dough in hands to shape it.</li> <li>Uses cutters to cut out shapes in dough/clay.</li> <li>Uses tools to cut away excess dough.</li> <li>Explores the way tools create different textures.</li> <li>Uses rolling pin to flatten dough/clay with some</li> </ul>	<ul style="list-style-type: none"> <li>Uses rolling pin to roll dough/clay flat with pressure.</li> <li>Ensures they have rolled dough to desired size/shape.</li> <li>Chooses tools to create a desired shape, size texture.</li> <li>Uses cutting tools to create a desired shape.</li> <li>Uses cutting tools to cut away any excess dough/clay.</li> </ul>	<p style="text-align: center;"><b>Core</b></p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Smooth, soft, squishy, warm, cold, hard, shiny, dry.</p> <p style="text-align: center;">Colour names.</p> <p style="text-align: center;">Playdough, dough, clay, modelling clay, salt dough.</p> <p style="text-align: center;">Knife, rolling pin, scissors, board, googly eyes, feathers, sequins, lolly sticks, twigs, beads.</p> <p style="text-align: center;">Big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, flat/flatter.</p>

<ul style="list-style-type: none"> <li>○ necessary pressure</li> </ul>	<ul style="list-style-type: none"> <li>● Uses tools to add detail.</li> <li>● Creates more intricate shapes.</li> <li>● Able to use tools to manipulate dough/clay to add detail</li> </ul>	<p style="text-align: center;"><b>Extended</b></p> <p style="text-align: center;">Elastic, springy.</p> <p style="text-align: center;">Scrape, smear, break apart, sculpt, create, join, shaping.</p> <p style="text-align: center;">Mould, indent, plait, imprint, spiral, pierce, thread, coil, pound, knead.</p> <p style="text-align: center;">Lumpy, grainy, crumbly.</p> <p style="text-align: center;">Flour, water, food colouring, salt, oil, cook, cream of tartar, microwave, change, heat</p>
--	---	---

<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Extruders with patterned ends</li> <li>● Plastic knives</li> <li>● Metal trays and tins in different sizes</li> <li>● Introduce tougher malleable materials - e.g. modelling clay.</li> <li>● Decorative materials - buttons, jewels, candles.</li> <li>● More intricate cutters and rolling cutters (such <ul style="list-style-type: none"> <li>● as plastic pizza cutters) textured rolling pins, stampers, presses, tongs.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>○ Modelling clay</li> <li>○ Clay and clay tools</li> <li>○ Clay boards</li> <li>● Water - (to be used to shape and mould clay)</li> <li>● Extend decorative materials - beads, lollipop sticks, matchsticks, etc</li> <li>● Matchsticks, pestle and mortar, playdough</li> <li>● extruders, wooden or plastic combs</li> <li>● Colanders, icing bag, spatulas, sieves, garlic press, moulds, clay modelling tools</li> <li>● Scales for comparing the weight of different dough balls.</li> </ul>	<p style="text-align: center;"><b>Questions for Practitioners</b></p> <ul style="list-style-type: none"> <li>• What materials are you using? <ul style="list-style-type: none"> <li>• How did you...?</li> <li>• Show me how you...</li> <li>• What does it feel like?</li> </ul> </li> <li>• What are you going to make? <ul style="list-style-type: none"> <li>• What will you need for...?</li> <li>• How could we...?</li> <li>• How might you...?</li> <li>• How will you...?</li> <li>• Why did that happen?</li> </ul> </li> <li>• I wonder what would happen if...</li> <li>• What do you notice when we...? <ul style="list-style-type: none"> <li>• What tool would help you?</li> <li>• Would it be better if...?</li> </ul> </li> <li>• What do you think about your...?</li> <li>• How could you make it even better?</li> <li>• How has the dough/clay changed? <ul style="list-style-type: none"> <li>• Tell me about your...</li> </ul> </li> <li>• Can you tell me what you've discovered?</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>• How can we create a ball? What would be the best way?</li> <li>• What pattern do you think this will make? Why? <ul style="list-style-type: none"> <li>• Can you share the dough between the containers?</li> </ul> </li> <li>• Can you compare the weight of the dough? How could you do that? <ul style="list-style-type: none"> <li>• Can you tell a friend how you made your model?</li> </ul> </li> <li>• How can we make our own dough? What do we need?</li> <li>• What happens when we cook the mixture? <ul style="list-style-type: none"> <li>• What do you think will happen if: we leave the lid off the dough all night? <ul style="list-style-type: none"> <li>we add water to the dough?</li> <li>we try to build a tower using the dough</li> </ul> </li> </ul> </li> </ul>
--	--	--

**Creative and Artistic Play Progression**

Preschool 3-4	Reception	Vocabulary
<p>Able to use glue to fasten thicker materials together.</p> <ul style="list-style-type: none"> <li>• Able to use tape to join 2 pieces of card/paper.</li> <li>• Uses scissors to cut tape.</li> <li>• Sticks carefully selected items together to achieve desired purpose.</li> <li>• Uses sticking resources to explore</li> </ul>	<p>Plans how they will fasten things together</p> <ul style="list-style-type: none"> <li>• Checks that fastening is secure.</li> <li>• Selects media to achieve desired effect.</li> <li>• Make decisions about what they will use to stick - which will be most effective way</li> </ul>	<p style="text-align: center;"><b>Core</b></p> <p>Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush</p> <p>Colour names Mix, make Light, lighter, dark, darker Join, cover, fold,</p> <p>Cut, snip, stick, sticky Pattern, mark, colour, press</p> <p>Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long,</p> <p>narrow Positional language words, such as on, next to, inside and under</p> <p style="text-align: center;"><b>Extended</b></p>

<p>creating different Textures.</p> <ul style="list-style-type: none"> <li>• Fastens paper and card together with success. <ul style="list-style-type: none"> <li>• Beginning to explore techniques to join thicker materials (e.g. boxes/tubes)</li> </ul> </li> <li>• Uses primary colours to mix secondary colours.</li> <li>• Explores the properties of colours as they mix.</li> <li>• Mixes colour for a desired purpose.</li> <li>• Paints onto chosen printing tool before printing.</li> <li>• Takes time when printing.</li> <li>• Uses horizontal and vertical brush strokes to paint.</li> <li>• Paints a desired picture.</li> <li>• Gives meaning to the marks that they make</li> </ul>	<p>to stick?</p> <ul style="list-style-type: none"> <li>• Makes decisions about what the correct amount of tape/glue to use is.</li> <li>• Controls brush or glue spatula to spread glue.</li> <li>• Uses more demanding materials including fabric, card, foil, plastic and wood.</li> <li>• Able to join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips</li> <li>• Uses sellotape dispenser.</li> <li>• Uses single hole punch.</li> <li>• Uses a stapler safely.</li> <li>• Can tie a knot in wool/string</li> </ul> <p>Express their thoughts and ideas with paint.</p> <ul style="list-style-type: none"> <li>• Observes objects on display when painting and responding with paint.</li> <li>• Uses a range of movements and brush strokes to paint.</li> <li>• Prints to create patterns and pictures.</li> <li>• Prints with a range of colours.</li> <li>• Carefully plans where they</li> </ul>	<p>Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust</p> <p>Explore, investigate, trial and error, practice</p> <p>Spread, fill, swirl</p> <p>Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture</p> <p>Imagine, imagination</p> <p>Names of more advanced materials, such as pastels, charcoal</p>
---	--	---

	<p>will print and what they will print.</p> <ul style="list-style-type: none"><li>• Experiments with different tones and shades.</li><li>• Makes choices about what colours they will mix.</li><li>• Mixes an intended colour for an intended purpose.</li><li>• Paints in the style of an artist</li></ul>	
--	---	--

Resources	Resources	Key Questions for Practitioners
<ul style="list-style-type: none"> <li>● Large and small boxes <ul style="list-style-type: none"> <li>○ Thick and thin card</li> </ul> </li> <li>● Paper, tissue paper, crepe paper <ul style="list-style-type: none"> <li>○ Bottles, tubes</li> <li>○ PVA glue</li> <li>○ Glue sticks</li> <li>○ Sellotape</li> <li>○ Blu-tack</li> </ul> </li> <li>● Lollipop sticks, match sticks, pom</li> <li>● poms, feathers, sequins, beads, button</li> <li>● Different sized paint brushes <ul style="list-style-type: none"> <li>○ Powder paint</li> <li>○ Block paint</li> <li>○ Poster paint</li> <li>○ Mixing cards</li> <li>○ Water</li> <li>○ Palettes</li> <li>○ Range of pape</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Hole punch,</li> <li>○ Sellotape dispenser</li> <li>○ Masking tape</li> <li>○ Double-sided tape</li> <li>○ Stapler</li> <li>○ Paper clips</li> <li>○ Treasury tags</li> <li>○ Pipe cleaners</li> <li>○ Elastic bands</li> <li>○ Glue/ PVA glue</li> <li>○ Range of paper/card</li> <li>○ Scissors</li> <li>● Lollipop sticks, match sticks, pom</li> <li>● poms, feathers, sequins, beads, button <ul style="list-style-type: none"> <li>○ Mixing cards</li> <li>○ Paint sample cards.</li> </ul> </li> <li>● Different sized paint brushes</li> <li>● Range of paper</li> <li>● Choice of working horizontally or vertically (easel or table top)</li> <li>● Artwork examples from artists</li> <li>● Watercolour paints</li> </ul>	<p>What would you like to create?</p> <ul style="list-style-type: none"> <li>• How do you think you can create it? <ul style="list-style-type: none"> <li>• What colours can you use?</li> <li>• What textures can you feel?</li> </ul> </li> <li>• What materials could you use? <ul style="list-style-type: none"> <li>• How could you... ?</li> </ul> </li> <li>• I wonder how we can make pink for the pig.</li> <li>• What would happen if you mixed these colours together?</li> <li>• How could you plan your design? <ul style="list-style-type: none"> <li>• What could you do to join these pieces together?</li> </ul> </li> <li>• Can you add anything else to your picture/ model?</li> <li>• If you made this again, what would you do the same/different?</li> <li>• What did you use to make your model? <ul style="list-style-type: none"> <li>• Can you tell me about your creation? <ul style="list-style-type: none"> <li>• How could we show that?</li> <li>• How could you decorate that part? <ul style="list-style-type: none"> <li>• What else could we try?</li> </ul> </li> </ul> </li> <li>• Isthath method working? What could we try instead?</li> </ul> </li> <li>• Can you draw a picture/take a photo of your creation? <ul style="list-style-type: none"> <li>How did you... ? <ul style="list-style-type: none"> <li>• Show me how you... <ul style="list-style-type: none"> <li>• What will you need for... ?</li> </ul> </li> <li>• I wonder what would happen if...</li> <li>• What do you think about your... ? <ul style="list-style-type: none"> <li>• How could we show... ?</li> </ul> </li> </ul> </li> </ul> </li> <li>• Could we work together to create... ? <ul style="list-style-type: none"> <li>• Tell me what you found out. <ul style="list-style-type: none"> <li>• What is your idea</li> </ul> </li> </ul> </li> </ul>

