

Continuous Provision Common Play Behaviours

AREA: SAND							
COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	POURING	FILLING + EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	
<p>Prior Learning - Nursery Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Develop manipulation and control. Explore different materials and tools. Choose the right resources to carry out their own plan Use one-handed tools and equipment Repeat actions that have an effect Explore materials with different properties Explore natural materials Use all their senses in hands on exploration Talk about what they see Explore how things work Talk about the differences between materials and the changes they notice Speak to each other Pretend play Share resources Scraping Name making</p>	Cups Buckets Small bowls Jug with handle	Large bucket Large jug	Spade Large spoon Hand Large scoop Spatula Rake Forks	Hand Shape moulds	Covers their hands and fingers in sand. Free play with hands. Uses hands to cover up objects.	Large sieve Dry sand Hands Fingers Potato masher Water wheel Cardboard boxes	
	Begin to explore how to transport sand from A to B.	Use hands/spades/scoops to fill buckets and moulds. Begin to know when it is full or empty. Begin to use the full/empty/heavy	Explore the sand by using their hands. Use large buckets to scoop sand into them. Move sand from A-B using scoops/spoons.	Makes own impressions using hands and fingers. Fills buckets/moulds with sand. Pats down sand to make in smooth. Begin to recognise that damp sand holds sand better.	Free play with sand. Cover hands with sand. Begin to cover objects with sand using hands.	Explore the way sand moves in the sieve. Shift hands through the sand. Start to understand that dry sand moves quicker through a sieve.	

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Behaviour	POURING	FILLING+ EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	
<p>Reception Develop their small motor skills so that they can use a range of tools competently Demonstrate strength, balance and coordination Use a range of small tools Explore natural world Understand some important processes and changes in the natural world around them Scraping Mark making</p>	Jug Different sized scoops Different size bowls/cups Measuring cylinders Funnels	Small bucket Small jug Small loose parts- shells. Pebbles, corks	Different sized scoops Teaspoon Fingers Lollipop sticks Different sized spoons	Scoop Lollipop stick(carving) Something they have created Fingers	Buries and covers up resources. Pats sand down to cover up resources Uses spades/scoops to bury objects.	Variety of sieves Sieve sand to get larger object out Sieve for desired purpose Tea strainer	
	Use hands to pour sand from one container to another.	Know when the bucket is full and needs turning over. Turn the buckets/moulds upside down to empty. Use language such as full/empty/heavy/light.	Select the appropriate resources for digging. Dig with control. Dig with desired purpose.	Make tunnels using sand. Use a range of containers/muds/buckets to make sand in desired shape.	Buries and covers resources using spoons/spade/scoops .	Sieves sand for desired affect and purpose. Know that wet sand is harder to sieve.	

Continuous Provision Common Play Behaviours

AREA: WATER						
COMMON PLAY BEHAVIOURS						ENHANCEMENTS
Behaviour	POURING /EMPTYING	FILLING	TRANSPORTING /TRANSFERRING	STIRRING /MIXING	CLEANING/WA SHING	
<p>Prior Learning -Nursery Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Develop manipulation and control. Explore different materials and tools. Choose the right resources to carry out their own plan Use one-handed tools and equipment Repeat actions that have an effect Explore materials with different properties Explore natural materials Use all their senses in hands on exploration Talk about what they see Explore how things work Talk about the differences between materials and the changes they notice Investigate floating and sinking</p>	Hand Container (small regular, 2 handles e.g beaker) Container (small regular, 1 handle) Jug with handle and lip Jug with spouts Clear containers to see tipping point Large pots and pans No handle container	Large jug Large funnel Small jug	Large jugs Large pipettes Different containers Ladels	Teaspoon Spoons of different sizes whisks	Hand Cloth Sponge Spray bottle	Glitter Bubbles Sensory resources Small world eg boats
	Explore the water. Observe how to moves. Tips to pour quickly. Pour from one container to another.	Fill containers until they over flow. Randomly fill containers. Enjoy filling containers.	Attempts to catch water whilst being transported. Large spillages occur when transporting. Explore the different resources that aid transporting ie funnels	Explore how some resources can be used to mix (whisk, spoon). Explore the different speeds of stirring/mixing. Spills water when mixing/stirring.		

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Behaviour	POURING /EMPTYING	FILLING	TRANSPORTING /TRANSFERRING	STIRRING /MIXING	CLEANING/WASHING	
<p>Reception Develop their small motor skills so that they can use a range of tools competently Demonstrate strength, balance and coordination Use a range of small tools Explore natural world Understand some important processes and changes in the natural world around them Investigating floating and sinking</p>	Side Handled container Containers with holes Ladles and serving spoons Funnels Slotted spoons Measuring spoons Small spoons Small irregular shaped containers Large/heavy pots with spouts Taps for controlling flow	Syringe Spray bottle Small funnel Plastic piping Pipettes	Jugs of different sizes Funnels Plastic Piping Large/small pipettes Range of different sized containers Waterwheels	Wooden spoons of different sizes	Nail brush Tooth brush Different sized spray bottles	
	Select the resources which will help with pouring. Sometimes use one hand to pour water from a small container.	Begin to know when the container is full and does not require anymore water. Begin to know which resources will help fill a container quicker.	Develop accuracy in transporting from one container to another, with little spillage. Plan ways in which water can be transported without spillage.	Know which resources are need to mix water. Control the speed of stirring/mixing.		

Continuous Provision Common Play Behaviours

AREA: READING						
COMMON PLAY BEHAVIOURS						ENHANCEMENTS
Behaviour	CONCEPTS OF PRINT	ATTENTION	RECALLING FAMILIAR LETTERS AND WORDS	DISCUSSING BOOKS	MAKE OWN STORIES	
<p>Prior Learning -Nursery Listen to simple stories and understand what is happening with the help of pictures. Understand simple who, what where Enjoy listening to longer stories and can remember much of what happens Enjoys sharing a book with an adult Pay attention and responds to the pictures or words Repeats words and phrases from familiar stories Ask questions about a book. Makes comments and shares their ideas. Develops play around favourite stories using props Notice some print Understand the 5 key concepts about print Develop phonological awareness Engage in extended conversations about stories and learning new vocab</p>	<p>A range of books both familiar and unfamiliar Logos and icons News papers Different languages</p>	<p>Audio books</p>	<p>Logos and icons Letters</p>	<p>A range of books both familiar and unfamiliar</p>	<p>Puppets linked to story/theme Small world</p>	
	<p>Follow print in books. Explore different forms of text. Know that text starts from the left.</p>	<p>Sit and listen to stories with adults. Answer questions about books that have been read. Begin to comment on what they see in books.</p>	<p>Know print has meaning. Recognise familiar logos. Recognise own name. Begin to recognise letters from their name. Begin to orally blend and segment.</p>	<p>Know how to hold a book. Different features of a book. Comment on what they see in books. Build on their vocabulary.</p>	<p>Have favourite books. Use pictures in books to retell their own version of the story. Use puppets to make up own stories. Role play, act out the story</p>	

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Behaviour	CONCEPTS OF PRINT	ATTENTION	RECALLING FAMILIAR LETTERS AND WORDS	DISCUSSING BOOKS	MAKE OWN STORIES	
Reception Engage in story time Retell a story Engage in non fiction books Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocab Offer explanations for why things might happen, making use of recently introduced vocab from stories, non fictions and poems Read individual sounds Blend sounds into words so that they can read short words Read a few common exception words# Read simple phrases and sentences Reread books to build up their confidence with reading and fluency Anticipate what is going to happen next in stories Demonstrate an understanding of what has been read to them Read words consistent with their phonic knowledge Read aloud simple sentences	Phonics books A range of fiction and non fiction books Comics/magazines Catalogues Newspapers Different languages	Audio stories (with linked pictures or book)	Letters Tricky words	Phonics books A range of fiction and non fiction books	A range of open ended puppets Story stones/logs Story of the week resources	
	Read book for pleasure. Engage in storytime.	Recognise phase 2/3 letters. Read CVC/CVVC words. Recognise/read tricky words. Read simple sentences.	Talk about what have been read. Retell stories once	Make up own narratives using prompts. Use new vocabulary in own stories. Book review – thumbs up or down.		

Continuous Provision Common Play Behaviours

AREA: MALLEABLE					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	ROLLING	MOULDING	CUTTING	SHAPING	
<p>Prior Learning - Nursery Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things Use one-handed tools and equipment, for example, making snips in paper with scissors Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	Rolling pins Textured rolling pins Hand	Muffin tins Metal trays Cookie cutters Bowls and dishes Rolling pins Hands Moulds Loose parts	Plastic knives Plastic scissors	Hands and fingers Lollipops Match sticks straws	Herbs/ oils Food colouring Glitter Cocoa powder Slime/cloud dough
	Begin to use the forward and backwards motion. Attempt to flatten then dough by applying some pressure.	Use hands to twist, pull, flatten, squeeze the dough. Use fingers, thumbs to make marks the dough.	Use fingers to tear/pull the dough. Begin to use cutters to cut out shapes in the dough. Use fingers to move excess dough away.	Use hands and fingers to shape the dough. Smooth the dough using fingers.	

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COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	ROLLING	MOULDING	CUTTING	SHAPING	
<p>Reception</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Range of rolling pins/sizes and textures</p>	<p>Range of tins</p> <p>Stampers</p> <p>Cutters</p> <p>Noodle makers</p>	<p>Knives</p> <p>Scissors</p>	<p>Clay tools</p> <p>Modelling clay</p> <p>Clay and clay tools</p> <p>Clay boards</p> <p>Water</p> <p>—(to be used to shape and mould clay)</p> <p>Lollipop sticks, matchsticks</p> <p>Pipe cleaners</p> <p>straws</p>	<p>Herbs/oils</p> <p>Food colouring</p> <p>Glitter</p> <p>Cocoa powder</p> <p>Slim</p>
	<p>When rolling use pressure to flatten the dough.</p> <p>Roll down until it has reached desired shape/size.</p>	<p>Use both hands to make round balls.</p> <p>Select the tools to help mould the dough.</p> <p>Use tools to make smaller, complex shapes.</p>	<p>Use cutters confidently remembering to cut excess dough away.</p> <p>Use/select the cutting tools to make desired effect.</p>	<p>Add detail to dough using tools.</p> <p>Manipulate the dough in the desired effect.</p>	

Continuous Provision Common Play Behaviours

AREA: CONSTRUCTION					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	
<p>Prior Learning -Nursery</p> <p>Build with a range of resources</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Repeat actions that have an effect.</p> <p>Explore materials with different properties. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Make independent choices</p>	<p>Duplo</p> <p>Stickle bricks</p> <p>Small block</p> <p>Large blocks</p> <p>Wooden blocks</p> <p>Logs</p>	<p>Constructs in a large space with large blocks.</p> <p>Constructs in a small space with small blocks.</p>	<p>Wooden bricks Duplo</p> <p>Stickle bricks</p> <p>Small block</p> <p>Large blocks</p> <p>Cardboard boxes</p> <p>Cogs</p> <p>Loose parts (beads/buttons)</p>	<p>Wooden bricks</p> <p>Duplo</p> <p>Planks</p> <p>Cardboard tubes</p>	
	<p>Explore what the resources can do.</p> <p>Transport resources.</p> <p>Build towers, short, tall, long (2/3 dimensions) .</p> <p>Begin to build walls around themselves.</p> <p>Begin to add simple storylines to play.</p>	<p>Explore the area where they are building.</p> <p>Develop understanding about how much space is needed to make models.</p> <p>Develop some understanding of safety.</p>	<p>Begin to develop an idea of what they want to build.</p> <p>Manipulate resources</p> <p>Trial and error – when the brick falls try again or change something.</p>	<p>Explore what happens when blocks are placed on top of each other.</p> <p>Develop cause and effect</p>	

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COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	
<p>Reception Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Keep on trying when things are difficult.</p>	Lego Mobilo Small blocks Large Blocks Coloured blocks	Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures.	Lego Mobilo Small blocks Large Blocks Coloured blocks Cardboard boxes cogs	Wooden bricks (large and small) Duplo Small lego Cardboard tubes	
	Use a variety of resources to add to models. Create enclosed spaces. Add storylines to their play. Begin to create symmetry	Create space accordingly to what they want to make. Understand safety – if a tower is taller than them what will happen?	Have a vision in mind of what they want and then build. Problem solve – would a long bring be better?	Understand how to make a structure secure.	

Continuous Provision Common Play Behaviours

AREA: CREATIVE

COMMON PLAY BEHAVIOURS

ENHANCEMENTS

Behaviour	CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	
<p>Prior Learning -Nursery Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils</p>	<p>Scissors Hand scissors</p>	<p>PVA glue Glue stick Sellotape Single small hole punch</p>	<p>Paper Pom poms Lollipop sticks Match sticks Junk modelling</p>	<p>Palettes Brushes</p>	<p>Sponges Blocks</p>	<p>Pencils Pencil crayons Paint Felt tips Crayons Chalk stampers</p>	<p>Fruit/veg Animal/ vehicle printing</p>
	<p>Explore how to use scissors. Begin to put thumb and finger through the correct holes. Make snips in paper. Begin to cut a range of materials.</p>	<p>Explore what glue is and what it can do. Explore sellotape and what it can do. Attempt to mend things. Attempt to join junk together.</p>	<p>Know that glue will help stick things on paper. Stick glue then collage onto paper.</p>	<p>Explore colour by mixing but with no intention of making a certain colour. Begin to understand by mixing colours you can make another colour.</p>	<p>Explore the different objects which can be used to print. Puts printing tool into paint then prints on paper. Begin to print with control. Print a pattern.</p>	<p>Fills the whole paper with paint. Paint in random directions. Give meaning to the marks they make ie "this is mummy". Begin to paint a desired picture.</p>	

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COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	
<p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Scissors</p>	<p>Glue</p> <p>Hole punch</p> <p>Stapler</p> <p>Tags</p> <p>Elastic bands</p> <p>Paper clip</p> <p>Cellotape</p> <p>Masking tape</p>	<p>Range of paper/card</p> <p>Lollipop sticks, match sticks, pom poms,</p> <p>feathers, sequins, beads, buttons</p> <p>junk modelling</p>	<p>Colour mixing bottles</p> <p>Paintbrushes</p> <p>Containers for paint</p> <p>Pallets</p>	<p>Pom poms</p> <p>Rollers</p> <p>Stamps</p> <p>Ear buds</p> <p>Toothbrushes</p> <p>Corks</p> <p>Dabbers</p>	<p>Crayons</p> <p>Chalk</p> <p>Felt tips</p> <p>Pencil</p> <p>Paint</p> <p>Highlighters</p> <p>Pens</p> <p>Whiteboard pens</p> <p>Thin felt tips</p> <p>Candles</p>	<p>Natural materials</p> <p>Animals/transport for printing/marks</p>
	<p>Use scissors cut confidently.</p> <p>Follow a line to cut.</p> <p>Cut a range of materials.</p> <p>Cut circles and other shapes.</p>	<p>Know that glue/sellotape can be used to fix and join things.</p> <p>Make desired models by joining junk together.</p> <p>Make holes and use treasury tags to hold things together.</p>	<p>Select the resources which will help make a collage.</p>	<p>Mix colours with a certain colour in mind.</p> <p>Explore different tones, shades of colour.</p>	<p>Print using a range of colours.</p> <p>Print with an idea in mind.</p>	<p>Add features to painting.</p> <p>Demonstrate good control when using paintbrushes.</p>	

Continuous Provision Common Play Behaviours

AREA: ROLE PLAY					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	EXPRESS FEELINGS AND EMOTIONS	ACTS IN A ROLE	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	
<p>Prior Learning -Nursery Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories. Play with one or more other children, extending and elaborating play ideas. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Babies and baby clothes</p> <p>Mini mes</p>	<p>Themselves</p> <p>Acting out their experiences in the home</p> <p>Role play outfits eg hi vis jackets, police outfit, nurse outfit etc.</p>	<p>Selection of play food</p> <p>Household objects</p> <p>Hairdressers</p>	<p>House hold objects eg brush and dustpan, pots and pans, bowls, plates etc</p> <p>family pictures / celebrations</p>	
	<p>Use common emotions in role play (pretend to cry like a baby). Show some awareness of feelings of others.</p>	<p>Acts out familiar role play (scenes from home)</p> <p>Wants to dress in different costumes.</p> <p>Begin to act out both familiar and imaginative scenarios.</p>	<p>Talk about their actions (pretend they are calling their mum).</p> <p>Begin to use some story language in play</p>	<p>Reenacts their experiences through role play.</p> <p>Begin to articulate thoughts and feeling through role play.</p>	

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COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	EXPRESS FEELINGS AND EMOTIONS	ACTS IN A ROLE	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	
<p>Reception</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others. Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Babies and baby clothes</p> <p>Baby books</p> <p>Baby toys</p> <p>Baby food</p> <p>Nappies</p> <p>teddies</p>	<p>Box full of different fancy dress /specific roles for when needed</p> <p>Telephone</p> <p>Phone books</p> <p>Props to support different characters</p> <p>Mirrors</p>	<p>Pillow cases (for chn to create their own outfits with)</p> <p>material to create own costumes</p> <p>Selection of play food - cultural</p> <p>Household objects</p> <p>Empty boxes- cereal teabags</p>	<p>Family pictures – events/ times of year</p> <p>Tea set</p> <p>Cutley</p> <p>Plates</p> <p>Tea pot</p> <p>Books</p> <p>Past celebrations – photos / clothing</p>	
	<p>Express and rage of emotions through role play.</p>	<p>Plays different roles.</p> <p>Use voices and expressions</p>	<p>Create narratives in play.</p> <p>Use familiar story features to develop own narratives.</p>	<p>Able to intertwine their own experiences with the experiences of others.</p>	

Continuous Provision Common Play Behaviours

AREA: MATHS							
COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	COUNT	REPRESENT	CREATE	SORT	EXPLORE/ EXPERIMEN T	ORDERING	
<p>Prior Learning -Nursery Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 2D and 3D shapes Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	Coloured objects Number song resources	Coloured objects	Shapes Blocks	Coloured objects Beads Puzzles weights	Patterns	Numbers Stacking cups	
	Count numbers randomly (1,5,6,8,) Matching numbers to quantity Counting objects	Join in with number rhymes (using fingers). Represent numbers using objects (two cars) or marks. Begin to know what numbers looks like.	See patterns around them. Recreate a simple pattern. Arrange objects in patterns.	sort objects by colour. Sort by simple categories (put all the lions together).	Use language related to size, weight, capacity.	Begin to relate counting to ordering.	

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COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	COUNT	REPRESENT	CREATE	SORT	EXPLORE/ EXPERIMENT	ORDERING	
<p>Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. Have a deep understanding of number to 10, including the composition of each number. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	Ladybirds Blocks Counters Cubes 5/10 frames	Cubes Numicon Sorting animals Counters Blocks White boards Mark making tool 5 and 10 frames	2D shapes 3D shapes Magnetic tiles Wooden shapes	Numbers Number lines Coloured cubes Coloured animals 2D shapes	Weighing scales Weights Natural objects Whole part diagrams	Numbers Number cards pebbles	
	Count to 10 and beyond. Matching number to quantity -10	Recognise numbers to 10. Use fingers and marks to represent numbers of their choice.	Continue and copy patterns. Make their own patterns. Explain what they have made.	Sort objects using their own categories. Explain what they have done (i.e I have put all the red cars together).	Compare length, weight and capacity.	Know that numbers have an order. Order number to 10	

Continuous Provision Common Play Behaviours

AREA: SMALL WORLD					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONMENT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	
<p>Prior Learning -Nursery Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Use their imagination as they consider what they can do with different materials. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	Farm animals Jungle animals Characters ie people in community	Wooden blocks Mini me	Small world people Story cards / images		
	Make familiar sounds ie vehicles and animals. Represent objects as different objects.	Begin to create familiar scenes ie home/park. Natural materials eg pebbles, grass	Begin to talk about what is happening ie the dinosaur is climbing. Use some story language in their play - from familiar stories.	Reenacts their experiences through role play. Begin to articulate thoughts and feeling through role play.	

Continuous Provision Common Play Behaviours

AREA: SMALL WORLD					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONMENT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	
<p>Reception</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and</p>	<p>Variety of animals</p> <p>Small world people</p> <p>Dolls house and furniture</p> <p>Cars/transport characters</p>	<p>Wooden blocks</p> <p>Natural materials</p> <p>Logs</p> <p>Moss</p> <p>Stones</p> <p>Train track</p>	<p>Superheros</p> <p>Small world people</p> <p>Dinosaurs</p> <p>Animals</p>	<p>Mini me's</p> <p>Photos</p> <p>Family events</p>	
	<p>Select the prompts/resources they need to represent their character.</p>	<p>Use their imagination to create scenes which they have imagined.</p>	<p>Create their own narrative.</p> <p>Interact with others</p> <p>Listen and respond</p>	<p>Able to intertwine their own experiences with the experiences of others.</p>	

Continuous Provision Common Play Behaviours

AREA: MESSAGE CENTRE				
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
Behaviour	MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
<p>Prior Learning -Nursery</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p>	<p>Large pencils Chunky crayons Chunky felt tips Chunky chalk Varity of paper / card Post its notes envelopes</p>	<p>Large pencils Chunky crayons Chunky felt tips</p>	<p>Secret symbol word mat</p> <p>Drawing -ie themselves/ family</p>	
	<p>Make lines in different directions.</p> <p>Use large scale movements (for example large paint brushes - up and down movement)</p> <p>Begin to make anticlockwise movements.</p> <p>Make can be small and large</p>	<p>Use one handed tools</p> <p>Use a comfortable grip with good gold (usually tripod grip)</p> <p>Begin to show a dominant hand.</p>	<p>Recognise familiar logs.</p> <p>Add meaning to marks (a line is their name)</p>	

Continuous Provision Common Play Behaviours

AREA: MESSAGE CENTRE				
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
Behaviour	MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
<p>Reception</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Chalk</p> <p>Felt tips</p> <p>Pencils</p> <p>Pencil crayons</p> <p>Crayons</p> <p>Gel pens</p> <p>White board pens</p> <p>Different coloured / shaped /sized paper</p> <p>Post it notes</p> <p>Material</p> <p>Themed paper</p>	<p>Pencils</p> <p>Crayons</p> <p>Felt tips</p> <p>Pencil crayons</p>	<p>Sound mats</p> <p>Tricky word mats</p> <p>Drawing family / self/ objects/ scene/ letter mats</p>	
	<p>Make marks that are recognisable (i.e letters in name, CVC words).</p> <p>Use anticlockwise movement to form letters.</p>	<p>Use a comfortable grip with a good hold (usually tripod grip)</p> <p>Use scissors and other one handed equipment confidently.</p>	<p>Read what they have written.</p> <p>Read familiar words (phase2/3 words)</p>	

Continuous Provision Common Play Behaviours