

Oakdene Primary- Continuous Provision Progression of skills

Area of provision: Water					
Skill	Pouring	Filling	Transporting	Mixing	Resources
Emerging	Tips to pour quickly Drops objects into the water. Pours water from container to container. Watches the way water moves	Fills containers with increasing control. Fills containers with a desired amount	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	Explores the way water moves as they mix and stir it Spills some water when mixing	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel
Developing	Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any	Fills containers with increasing control. Fills containers with a desired amount	Carefully carries water from A to B but spills a little Explores using a range of resources and techniques to transfer water	Mixes slowly as not to spill Increased control when mixing Mixes with a goal in mind for example to make potions	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels
Extending	Pours an amount of water into a chosen container Pours with increased accuracy with less spilling	Fills a container to their intended point of fill Starting to read scales when filling	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	Understands what will happen to the water when they mix it Loses little or no water when mixing	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Pipettes, basters

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Area of provision: Small World					
Skill	Imitates and represents	Represents an environment	Creates narratives around play	Recalls past events	Resources
Emerging	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. Pretend the man is walking)	Re-enacts their experiences through a narrative	Artificial grass Coloured fabric Cars, vehicles Figures/ characters Animals
Developing	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	Doll's house and house furniture Mini me character photos Animals
Extending	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	Able to intertwine their own experiences with the experiences of others Creates shared narratives	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, Mini me character photos Animals (organised into animal groups)

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Area of provision: Construction				
Skill	Building	Constructing	Ideas	Resources
Emerging	Uses resources to build towers. Builds vertical models	Constructs in a large space with large blocks Constructs in a small space with small blocks	Has an idea about what they will build before they begin Selects resources they need as they go	Duplo Stickle bricks Mobilo Small blocks Large blocks
Developing	Uses resources to construct buildings Positions resources both vertically and horizontally	Connects buildings and structures (e.g. Putting a road between buildings). Select the appropriately sized blocks/construction resources for their chosen purpose/workspace. Understands safety elements (e.g. If tower is taller than themselves then it might hurt them if it falls) •	Knows what they want to build when they begin to construct Plans what they will use	Lego Mobilo Small blocks Large Blocks Coloured blocks, plain/Squared paper
Extending	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	Build a house/model with different rooms or different parts Uses smaller blocks/ construction tools to create intricate structures	Change, adapt and modify model to serve a purpose Combine construction resources to create model Creates a design before they construct	Small blocks, Meccano Wheels and axels Knex plain/squared paper/design sheets

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Area of provision: Role Play					
Skill	Express feelings	Taking on roles	Creates narratives around play	Recalls past events	Resources
Emerging	Laughs and smiles in role. Pretends to cry in role	Plays in role as themselves in situations that are within their experience Acts out common scenarios	Talks about and explains their actions in role play	Re-enacts their experiences through a narrative	Selection of play food Household objects - e.g. Brush and dustpan, pots and pans, bowls, plates etc. material, bags, hats
Developing	Expresses some emotions through role play Shows an awareness of the feelings of other 'characters' feelings in joint role play	Uses props and become different characters Acts out both familiar and imaginative scenarios	Uses some story language in their play - familiar lines from stories, familiar story themes Describes what they are doing in their role play	Articulates thoughts and feelings through narrative	Till and coins Selection of play food Household objects material, bags, hats Babies and baby clothes
Extending	Expresses a range of emotions through role play Responds to scenarios in role play with empathy	Plays as different roles. Uses different voices and expressions Takes on a range of roles confidently	Uses story language and story features to create a narrative of their own Creates shared narratives	Able to intertwine their own experiences with the experiences of others	Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)

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Area of provision: Malleable					
Skill	Rolling	Moulding	Cutting	Shaping	Resources
Emerging	Uses rolling pin to roll dough/ clay	Uses hands to flatten dough/ clay Uses hands to squash, bend, twist and stretch dough/ clay	Tears dough/ clay with fingers Splits up dough using hands	Squashes dough with hands and fingers to shape it	Play Dough, Muffin tins, Metal trays Cookie cutters, Rolling pins, Dough stampers
Developing	Uses rolling pin to flatten dough/ clay with some necessary pressure	Explores the way tools create different textures	Uses cutters to cut out shapes in dough Uses tools to cut away excess dough	Smooths dough with hands/ fingers to shape it Rolls dough in hands to shape it	Rolling pins with patterns, Plastic knives, Metal trays and tins in different sizes
Extending	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	Able to use tools to manipulate dough/ clay to add detail Uses tools to add detail Creates more intricate shapes	Bought playdough Lollipop sticks, matchsticks etc Clay and clay tools Clay boards Water - (to be used to shape and mould clay)

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Area of provision: Creative				
Skill	Cutting	Fixing/joining	Stick/collage	Resources
Emerging	Uses scissors with two hands to cut a piece of paper. Tears materials to make them the desired size/ shape Begins to make snips in paper	Explores fastening resources together using available resources Uses glue to attempt to stick but may not be secure Able to use glue to fasten paper/ thin resources together	Sticks objects randomly onto paper/ card	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers
Developing	Some control over scissors to cut materials Holds scissors correctly	Fastens paper and card together with success Beginning to explore techniques to join thicker materials	Able to use glue/tape to fasten thicker materials together Sticks carefully selected items together to achieve desired purpose Uses sticking resources to explore creating different textures	Scissors, cello tape, masking tape large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms,
Extending	Uses scissors with increased control to cut out a desired shape Uses scissors to cut thicker materials such as card	Plans how they will fasten things together 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? Controls glue spatula to spread glue Makes decisions about what the correct amount of tape/ glue to use is	Scissors, hole punch, cello tape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons

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Area of provision: Creative				
Skill	Mixing	Printing	Mark making/painting	Resources
Emerging	Experiments with colour mixing but with no intention to mix a certain colour	Explores printing with different objects Prints randomly on paper	Covers the paper in paint Paints in random directions	Paint brushes Poster paint Water Palettes ;/ • Puts printing tool into paint then prints on
Developing	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 Takes time when printing	Uses horizontal and vertical brush strokes to paint Paints a desired picture Gives meaning to the marks that they make	Different sized paint brushes Powder paint Poster paint Water Palettes Range of paper
Extending	Experiments with different tones and shades Makes choices about what colours they will mix Mixes an intended colour for an intended purpose	Prints to create patterns and pictures Prints with a range of colours. Carefully plans where they will print and what they will print	Express their thoughts and ideas with paint Observes objects on display when painting and responding with paint. Uses a range of movements and brush strokes to paint	Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or tabletop) Artwork examples from artists

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Area of provision: Sand					
Skill	Dig	Mould	Sieve	Bury/Enclose	Resources
Emerging	Explores moving sand using spade/ scoops Digs using hands Lifts sand in hands and places back down	Makes impressions using hands, fingers, knees, arms Fills containers/ buckets with sand. Pats down sand to make it smooth	Sifts sand through fingers. Explores and observes the way sand moves through sieve	Covers their hands and fingers in sand	Different shaped moulds Buckets Spades, scoops - long and short handled Sieve
Developing	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. Recognises that damp sand holds shape	Recognises that dry sand falls freely through fingers/ sieve Free play with hands.	Uses hands to cover up objects	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades
Extending	Selects the most appropriate scoop/ spade for digging Digs with control. Digs for a desired purpose	Uses a range of containers/ moulds to create intricate sand creations Uses spades/ scoops/ buckets to make sand into desired shapes	Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects transport water to avoid spillages	Buries and covers up resources Pats sand down to cover up resources Uses spades/ scoops to bury objects	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes

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Area of provision: Writing					
Skill	Marks	Meaning	Pencil grip	Purpose	Resources
Emerging	Controls scribbles Draws circles Lines and other patterns	Marks do not communicate meaning Does not always look at paper when making marks	Palmer/whole hand grasp	Exploring how to make marks on paper	. Chunky pencils/pens Pencil control patterns
Developing	Understands that writing and drawing are different Is aware of directionality Name and write recognisable letters	Is aware that print has meaning Gives meaning to own marks	Digital grip	Write words that are familiar to them, and their name Understands different forms and writing, and mark makes to imitate this form of writing	Name cards, Whiteboards, and pens Pens/pencils/crayons/chalks Variety of paper ;/ e.g. shopping lists
Extending	Becomes aware of letter/sound connections Writes recognisable letters/words/phrases	Can read back writing to an adult Uses phonic knowledge to support with spelling •Beginning to understand use of punctuation	Modified tripod/tripod grip Dominant hand is developed	Experiments with different forms of writing •Able to talk about the purpose of writing	Sound mats Key words Variety of templates Notebooks

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Area of provision: Maths				
Skill	Number	Shape/pattern	Measures	Resources
Emerging	<p>Move or touch objects to count them</p> <p>Count objects that cannot be touched</p> <p>Count objects that cannot be seen e.g. sounds/claps</p> <p>Give a specified number from a larger group</p> <p>Subitise when in an irregular pattern</p> <p>Recognise numerals to 10</p>	<p>Intentionally select a shape for a purpose e.g. A cylinder because it rolls</p> <p>Talk about the properties of 2D and 3D shapes</p> <p>Can identify a variety of 2D and 3D shapes</p> <p>Makes shape pictures without a template</p> <p>Spot an error in a pattern and correct</p>	<p>Can use balance scales to determine which is heavier or lighter</p> <p>Beginning to measure items using non-standard units (cubes, paperclips, handprints) an order 3 objects by size</p>	<p>Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations</p>
Developing	<p>Say one number name for each object (one to one correspondence)</p> <p>Give someone a specified number of objects</p> <p>Subitising images</p> <p>Subitise when in a regular pattern e.g. dice</p> <p>Recognise numerals to 5 Recognise different number representations</p>	<p>Can spot real life shapes in the environment that match shapes within their play</p> <p>Can name basic 2D shapes (square, circle, rectangle, triangle)</p> <p>Comments on shapes of objects during play</p> <p>Makes shape pictures with a template</p> <p>Create an ABABAB pattern</p>	<p>Explore balance scales/rulers/measuring tapes/measuring cylinders within play</p> <p>Can use full and empty to describe capacity</p> <p>Can use small/ big and tall/short to describe size</p> <p>Can you long and short to describe length</p>	<p>Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs plastic numerals Dice Different number representations</p>
Extending	<p>Move or touch objects to count them</p> <p>Count objects that cannot be touched</p> <p>Count objects that cannot be seen e.g. sounds/claps</p> <p>Give a specified number from a larger group</p> <p>subitise when in an irregular pattern</p> <p>Recognise numerals to 10</p>	<p>Intentionally select a shape for a purpose e.g. A cylinder because it rolls</p> <p>Talk about the properties of 2D and 3D shapes</p> <p>Can identify a variety of 2D and 3D shapes</p> <p>Makes shape pictures without a template</p> <p>Spot an error in a pattern and correct</p>	<p>Can use balance scales to determine which is heavier or lighter</p> <p>Beginning to measure items using non-standard units (cubes, paperclips, handprints) Can order 3 objects by size</p>	<p>Counting objects 2D shapes 3D shapes Balance scales Rulers Subitising images Plastic numerals Dice Different number representations calculator whole part mat 10 frame</p>