



Common Play Behaviours – Mark Making

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Attention	<ul style="list-style-type: none"> Fleeting attention 	<ul style="list-style-type: none"> Fleeting attention Rigid attention 	<ul style="list-style-type: none"> Single channelled attention 	<ul style="list-style-type: none"> Focusing attention
Dexterity	<ul style="list-style-type: none"> Gross motor movement using bodies in different ways to mark make 	<ul style="list-style-type: none"> Shoulder pivot Movement through the whole arm to mark make Gross motor movements 	<ul style="list-style-type: none"> Elbow pivot Movement through forearm to mark make Gross motor movements developing fine motor movements 	<ul style="list-style-type: none"> Wrist pivot Finer motor movements
Pencil grip (see attached sheet)	<ul style="list-style-type: none"> Using fingers and whole hands in sensory materials 	<ul style="list-style-type: none"> Palmer supinate grip (whole hand grip) 	<ul style="list-style-type: none"> Digital pronate grip (one finger is used to control) Extended static tripod grip (three fingers) 	<ul style="list-style-type: none"> Triangulation grip (Pincer grip)
Making representative marks	<ul style="list-style-type: none"> Opportunities to make marks and explore the marks their bodies make 	<ul style="list-style-type: none"> Gives meaning to some marks Large scale marks Mostly clockwise movements and vertical marks 	<ul style="list-style-type: none"> Attempts to make recognisable figures, objects and letters with some features identifiable Medium scale marks Some anti-clockwise movements 	<ul style="list-style-type: none"> Recognisable figures, objects and letters Smaller and more controlled marks
Resources to facilitate CPB	Sand, gloop, playdough, 'poppable' fidget toys, paints, tough trays,	chunky pencils, crayons, large paper	Pencils, different size paper, note pads, plain, lined and patterned paper, books displaying letters	Name cards, writing for a purpose e.g. shopping list, recipes, invites etc



Common Play Behaviours – Reading

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Book skills	<ul style="list-style-type: none"> • Listening to simple nursery rhymes • Shares books with an adult • Tuning in and paying attention 	<ul style="list-style-type: none"> • Shows an interest in books • Looks at pictures • Turns pages • Has favourite stories/ books 	<ul style="list-style-type: none"> • Holds book the correct way up • Turns pages one at a time • Knows that we read words • Knows that print carries meaning • Enjoys reading for pleasure • Choosing and returning to favourite books, may know title and author of favourite story 	<ul style="list-style-type: none"> • Retells familiar stories using pictures • Uses knowledge of familiar stories to talk about characters and settings • Repeats familiar refrains from stories • Begins to create own stories using pictures from books.



Common Play Behaviours – Being Creative

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Painting	<ul style="list-style-type: none"> • Use whole body movements and paint to make marks • Use gross motor movements to wave streamers, flags etc. 	<ul style="list-style-type: none"> • Painting using hands and fingers • Painting on flat surfaces • Painting using one block colour • Cover the paper in paint • Gives meaning to some marks 	<ul style="list-style-type: none"> • Painting using large handled chunky paint brushes • Painting using a variety of colours • Marks made can be identified • Experiment with mixing colours • Uses vertical and horizontal brush strokes 	<ul style="list-style-type: none"> • Marks made are obvious and planned • Can paint outlines of patterns/shapes and fill in with a colour • Experiments with different tones and shades • Expresses their thoughts and ideas with paint • Observes objects on display when painting and responding with paint
Printing	<ul style="list-style-type: none"> • Stampers • Toy car tracks in paint 	<ul style="list-style-type: none"> • Printing using hands • Explore printing with range of objects • Prints with block colours 	<ul style="list-style-type: none"> • Printing with fingers • Creates patterns and pictures by printing from objects using more than one colour • Creates simple picture by printing objects 	<ul style="list-style-type: none"> • Printing using a variety of large objects • Explores and recreates textures and patterns with range of large materials. • Carefully plans where to print
Cutting	<ul style="list-style-type: none"> • Pulling • Tearing • Exploring the scissors - may hold with both hands to operate 	<ul style="list-style-type: none"> • Experimenting with holding scissors with one hand • Makes random snips in the paper 	<ul style="list-style-type: none"> • Begin to hold scissors correctly • Cuts up and along in a linear fashion 	<ul style="list-style-type: none"> • Usually holds scissors correctly • Cuts along a guide line • Cuts out a particular shape • Cuts a range of materials
Resources to facilitate CPB	Paints, plastic scissors, squeezable scissors, playdough, toy cars, stampers	Paints, large paper, scissors	Paints, chunky brushes, mixing trays, sponges, printing tools, paper, scissors, junk modelling, glue, sellotape, masking tape	Paints, range of brushes, mixing trays, sponges, printing tools, paper, scissors, art work displayed, sellotape,

Common Play Behaviours – Sand

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Sandiness of sand (wet & dry)	<ul style="list-style-type: none"> Explore using whole bodies, taking off socks and shoes off 	<ul style="list-style-type: none"> Explore both wet sand and dry sand 	<ul style="list-style-type: none"> Explore the effects of adding water to sand 	<ul style="list-style-type: none"> Discuss the effects and properties of wet and dry sand.
Mould and Manipulate	<ul style="list-style-type: none"> Uses hands to manipulate sand 	<ul style="list-style-type: none"> One handed tools to dig and scoop 	<ul style="list-style-type: none"> Large moulds Buckets Large / two handed sieves Build/mould simple shapes using hands (e.g., mountain/hill) Enclose / bury. Recognises that damp sand holds shape. 	<ul style="list-style-type: none"> Large spades Making shapes in a confined space Cups Build more defined shapes (e.g. castle/house using hands and tools)
Dig / Pour / Fill	<ul style="list-style-type: none"> Transport sand with hands Pour and fill using hands 	<ul style="list-style-type: none"> Scoop up sand with hands or large one handed tools to build, mound or transport into container 	<ul style="list-style-type: none"> Select tools (e.g., spade) to scoop up sand to build, mound or transport into container Able to fill Large bucket Able to pour from larger containers 	<ul style="list-style-type: none"> Uses Large and small spades Add other materials to their build (e.g., natural materials, paper, water for moat etc) Builds with a purpose in mind
Cognitive skills	<ul style="list-style-type: none"> Experience the therapeutic nature of playing with sand. 	<ul style="list-style-type: none"> Explore features of the natural world through sand and enhancements Identify equipment Develop early concept of size Explore shape and form 	<ul style="list-style-type: none"> Develop fine motor skills to facilitate pre-writing. Name objects Recognise features of the natural world through sand and enhancements Match the shape to the mould 	<ul style="list-style-type: none"> Talk about shapes and sizes. Develop vocabulary (flow, through) Develop early concepts of time Talk about their experience of sand play. Discuss the best size spade to fill the bucket Explore and represent familiar objects in 3D form Develop observational skills
PSED skills	<ul style="list-style-type: none"> Playing alone or with an adult 	<ul style="list-style-type: none"> Develop social skills (playing alongside) Share sand and space 	<ul style="list-style-type: none"> Develop social skills (sharing) Follow direction and instruction 	<ul style="list-style-type: none"> Develop social skills (taking turns) Follow instructions (Can you fill 3 buckets?)
Resources link to CPB	Sand timers, sand wheel (dry sand) metal spoons, scoops, containers	Range of different size and shaped containers, simple shaped moulds.	Small spades, scoops, two handled sieves, access to water,	A variety of size buckets and spades/scoops/spoons etc. moulds, accessories e.g. sticks, shells



Common Play Behaviours – Water

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Transporting/pouring	<ul style="list-style-type: none"> Exploring water using whole body Filling container and pouring out into a large tray 	<ul style="list-style-type: none"> Transport water from one container to another (by tipping/pouring) Uses containers with two handles and a spout Clear containers to see tipping point Containers are close together and some water will be spilled whilst pouring 	<ul style="list-style-type: none"> Transport water from one area to another by carrying it in a container Able to pour from a larger heavier container Able to pour from an irregular shaped container 	<ul style="list-style-type: none"> Pour with more accuracy and purpose and less spillage occurs Pours out a desired amount Fills container to intended point of fill Using and pouring from large jugs. Uses containers with no handles Uses a funnel to fill a container Uses sieves, ladles, spoons to transport or move water effectively. Starts to read scales when filling
Cognitive skills	<ul style="list-style-type: none"> Adults to encourage wearing an apron and teach how to put on Adult to model vocabulary Introduce basic filling and pouring tools 	<ul style="list-style-type: none"> Able to select and wear and apron and understand why. Use vocabulary linked to their own experiences Explore different sized containers Explore a variety of objects 	<ul style="list-style-type: none"> Name toys and tools Develops an understanding of water safety Understand some of the uses and dangers of water Use language related to number Uses language related to capacity 	<ul style="list-style-type: none"> Talk about their experiences e.g. bath, beach, swimming Respond to simple instructions Follow rules – developing into discussing the need for rules. Develop 1-1 correspondence Uses knowledge of equipment and water to solve problems
PSED skills	<ul style="list-style-type: none"> Play alone or alongside other children 	<ul style="list-style-type: none"> Share space and water with other children Build relationships 	<ul style="list-style-type: none"> Share equipment and space with others Talks to other children while playing 	<ul style="list-style-type: none"> Take turns Can share ideas and can consider the ideas of others Work as a team to complete a shared goal/outcome
Resources link to CPB	Aprons, Wellies, waterwheels, containers with wide opening, bottles, cups	Two handles containers, clear jugs, containers with spouts, aprons	Larger containers, irregular shaped containers, objects that float and sink, adding ice	Containers with no handles, funnels, pipes, tubing, spoons, ladles, sponges, cloths, mops

Common Play Behaviours – Malleable

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Rolling	<ul style="list-style-type: none"> Use whole bodies and hands to flatten dough 	<ul style="list-style-type: none"> Uses hand to flatten dough Uses a rolling pin with no handles to flatten dough 	<ul style="list-style-type: none"> Uses rolling pin with handles to flatten dough using some necessary pressure 	<ul style="list-style-type: none"> Uses rolling pin to roll dough flat with pressure Ensure that they have rolled to desired shape and size
Moulding and Shaping	<ul style="list-style-type: none"> Adults to model how to squeeze and squash, poke and pinch the dough 	<ul style="list-style-type: none"> Uses hand to squash, bend, twist and stretch dough Uses fingers and hands to shape dough 	<ul style="list-style-type: none"> Explores the way tools create different patterns and textures Rolls dough in hands to create shape e.g. ball, sausage etc Smooths out dough to shape it using hands and fingers. 	<ul style="list-style-type: none"> Choose tools to create a desired shape, size, texture. Uses tools to add detail Creates more intricate shapes Manipulates dough to create a desired effect or object
Cutting	<ul style="list-style-type: none"> Splits dough up using hands Tears dough with fingers 	<ul style="list-style-type: none"> Use a pizza cutter to split the dough Snipping dough with scissors 	<ul style="list-style-type: none"> Uses cutters to cut out shapes Uses fingers to pull away excess dough 	<ul style="list-style-type: none"> Uses cutting tools to create desired shape Uses cutting tools to remove any excess dough
PSED	<ul style="list-style-type: none"> Plays alone or alongside other children 	<ul style="list-style-type: none"> Building relationships Expressing a preference 	<ul style="list-style-type: none"> Sharing Repeating or using new vocabulary 	<ul style="list-style-type: none"> Taking turns Relating to previous experience Demonstrate perseverance when problems arise
Cognitive skills	<ul style="list-style-type: none"> Develop sensory experiences 	<ul style="list-style-type: none"> Experiencing texture Experiencing cause and effect Using blueberries and natural dyes (check allergies) 	<ul style="list-style-type: none"> Use the names of tools and can use them correctly Developing imaginative skills applying knowledge of cause and effect Develops language related to size, length and weight 	<ul style="list-style-type: none"> Using materials to problem solve – adding flour if too sticky Using their dough creation to act out role play ideas Collaboration Represent and name 2D shapes Begin to create 3D shapes Develop 1-1 correspondence
Resources linked to CPB	Add texture, curry powder, cinnamon, peppermint, cocoa powder, lavender oil, herbs,	Rolling pins, pizza cutter, metals trays, cake cases, bowls and dishes, natural materials (leaves, basil, mint, thyme, playdough disco, sugar shakers	Rolling pins with handles, Plastic knives, different size containers, patterned and imprinting tools.	More intricate tool, clay tools, accessories to add detail (lolly pop sticks, buttons etc) Introduce tougher malleable materials e.g. clay, plastercine

Common Play Behaviours – Construction

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Building	<ul style="list-style-type: none"> • Transport blocks • Arranging blocks in lines • Adults to model resources • Opportunities to access a range of bigger blocks 	<ul style="list-style-type: none"> • Develop fine motor control using blocks • Experience cause and effect Early building – stacking horizontal and vertical blocks • Have an idea of what they will build when they begin • Selects resources as they go 	<ul style="list-style-type: none"> • Bridging – using 2 blocks to support a third. • Enclosing – using a bridge to create an enclosed space. • Using blocks to build with a purpose in mind • Using blocks to balance their structure • Knows what they want to build when they begin • Begins to plan what resources they will use 	<ul style="list-style-type: none"> • Using blocks and small parts to create with a purpose in mind • Creates a design before they begin to build • Combines different resources to achieve a desired outcome • Change, adapt and modify their model and ideas
PSED	<ul style="list-style-type: none"> • Play alone, alongside peers or with an adult • Beginning to tolerate others in their play space 	<ul style="list-style-type: none"> • Play alongside peers • Accept help when help is offered • Choose to engage in activity. 	<ul style="list-style-type: none"> • Build relationships • Make choices • Will ask adults for help • Joins in with others play 	<ul style="list-style-type: none"> • Sharing • repeating or using new vocabulary • take into account others ideas • welcomes praise • Be proud of models
Cognitive skills	<ul style="list-style-type: none"> • Explore models and blocks • Explore cause and effect when building towers 	<ul style="list-style-type: none"> • Explore what happens to an object when you manipulate it • Explore stability • Developing spatial awareness 	<ul style="list-style-type: none"> • Add characters to their play • Add a simple story line to their play with support • Sorting items by size • Sorting items by colour • Develop gross motor skills 	<ul style="list-style-type: none"> • Add a storyline to their play • Investigate what happens to an object when you manipulate it. • Explore how weight and shape effects movement and motion. • 1-1 correspondence • Develop fine motor skills • Problem solving – is this brick the right length?
Resources linked to CPB	Foam shapes/bocks, baskets, buckets, trollies	Small block, large blocks 2D & 3D shapes, sensory stones	Tubes, boxes, magnetic blocks, Lego, junk modelling	Handles, wheels, smaller tubes, nuts bolts, smaller construction kits



Common Play Behaviors – Small World

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Imitates and represents objects	<ul style="list-style-type: none"> Imitates sounds (e.g. vehicles and animals) 	<ul style="list-style-type: none"> Represents objects as what they are. 	<ul style="list-style-type: none"> Represents objects using different object Explains what they are Is able to talk about what they are using 	<ul style="list-style-type: none"> Able to find a resource for a given purpose to fit in with a chosen narrative
Represents an environment	<ul style="list-style-type: none"> Photos from home 	<ul style="list-style-type: none"> Represents an environment that they are familiar with 	<ul style="list-style-type: none"> Represents/ creates environments from stories 	<ul style="list-style-type: none"> Creates an environment that they have imagined Design and create their own stories setting
Creates a narrative around play	<ul style="list-style-type: none"> Use prior knowledge to make animal sounds 	<ul style="list-style-type: none"> Using resources to support a narrative 	<ul style="list-style-type: none"> Explains their actions in small world e.g. the boy is walking to school 	<ul style="list-style-type: none"> Uses their own experiences and imagination to create their own narrative/ story Uses story language in their play – familiar characters, lines and themes
PSED skills	<ul style="list-style-type: none"> Play alone, May play alongside other children or with an adult 	<ul style="list-style-type: none"> Develop curiosity Develop relationships May play alongside peers, but often engrossed in own story/play 	<ul style="list-style-type: none"> Make choices and decisions Start to include others in play, but still stick to own ideas/stories Play independently and access the resources needed 	<ul style="list-style-type: none"> Develop negotiation skills Include others in play, sharing ideas Include feelings/emotions in play
Cognitive skills	<ul style="list-style-type: none"> Begin to explore cause and effect Transport blocks 	<ul style="list-style-type: none"> Draws on own experiences Creates and builds based upon things they already know Develop fine motor control using blocks Experience cause and effect Early building – stacking horizontal and vertical blocks 	<ul style="list-style-type: none"> Develop emerging mathematical concepts in meaningful context (sequencing/time) Explore cause and effect with purpose Bridging – using 2 blocks to support a third. Enclosing – using a bridge to create an enclosed space. Make comparisons Records using marks they can interpret and explain 	<ul style="list-style-type: none"> Develop mathematical concepts in meaningful context (counting & sequencing/time) Project themselves into feelings, actions of others (links to own interests e.g. character from TV). Start to introduce story line into role-play. Show initiative when developing ideas Develop mark making creating pictures and initial sounds Re-enact special occasions Use basic technology
Resources linked to CPB	CD of sounds, people, animals, trains, dolls house, cars	Different size blocks, grass, fabrics, cars, vehicles, people/ characters, animals, train tracks	Dolls house, construction to add detail, dinosaurs	Open ended resources – natural resources, sticks, buttons, pegs



Common Play Behaviours – Role Play

<u>Behaviour</u>	<u>Pre-emerging skill</u>	<u>Emerging skill</u>	<u>Developing skill</u>	<u>Extended skill</u>
Express emotions and feelings	<ul style="list-style-type: none"> Adult to model familiar roles from home 	<ul style="list-style-type: none"> Laughs and smiles in roles Pretends to cry (acting as a baby) 	<ul style="list-style-type: none"> Expresses some emotions through play e.g. excitement Shows an awareness of the feelings of others by acting out a 'character' of the person. Responses to the feelings of others in joint role play 	<ul style="list-style-type: none"> Expresses a wide range of emotions through role play Responds to scenarios appropriately Shows empathy
Acts in a role	<ul style="list-style-type: none"> Beginning to act out familiar and common scenarios e.g. making the tea with adult support 	<ul style="list-style-type: none"> Plays in a role as themselves in situations that are from their own personal experiences Acts out familiar and common scenarios e.g. making the tea 	<ul style="list-style-type: none"> Takes on the role of someone familiar Dresses up to become a different character Uses props to develop their role Acts out both familiar and imaginative scenarios 	<ul style="list-style-type: none"> Plays as different roles Uses different voices, expressions and gestures Experiments with unfamiliar roles e.g. police officer Acts out imaginative and made up roles and scenarios
Creates a narrative around play	<ul style="list-style-type: none"> Take part in simple pretend play using familiar objects 	<ul style="list-style-type: none"> Talks about and explains their actions in role play e.g. I'm the Mam going to work 	<ul style="list-style-type: none"> Uses some story language in their play – familiar lines from stories and themes Describes what they are doing in their role play 	<ul style="list-style-type: none"> Uses story language and features to create their own narrative Joins in shared narratives Keeps a narrative going by responding to others
PSED skills	<ul style="list-style-type: none"> Play alone May play alongside others children or with an adult 	<ul style="list-style-type: none"> Develop relationships May play alongside peers, but often engrossed in own story/play 	<ul style="list-style-type: none"> Tidy up Make choices and decisions Start to include others in play, but still stick to own ideas/stories 	<ul style="list-style-type: none"> Care for equipment Develop negotiation skills Include others in play, sharing ideas Include feelings/emotions in play
Cognitive skills	<ul style="list-style-type: none"> Use simple objects to represent their ideas 	<ul style="list-style-type: none"> Uses objects to represent their ideas Uses resources as what they are Uses vocabulary that is familiar and meaningful to them 	<ul style="list-style-type: none"> Develop emerging mathematical concepts in meaningful context (sequencing/time) Develop fine motor control using whisks, keyboards, and phones Explore cause and effect with purpose Uses mark marking to support their play and narrative e.g. writing a shopping list Uses objects to represent other things 	<ul style="list-style-type: none"> Develop mathematical concepts in meaningful context (counting & sequencing/time) Project themselves into feelings, actions of others (links to own interests e.g. character from TV). Show initiative when developing ideas Makes marks for a purpose Makes resources to enhance their play scenario Re-enact special occasions. Use basic technology
Resources linked to CPB	<ul style="list-style-type: none"> Open ended and flexible resources, pine cones, conkers 	<ul style="list-style-type: none"> Selection of household items, food, clothing, photos to model people using the resources. 	<ul style="list-style-type: none"> Babies, character clothing e.g. police, open ended resources 	<ul style="list-style-type: none"> Material, plain clothing, boxes, bags, items linked to children interests