

Continuous Provision Common Play Behaviours

AREA: SAND							
COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	POURING	FILLING + EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	
<p><b>Nursery</b>                      Pass things from one hand to the other.                      Let go of things and hand them to another person, or drop 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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AREA: SAND

COMMON PLAY BEHAVIOURS

ENHANCEMENTS

Behaviour	POURING	FILLING+ EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVEING	
<p><b>Reception</b>                      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	STIRING /MIXING	CLEANING/WASHING	
<p><b>Nursery</b>                      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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AREA: WATER						
COMMON PLAY BEHAVIOURS						ENHANCEMENTS
Behaviour	POURING /EMPTYING	FILLING	TRANSPORTING /TRANSFERRING	STIRING /MIXING	CLEANING/WASHING	
<b>Reception</b> 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	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>Nursery</p> <p>Listen to simple stories. Use prompts or puppets to maintain concentration for short stories. Understand what is happening with the help of pictures and prompts. Join in with familiar stories using actions, rhymes and repetitive phrases. Understand simple who, what where questions Enjoy listening to longer stories and can remember much of what happens. Enjoy's sharing my favourite book with an adult. Pay attention and respond to the pictures or words when prompted by an adult. Repeats words and phrases from familiar stories Independently look at a book and know text reads left to right and pages turn in the correct direction. Makes comments and shares their ideas of what is happening in the story. Predict what happens next. Develops play around favourite stories using props Notice some letters in a story. Engage in extended conversations about stories and learning new vocab Ask questions about a book. Develop phonological awareness</p>	<p>A range of books both familiar and unfamiliar Logos and icons News papers Different languages recipe books in role play construction plans and books in the construction area.</p>	<p>Audio books story sacks</p>	<p>Logos and icons board books with large letters</p>	<p>A range of books both familiar and unfamiliar Puppets</p>	<p>Puppets linked to story/theme Small world story sacks story prompts</p>	

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>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</p>	<p>Phonics books A range of fiction and non fiction books Comics/magazines Catalogues Newspapers Different languages</p>	<p>Audio stories (with linked pictures or book)</p>	<p>Letters Tricky words</p>	<p>Phonics books A range of fiction and non fiction books</p>	<p>A range of open ended puppets Story stones/logs Story of the week resources</p>	
	<p>Read book for pleasure. Engage in storytime.</p>	<p>Recognise phase 2/3 letters. Read CVC/CVVC words. Recognise/read tricky words. Read simple sentences.</p>	<p>Talk about what have been read. Retell stories once</p>	<p>Make up own narratives using prompts. Use new vocabulary in own stories. Book review – thumbs up or down.</p>		

Continuous Provision Common Play Behaviours

AREA: MALLEABLE

COMMON PLAY BEHAVIOURS

ENHANCEMENTS

Behaviour	ROLLING	MOULDING	CUTTING	SHAPING	
<p>Nursery</p> <p>Explore materials through their senses.</p> <p>Use hands and fingers to explore the material, pinching, squeezing etc.</p> <p>Hide objects within the material.</p> <p>Manipulate the shape of the material using hands or tools.</p> <p>Explore different materials and tools.</p> <p>Use large and small motor skills to do things</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>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.</p> <p>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>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>Join different materials and explore different textures.</p>	<p>Rolling pins</p> <p>Textured rolling pins</p> <p>pasta roller</p>	<p>Muffin tins</p> <p>Metal trays</p> <p>Cookie cutters</p> <p>Bowls and dishes</p> <p>Moulds</p> <p>Loose parts</p>	<p>Plastic knives</p> <p>Plastic scissors</p>	<p>Lollipops</p> <p>Match sticks</p> <p>straws</p> <p>loose parts</p> <p>pipe cleaners</p>	<p>Herbs/ oils</p> <p>Food colouring</p> <p>Glitter</p> <p>Cocoa powder</p> <p>Slime/cloud dough</p> <p>natural materials (pine cones, shells)</p>

AREA: MALLEABLE

COMMON PLAY BEHAVIOURS

ENHANCEMENTS

Behaviour	ROLLING	MOULDING	CUTTING	SHAPING	
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### Continuous Provision Common Play Behaviours

<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>	

AREA: CONSTRUCTION	
COMMON PLAY BEHAVIOURS	ENHANCEMENTS



Continuous Provision Common Play Behaviours

Behaviour	CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	
<p>Nursery</p> <p>Build a tower with up to 3 blocks</p> <p>Fill space when building with blocks, selecting the correct shape and angle.</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 to ensure buildings that are created are stable and do not fall over easily</p> <p>Explore different materials and tools.</p> <p>Repeat actions that have an effect- magnetic tiles are attached he correct side of magnet.</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>magnetic tiles</p> <p>Small wooden blocks</p> <p>Large wooden blocks</p> <p>ice blocks</p> <p>wooden shapes</p> <p>outside wooden blocks</p> <p>plank</p> <p>logs</p> <p>octogons</p> <p>knex</p> <p>train track</p>	<p>Constructs in a large space with large blocks.</p> <p>Constructs in a small space with small blocks.</p> <p>ice blocks</p> <p>wooden shapes</p> <p>logs</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>magnetic tiles</p> <p>train track</p> <p>junk modelling resources (recycling, masking tape, cellotape)</p>	<p>Wooden blocks</p> <p>Planks</p> <p>Cardboard tubes</p>	
<b>AREA: CONSTRUCTION</b>					
<b>COMMON PLAY BEHAVIOURS</b>					<b>ENHANCEMENTS</b>

Continuous Provision Common Play Behaviours

Behaviour	CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	
<p><b>Reception</b>                      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 bridge be better?	Understand how to make a structure secure.	

## Continuous Provision Common Play Behaviours

Continuous Provision Common Play Behaviours

AREA: CREATIVE

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 Hole punch Stapler Tags Elastic bands Paper clip Cellotape Masking tape</p>	<p>Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons junk modelling</p>	<p>Colour mixing bottles Paintbrushes Containers for paint Pallets</p>	<p>Pom poms Rollers Stamps Ear buds Toothbrushes Corks Dabbers</p>	<p>Crayons Chalk Felt tips Pencil Paint Highlighters Pens Whiteboard pens Thin felt tips Candles</p>	<p>Natural materials Animals/transport for printing/marks</p>
	<p>Use scissors cut confidently. Follow a line to cut. Cut a range of materials. Cut circles and other shapes.</p>	<p>Know that glue/celotape can be used to fix and join things. Make desired models by joining junk together. 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. Explore different tones, shades of colour.</p>	<p>Print using a range of colours. Print with an idea in mind.</p>	<p>Add features to painting. 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>Nursery</p> <p>Begin to develop pretend play with the support of an adult</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Can play imaginatively with a range of real resources..</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>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.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p> <p>Can use their imagination with a range of resources that may not be specifically created for the idea the child carries out. (Using a wooden block as a phone)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create imaginative and real life play such as tea parties, shops and a doctor surgery..</p> <p>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>puppets</p> <p>talking phones</p> <p>photos in frames</p> <p>of emotion faces</p>	<p>Themselves</p> <p>Acting out their experiences in the home</p> <p>Role play outfits and real clothes</p> <p>eg hi vis jackets, police outfit, nurse outfit etc</p> <p>Purse, cards, play money, handbags</p>	<p>Selection of play food</p> <p>Household objects</p> <p>Hairdressers</p>	<p>pots and pans</p> <p>plates, bowls, cups, food</p> <p>doctors kit</p> <p>recipe books</p> <p>logo cards</p> <p>family pictures / celebrations</p> <p>telephone</p> <p>notepads</p>	
AREA: ROLE PLAY					

Continuous Provision Common Play Behaviours

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</p> <p>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/ EXPERIEMN T	ORDERING	
<p>Nursery</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Post objects into a small hole. Explore simple peg puzzles. develop counting like behaviour. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build towers and models that fit together with a range of resources.. Complete inset puzzles, rotating puzzle pieces correctly. Match colours correctly. Display counting like behaviours, but may not say the numbers correctly or at all. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy.' carry out mathematical problems (such as choosing the correct size bucket to transport water.) Have an awareness of number in their play (pointing to numbers or objects as if counting) Sort objects by colour, object or size. Notice patterns within colours or objects. Count to 5, but may not say numbers correctly and may miss some out. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show finger numbers to 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 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. Talk about 3D shapes during play Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Coloured objects Number songs and prompts loose parts buttons counting bears dice numicon multilink 5 frame 10 frame</p>	<p>Coloured objects colour game loose parts numicon number shapes light box numbers number cards</p>	<p>Shapes Blocks loose part of patterns dominoes coloured construction resources</p>	<p>Coloured objects Beads Puzzles weights sorting objects natural loose parts colour and size matching games, sorting baskets and bowls</p>	<p>Patterns weighing scales rulers metre sticks trundle wheels variety of jugs and measuring cylinders, beakers</p>	<p>Numbers Stacking cups stacking rainbow stacking semicircles goldilocks size ordering objects different size planks</p>	

## Continuous Provision Common Play Behaviours

AREA: MATHS							
COMMON PLAY BEHAVIOURS							ENHANCEMENTS
Behaviour	COUNT	REPRESENT	CREATE	SORT	EXPLORE/ EXPERIEMN T	ORDERING	
<p><b>Reception</b>                      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	

AREA: SMALL WORLD



Continuous Provision Common Play Behaviours

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONMENT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	
<p>Nursery</p> <p>Start to develop pretend play with the support of an adult.</p> <p>Mimick real life situations that they observe.</p> <p>Pretend that one object represents another. For example, a child holds a wooden block as an animal.</p> <p>Play out home life situations with animals and people.</p> <p>Make connections between the features of their family- Mummy, Daddy, sister, for example with small world figures.</p> <p>Show interest in different occupations using vehicles and play figures.</p> <p>Replay parts of a familiar story with story prompts and play figures.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</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>Farm animals</p> <p>Jungle animals</p> <p>Characters ie people in community</p> <p>peg people</p> <p>space man</p> <p>dinosaurs</p> <p>cars and trucks</p> <p>tractores and</p> <p>construction vehicles</p> <p>Bus</p>	<p>Wooden blocks</p> <p>loose parts</p> <p>felt landscapes</p> <p>road tiles</p> <p>castle</p> <p>wooden shelters</p> <p>houses</p> <p>wooden planks and blocks</p> <p>wooden loose parts</p> <p>Stacking rainbow arch</p> <p>semi circles</p>	<p>Small world people</p> <p>Story cards / images</p> <p>familiar books and story sacks</p> <p>loose parts, felt landscapes, houses and construction to recreate a setting to tell a story.</p> <p>pirate ship</p>		
	<p>Make familiar sounds ie vehicles and animals.</p> <p>Represent objects as different objects.</p>	<p>Begin to create familiar scenes ie home/park.</p> <p>Natural materials eg pebbles, grass</p>	<p>Begin to talk about what is happening ie the dinosaur is climbing.</p> <p>Use some story language in their play - from familiar stories.</p>	<p>Reenacts their experiences through role play.</p> <p>Begin to articulate thoughts and feeling through role play.</p>	

Continuous Provision Common Play Behaviours

AREA: SMALL WORLD					
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONEMNT	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: Mark making

COMMON PLAY BEHAVIOURS

ENHANCEMENTS

Behaviour	MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
<p>Nursery                      Use large mark making tools to make marks outside                      Mark make in sensory trays                      Make marks intentionally.                      Hold tools with a palmer grip.                      Enjoy drawing freely with a range of indoor and outdoor resources..                      Make lines in mark making.                      Follow and copy a pattern.                      Add some marks to their drawings, which they give meaning to.                      For example: "That says mummy."                      Make marks with curves and lines.                      Create closed shapes such as circles.                      Make marks on their picture to stand for their name.                      Make marks for a purpose such as a shopping list or map.                      Use some of their print and letter knowledge in their early writing                      For example: write 'm' for mummy.                      Write some or all of their names.                      Write some letters accurately.                      Use a comfortable grip with good control when holding pens and pencils.                      Show a preference for a dominant hand.                      Write some or all letters of my name.</p>	<p>Large outdoor mark making tools,                      large pencils                      Chunky crayons                      Chunky felt tips                      Chunky chalk                      Variety of paper / card                      Post its notes                      envelopes                      Decorators paint brushes, rollers and trays, egg chinks, sensory trays, clipboards, light up mark making boards, chalk pens, notebooks, pattern boards, magnetic writing boards, paint sticks, paints and brushes (chunky, easy grip and thin.</p>	<p>Large pencils                      Chunky crayons                      Chunky felt tips                      triangular grips and pencils                      pegs for pencils</p>	<p>RWI letter posters on display and in provision                      mirrors, name cards</p>	
	<p>Make lines in different directions.                      Use large scale movements (for example large paint brushes - up and down movement)                      Begin to make anticlockwise movements.                      Make can be small and large</p>	<p>Use one handed tools                      Use a comfortable grip with good gold (usually tripod grip)                      Begin to show a dominant hand.</p>	<p>Recognise familiar logos.                      Add meaning to marks (a line is their name)                      Drawing themselves/ family</p>	

Continuous Provision Common Play Behaviours

AREA: Mark making

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</p> <p>/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 the have written.</p> <p>Read familiar words (phase2/3 words)</p>	

## Continuous Provision Common Play Behaviours