Ivington CE Primary & Pre-school

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Continuous Provision Progression Overview

Sand

Common Play Behaviours:

Pouring

Emergent: Hands, Jugs

Mid: Spades, Shovels

High: Funnels, Tubing

Filling & Emptying

Emergent: Hands, Buckets

Mid: Cups, Various container shapes

High: Use manipulative skills to turn out buckets to create sandcastles

Digging

Emergent: Hands, Large shovels, Buckets

Mid: Spades, Large spoons

High: Teaspoons, forks, measuring spoons

Mould and manipulate

Emergent: Hands, Large buckets, large spades

Mid: Cups, moulds, scoops, serving spoons

High: Teaspoons, lolly sticks, fingers, adding water to sand to aid, paintbrushes, sticks

Pure Skills:

Sand texture exploration- wet and dry sand

Facilitative Skills:

Take turns, share and work co-operatively

Respond to others in their play, including instructions

Develop explanations

Develop descriptive vocab e.g. wet, cold, smooth, rough

Physical development skills, including fine motor skills (common play behaviours)

Design and create

Language of size, space and shape

Matching, sorting and comparison

Counting

Capacity vocabulary

Investigation

Prediction- which holds the most/ least?

Explore and represent familiar objects in 3D form.

Identify, name and describe the patterns they make.

Develop observational skills

Resources

Various digging materials- spades, spoons (metal/ wooden, variety of sizes), forks, scoops, sticks

Various 'holding' utensils- jugs, buckets, egg cups, cups, bottles, etc.

Water to change the texture of the sand- wet, dry, add more, etc.

Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns

Adult Role

Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.

Provide different materials- enhance play through supporting tool and material use

Model the use of various equipment

Ask open ended questions

Questioning

How can you fix that?

What could you do differently?

What bucket could you use to make a taller/ shorter etc. castle?

What would happen if you…?

Observations:

We have noticed that children use the area in the following ways:

Vocabulary

Size- big, small, long, short, tall, etc.

Comparative- bigger, smaller, largest, fewest, longer, less than

Shape- non standard e.g. round, standard e.g. labelling 2D/3D and describe e.g. curved, straight, etc.

Descriptive- rough, smooth, cold, dry, warm, wet

Prediction- I think…

Explain- "XXX because XXX"

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Continuous Provision Progression Overview

AREA: SAND	Summary of Progression
Preschool Skills Develop bilateral coordination by passing objects between hands. Enhance fine motor control with one-handed tools (e.g., shovels, sifters). Explore sand's textures (dry, wet) and use senses for feel, smell, and sound. Practice pouring and sifting to understand cause and effect, noticing changes in sand when adding water or digging. Engage in imaginative play (baking, building) with sand. Create simple structures, patterns, and shapes. Discuss activities with peers and adults. Share tools, take turns, and collaborate. Make marks in sand using fingers, sticks, and tools. Develop gross motor skills through digging and filling. Enhance fine motor skills with small tools.	Basic manipulation, sensory exploration, resource selection, cause and effect, natural material exploration, social interaction, imaginative play, early mark making, and physical coordination.

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
POURING	FILLING & EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	Ice cube moulds
Cups Buckets Small bowls Jug with handle	Large bucket Large jug	Spade Large spoon Hand Large scoop Spatula Rake Forks Sticks	Basic moulds (e.g., simple shapes like circles and squares) Small containers	Hands Small buckets Containers	Simple sieves Colanders Buckets Potato masher Water wheel	
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 terms full/empty/heavy.	Explore the sand by using their hands. Use large buckets to scoop sand into them. Move sand from A to B using scoops/spoons.	Begin to create basic shapes and structures using moulds. Experiment with pressing sand into different forms.	Explore burying objects in the sand using hands. Begin to understand the concept of enclosing objects.	Begin to understand the concept of separation using simple sieves. Develop basic sieving skills using hands and simple tools.	

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Continuous Provision Progression Overview

Reception Skills	Focus on developing fine motor skills and coordination. Use a variety of tools competently and safely. Explore the natural world and understand simple processes and changes. Engage in creative play, mark-making, social interaction, and early scientific inquiry.
Continue to develop fine motor skills by using a range of small tools (e.g., small spades, rakes, sifters). Practice scooping, pouring, and transferring sand with increasing control and precision. Engage in activities that require strength and coordination, such as digging and filling containers. Balance while manipulating tools and materials, ensuring stable and controlled movements. Use a variety of small tools competently and safely, demonstrating understanding of their functions (e.g., using a funnel to pour sand). Experiment with combining tools for different effects (e.g., using a sieve to separate sand and pebbles). Discuss observations about the natural world, such as how sand feels when dry versus wet. Explore and understand simple processes and changes in materials, such as what happens when water is added to sand. Talk about the effects of different actions on the sand (e.g., patting, digging, sifting). Use sand for creative expression, such as drawing shapes, letters, or simple pictures. Engage in pretend play, using the sand area to create stories or role-play scenarios (e.g., a beach scene, a construction site). Share tools and resources with peers, practising turn-taking and cooperative play. Communicate with each other about their activities, describing what they are doing and why. Begin to ask questions about their observations (e.g., why does sand stick together when wet?). Use simple language to describe differences between materials and changes they notice in the sand. Practice scraping the sand to create different textures and effects. Use fingers, sticks, and other tools to make marks and patterns in the sand, encouraging early writing skills.	

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
POURING	FILLING & EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	Potato mashers Colanders Kitchen utensils
Jug Different sized scoops Different size bowls/cups Measuring cylinders Funnels	Small bucket Small jug Egg cups	Different sized scoops Teaspoon Fingers Lollipop sticks Different sized spoons	Sandcastle moulds Variety of shapes (e.g., animals, geometric shapes) Small buckets Lollipop stick(carving)	Larger containers Small boxes	Small mesh sieves Funnels with screens Containers to catch sifted sand 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.	Develop fine motor skills through more precise moulding activities such as tunnels. Use a variety of moulds to create different shapes.	Develop understanding of spatial concepts through burying and enclosing activities. Use tools to bury and enclose objects in sand.	Sieves sand for desire affect and purpose. Develop fine motor skills and understanding of separation through sieving such as knowing that wet sand is harder to sieve.	

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Continuous Provision Progression Overview

Year 1 Skills Develop the ability to manipulate tools and materials with increasing precision. Use hands to scoop, pour, and transfer sand. Experiment with different tools to create shapes and patterns in the sand (e.g., rakes, spades, sifters). Explore the properties of sand, noticing textures, grain size, and how it moves. Use senses to explore different textures and natural materials mixed with sand (e.g., shells, stones). Talk about observations and changes they notice when adding water or other materials to the sand. Engage in imaginative play, creating stories or scenes in the sand (e.g., building a sandcastle village). Use tools for pretend play, such as making 'food' or 'ingredients' with sand. Use tools to make marks in the sand (e.g., sticks, fingers). Create simple patterns or shapes with sand, exploring symmetry and repetition. Share resources and work together to build structures or complete tasks. Communicate ideas and cooperate with peers, taking turns and negotiating roles. Begin to understand basic scientific concepts such as 'wet' and 'dry', 'heavy' and 'light'. Experiment with the effects of adding water to sand and observe the changes.	Enhance manipulation skills, explore material properties, engage in more complex creative play, and introduce basic scientific concepts.

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
POURING	FILLING & EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	Coloured sand
Measuring jugs with marked units Graduated cylinders Small watering cans Variety of containers with different spouts	Graduated measuring cups Transparent containers to observe levels Varied shapes of containers (e.g., tall, wide, narrow)	Garden trowels Hand rakes Sand drills (for creating holes) Larger buckets	Detailed moulds (e.g., buildings, vehicles) Shape cutters Rolling pins Hand tools Water spray bottles	Enclosure tools (e.g., barriers, walls) Rakes	Fine and coarse sieves Different sized mesh screens	
Improve accuracy and understanding of volume and measurement while pouring.	Enhance understanding of capacity and measurements through filling and emptying activities.	Enhance precision and control in digging activities.	Enhance creativity and structural understanding through moulding.	Enhance coordination and planning skills in burying and enclosing.	Enhance precision and explore different materials through sieving.	

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Continuous Provision Progression Overview

Year 2 Skills Use a variety of tools with increased dexterity (e.g., small spades, trowels). Build more complex structures, demonstrating understanding of stability and balance. Investigate and compare different materials mixed with sand (e.g., gravel, clay, pebbles). Explore changes in the sand's properties through addition of water, observing and discussing the science behind it. Develop more elaborate imaginative play scenarios, such as creating landscapes or environments for small-world play. Use a range of materials to enhance their sand creations (e.g., fabric, plastic animals, construction toys). Create detailed patterns and pictures in the sand, experimenting with different tools and techniques. Use the sand area to explore concepts of symmetry, texture, and scale. Work in small groups to plan and construct larger projects, demonstrating leadership and collaboration skills. Articulate ideas clearly, listen to others, and resolve conflicts constructively. Conduct simple experiments to test ideas (e.g., what happens when you mix sand with different liquids?). Record observations and findings, discussing their results and the changes they notice in the sand's properties.	Develop advanced manipulation skills, conduct in-depth exploration, engage in sophisticated creative and scientific activities, and foster teamwork and communication.

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
POURING	FILLING & EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVING	
Pipettes and droppers Beakers and flasks Liquid measuring tools (e.g., kitchen scales for measuring sand) Funnels of various sizes and shapes	Scales for weighing filled containers Containers with measurement markings Complex shapes (e.g., cones, cylinders) Measuring spoons	Gardening tools (e.g., forks, trowels) Excavation tools (e.g., small picks, brushes) Sieves for separating materials	Clay moulds Sculpting tools (e.g., plastic knives, carving tools)	Transparent boxes for observation Excavation tools Lidded containers for scientific experiments	Scientific sieves with various mesh sizes Filter papers Sorting trays for different materials	
Master pouring techniques and use them in complex play and experiments.	Use filling and emptying in structured activities and experiments to explore scientific concepts.	Use digging for more complex projects and scientific exploration.	Use moulding to create complex structures and artistic designs.	Use burying and enclosing in structured activities for scientific and creative exploration.	Use sieving in structured experiments to explore scientific concepts like filtration.	

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Continuous Provision Progression Overview

Water

Common Play Behaviours:

Filling & Emptying

Emergent: Jugs, Buckets,

Mid: Cups, Bowls, Smaller buckets

High: Bottles, Syringes, Capacity measurers

Transportation/ Pouring

Emergent: Jugs, teapots, bottles

Mid: Buckets, Large Syringes, Cups, Funnels, Using accuracy

High: Syringes, Pipettes, Creating own ways of transporting e.g. gutter, funnels, etc.

Floating & Sinking

Emergent: Boats, stones, sticks, shells

Mid: Different utensils e.g. plastic tubs, bottles, etc.

High: Pumice Stone, Loose parts to fill floating containers

Absorption

Emergent: Sponges

Mid: Flannel, Cloth types

High: Paper towel types, Natural Sponge

Mark Making

Emergent: Large paintbrushes for marking (gross motor skills- shoulder pivot)

Mid: Developing fine motor skills- sponges on sticks, smaller paintbrushes, etc.

High: Good fine motor skills- tripod grip, small paintbrushes

Resources

Guttering, funnels, buckets, jugs, cups, bottles, teapots
Sponges, Cloths, Paper Towels
Syringes, pipettes
Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
Bubbles, soap, etc.
Paintbrushes of various sizes

Pure Skills:

Changes of state- freezing, melting, evaporating
Viscosity- changes uses flour, cornflour etc.
Sinking and floating
Absorbency
Water pressure

Facilitative Skills:

Take turns, share and work co-operatively.
Respond to others in their play, including instructions
Develop explanations
Develop descriptive vocab e.g. wet, cold, warm, bubbly
Physical development skills, including fine motor skills (common play behaviours)
Investigation
Prediction- which holds the most/ least?
Develop observational skills
Estimation
Mathematical skills- fractions, capacity, counting

Adult Role

Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
Provide different materials- enhance play through supporting tool and material use
Model the use of various equipment
Ask open ended questions

Questioning

How can you fix that?
What could you do differently?
What bucket could you use to make a taller/ shorter etc. castle?
What would happen if you…?

Vocabulary

Size- big, small, long, short, tall, etc.
Comparative- bigger, smaller, largest, fewest, longer, less than
Descriptive- rough, smooth, cold, dry, warm, wet
Prediction- I think…
Explain- "XXX because XXX"

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Continuous Provision Progression Overview

AREA: WATER				Summary of Progression
Preschool Skills Pass things from one hand to the other. Let go of things and hand them to another person or drop them. Explore different materials and tools. Use one-handed tools and equipment. Repeat actions that have an effect (e.g., pouring water, splashing). Explore materials with different properties. Explore natural materials (e.g., leaves, stones, shells). Use all their senses in hands-on exploration. Talk about what they see, feel, and hear. Explore how things work (e.g., using a pipette to transfer water). Talk about the differences between materials and the changes they notice.				Develop control by passing and handling objects. Explore sensory experiences with water and natural materials. Use basic tools (e.g., cups, scoops) and understand simple cause and effect (e.g., pouring). Engage in cooperative play and imaginative scenarios. Observe and discuss simple changes (e.g., floating and sinking).
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
POURING/ EMPTYING	FILLING	TRANSPORTING/ TRANSFERING	STIRRING/ MIXING	CLEANING/ WASHING	Water trays with different materials (e.g., shells, pebbles, plastic toys). Pipettes, small jugs, cups, and spoons. Funnels, sieves, and sponges. Floating and sinking objects (e.g., corks, stones, plastic toys). Glitter Bubbles Sensory resources Small world e.g. boats
Small regular containers (e.g., beakers, cups) Jugs with handles and spouts Clear containers for observing water levels Large pots and pans without handles	Large jug Large funnel Small jug	Cups with handles Small buckets Sponges	Plastic spoons Wooden sticks Whisks	Small brushes Soap or bubble solution Cloths for drying	
Explore how water moves between containers. Experiment with pouring from one container to another. Observe tipping points and flow.	Fill containers to observe overflow. Enjoy experimenting with filling various containers.	Move water between containers. Develop coordination by transferring water without spilling.	Mix water with various materials. Observe effects of stirring.	Clean objects using water. Understand basic washing concepts.	
Reception Skills Develop small motor skills to use a range of tools competently (e.g., pouring, squeezing). Demonstrate strength, balance, and coordination in water play. Use a range of small tools (e.g., sponges, tongs, small watering cans). Explore the natural world, noticing seasonal changes and natural materials in the water. Understand some important processes and changes in the natural world (e.g., evaporation, condensation). Investigate floating and sinking, making predictions and testing them.				Refine fine motor skills with small tools (e.g., pipettes, sponges). Explore natural processes (e.g., melting, evaporation) and floating/sinking concepts. Incorporate water into imaginative play and basic experiments. Use water for mark-making and enhance social interactions.	

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Continuous Provision Progression Overview

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
POURING/ EMPTYING	FILLING	TRANSPORTING/ TRANSFERING	STIRRING/ MIXING	CLEANING/ WASHING	Glitter Bubbles Food colouring Sensory resources Small world e.g. boats Measuring spoons
Side-handled containers Containers with holes or slotted spoons Ladles and serving spoons Funnels Measuring spoons Small irregular-shaped containers Large pots with spouts	Syringes Spray bottles Small funnels Plastic piping Pipettes Basters	Small jugs Plastic pitchers Transfer tools (e.g., tongs, small spoons)	Whisks Wooden spoons Mixing bowls	Scrub brushes Sponge cloths Soap dispensers	
Use a variety of tools to pour and empty water. Control pouring from different containers.	Use tools to fill containers accurately. Recognise when containers are full.	Transfer water using different tools. Compare efficiency of various tools for transferring.	Experiment with mixing different substances. Observe and describe mixing outcomes.	Clean more complex items using various tools. Understand processes like rinsing and scrubbing.	
Year 1 Skills Use a range of tools effectively (e.g., syringes, measuring spoons, pipettes). Test and compare materials to see what floats and sinks. Observe and discuss changes in the water (e.g., mixing, dissolving). Plan and carry out simple investigations (e.g., testing how different materials float or sink). Observe and describe changes in the water (e.g., what happens when salt is added). Use scientific vocabulary to describe observations (e.g., float, sink, dissolve).				Use more complex tools (e.g., syringes, measuring spoons). Investigate material properties and conduct basic experiments. Explore concepts like density and solubility. Describe observations using scientific vocabulary.	
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
POURING/ EMPTYING	FILLING	TRANSPORTING/ TRANSFERING	STIRRING/ MIXING	CLEANING/ WASHING	Tubing Natural objects e.g. Shells Baster Small world creatures
Graduated jugs Precision spouts Measuring beakers Funnels with adjustable flow	Graduated cylinders Measuring cups with detailed markings Funnels with fine-tuned openings	Pipettes with precise measurements Transfer beakers Small measuring cylinders	Set of stirring rods Mixing containers with lids	Cleaning agents (e.g., mild soap, vinegar) Variety of cleaning brushes Drying racks	

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Continuous Provision Progression Overview

Conduct more precise pouring tasks and manage multiple containers. Analyse and control the rate of flow.	Measure and fill containers to exact volumes. Use tools to fill efficiently and accurately.	Transfer water between containers with accuracy. Use tools to minimise spillage.	Mix solutions and analyse mixtures for different properties. Record observations and outcomes.	Clean and sanitise using appropriate methods. Experiment with different cleaning tools and techniques.	
Year 2 Skills Plan and conduct simple experiments, making predictions and recording results. Use equipment to measure and record observations accurately. Investigate how different materials dissolve in water and how to separate them (e.g., filtering). Explore and describe changes that occur when materials are mixed with water (e.g., solids dissolving). Formulate hypotheses and discuss outcomes, comparing them with predictions. Use appropriate scientific vocabulary to discuss findings and conclusions.				Perform detailed experiments with advanced tools (e.g., graduated cylinders). Engage in complex projects and critical thinking activities. Collaborate on experiments and projects, enhancing communication skills.	
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
POURING/ EMPTYING	FILLING	TRANSPORTING/ TRANSFERING	STIRRING/ MIXING	CLEANING/ WASHING	
Graduated cylinders Adjustable spouts and controlled flow funnels Digital scales for measuring	Precision syringes and pipettes Digital measuring jugs Laboratory beakers	Pipettes Precision droppers Graduated flasks	Advanced mixing rods and spatulas Multi-purpose mixing tanks	Cleaning agents High-efficiency scrubbers Drying equipment	
Conduct complex experiments involving precise measurement and pouring. Compare and evaluate different pouring techniques.	Accurately fill and measure liquids in scientific experiments. Record and analyse measurement data.	Transfer liquids with advanced techniques and tools. Test and refine methods for efficiency.	Perform detailed mixing experiments and analyse results. Use advanced mixing techniques and equipment.	Use systematic cleaning methods for various types of materials. Analyse the effectiveness of different cleaning tools.	

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Continuous Provision Progression Overview

Construction

Common Play Behaviours:

Manipulating

Emergent: Large blocks to balance, Flat edges, Towers, Whole hand grip

Mid: Interlocking cubes, various shapes (e.g. curved sides and manipulating blocks into place)

High: Small blocks, ranges of shapes and sizes, Finger and thumb- one-handed grip

Joining

Emergent: Interlocking blocks e.g. duplo, lego, glue

Mid: Developing intricacy in interlocking parts e.g. clixi, tape (masking/ sellotape), hammer and nails

High: Different join types e.g. hinge, paperclips, paper fasteners, screws, nuts and bolts

Patterns

Emergent: Basic linear ABAB patterns, using colour, shape and size

Mid: More complex patterns using cycler, symmetrical patterns incorporating several features (colour, shape, size, mathematical similarities, etc)

High: Think about 3D patterns e.g. brick patterning for stability, Develop and explain complex patterns

Designing

Emergent: Discussing basic designs orally, talking about what they want to build

Mid: Explain how something might be built, creating written/ drawn designs, following set designs

High: Adapting and improving designs, predicting what may happen due to changes

Adult Role

Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.

Ask open ended questions

Questioning

How can you fix that?

What could you do differently?

Can you create a design for what you want to build? What will it show?

What would happen if you…?

How can you use this block differently?

Resources

- Large and small scale wooden blocks
- Various construction equipment e.g. lego, duplo, k'nex
- Cardboard boxes/ junk modelling

Pure Skills:

Transporting larger objects

Early building – horizontal and vertical stacking.

Bridging – using two blocks to support a third.

Enclosing – using bridging techniques to create an enclosed space.

Facilitative Skills:

Take turns and work co-operatively, sharing space and equipment.

Taking others ideas and resolving conflict

Communicate- predict, explain, compare and describe

Fine motor and gross motor control and precision

Labelling designs with signs and captions

Developing special awareness.

Counting and counting on.

Exploring how shape and weight effects movement and motion.

Experiencing scale.

Investigating what happens to an object as you manipulate it.

Exploring trajectory.

Exploring stability.

Collecting information through observation.

Problem solving – is this brick the right length/shape for the structure, do I need one that it longer/shorter to balance.

Vocabulary

- Size- big, small, long, short, tall, etc.
- Comparative- bigger, smaller, largest, fewest, longer, less than
- Descriptive- rough, smooth, cold, dry, warm, wet
- Prediction- I think…
- Explain- "XXX because XXX"

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Continuous Provision Progression Overview

AREA: [CONSTRUCTION] WORKSHOP				Summary of Progression	
Preschool Skills Build structures using a variety of materials (e.g., blocks, LEGO, cardboard). Make comparisons between objects in terms of size, length, weight, and capacity. Select and use shapes appropriately for construction (e.g., flat surfaces for bases, triangular prisms for roofs). Combine shapes to create new forms (e.g., making an arch or a larger triangle). Develop fine motor skills by manipulating different materials and tools. Repeat actions to understand cause and effect (e.g., stacking blocks). Explore materials using all senses, investigating their properties. Use imagination to create simple models and 'small worlds' (e.g., a city or park). Use their imagination to design and build models that express their ideas. Make independent choices about which materials to use.				Develop control and coordination through simple building activities. Explore materials and shapes, combining them in imaginative ways. Create simple models and 'small worlds.' Engage in cooperative play, sharing resources and ideas.	
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	PROBLEM SOLVING	Wooden and plastic blocks of various shapes and sizes Cardboard boxes, tubes, and other recyclable materials Basic construction kits (e.g., LEGO, DUPLO) Sensory materials (e.g., sand, water, fabric) Simple tools (e.g., small hammers, screwdrivers)
Duplo Stickle bricks Small and large blocks Wooden blocks Logs	Shape sorting blocks Simple puzzles with large pieces Large mats for laying out designs Building boards	Basic construction kits (e.g., wooden blocks with different shapes) Play tools (e.g., small hammers, screwdrivers) Large, open-ended construction materials (e.g., cardboard tubes)	Wooden blocks of various sizes Balance boards Soft blocks for safer balance experiments	Basic building blocks Simple construction kits (e.g., interlocking pieces)	
Explore and experiment with different resources. Build simple structures (e.g., towers, walls) in multiple dimensions. Begin to use imagination to add basic storylines to play.	Understand and manipulate space by fitting shapes together. Experiment with arranging blocks to form simple shapes and patterns.	Build structures with a specific function (e.g., a house, bridge). Start to recognise the purpose of different shapes in construction.	Develop understanding of balance through stacking and arranging blocks. Experiment with balancing different materials to prevent toppling.	Experiment with different ways to fit shapes and build stable structures. Troubleshoot simple issues, such as fixing a toppled tower or figuring out how to make a structure taller.	
Reception Skills Recognise and use shapes that can be combined or decomposed (e.g., building shapes from smaller shapes). Understand that shapes can fit together in various ways (e.g., creating a larger shape from smaller ones). Build on previous learning by refining and enhancing their constructions. Develop the ability to represent their ideas more accurately. Work together to create structures, sharing ideas, resources, and skills. Discuss and explain the building process and the rationale behind their choices. Use construction materials as props in role-playing scenarios and stories. Integrate construction activities with imaginative play to enhance narratives. Demonstrate perseverance when encountering challenges in construction tasks. Keep refining their models and techniques to improve their creations.				Use a variety of tools and materials with improved coordination. Compose and decompose shapes; refine building techniques. Work together on projects, integrate constructions into role play. Persist through challenges and refine previous constructions.	

Ivington CE Primary & Pre-school

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Continuous Provision Progression Overview

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	PROBLEM SOLVING	Planks Crates Tubes
Lego Mobilo Small and large blocks Coloured blocks Crates, tyres, planks	Symmetrical block sets Gridded building mats Magnetic tiles Measuring tools (e.g., rulers)	Modular building sets (e.g., Mobilo, Eitech) Construction blueprints or guides Specialised building kits (e.g., bridge kits)	Construction sets with balance components (e.g., see-saw such as wooden block pieces) Balance scales Stabilising blocks (e.g., corner supports)	Building sets with adjustable parts (e.g., Mobilo, LEGO) Balance and stability tools (e.g., small scales, levellers) Instructional guides or problem-solving prompts	
Use a variety of resources to create more complex models. Design and build enclosed spaces (e.g., forts, rooms). Integrate detailed storylines into constructions and play.	Recognise and create symmetry in constructions. Understand and use spatial relationships in more complex building projects.	Build structures with a clear function and purpose (e.g., bridges, towers). Plan and execute more intricate designs based on intended use.	Balance and stability in more complex constructions (e.g., multi-level structures). Solve balance-related challenges through experimentation.	Solve more complex construction challenges, such as creating bridges or buildings that must support weight. Use trial and error to improve designs and structures.	
Year 1 Skills Build more complex structures by combining and manipulating various shapes and materials. Apply knowledge of shape properties to design and construct detailed models. Continuously refine and improve constructions based on feedback and observations. Develop the ability to modify and adapt designs. Engage in collaborative construction projects, taking on different roles and responsibilities. Share ideas and problem-solve together to create elaborate structures. Use construction to support and enhance storytelling and role-play activities. Incorporate construction models into broader narratives and scenarios. Analyse and solve problems related to construction, such as balance and stability. Use critical thinking to improve and innovate building techniques.				Build complex structures with detailed manipulation and exploration. Apply basic scientific concepts and mathematical ideas to construction. Collaborate on large projects; use construction for independent problem-solving.	
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	PROBLEM SOLVING	Detailed construction plans or blueprints Photos of structures from around the world/ different types of buildings and homes Large rolls of paper
Advanced Lego sets (e.g., architectural kits) Engineering kits (e.g., K'NEX) Cardboard and paper for detailed structures	3D puzzle sets Geometry blocks Building software or apps for planning (e.g., virtual construction tools)	Engineering construction kits (e.g., Meccano, robotic kits) Various building materials (e.g., screws, bolts)	Advanced balance sets (e.g., see-saw systems) Precision balance scales Structural reinforcement kits (e.g., supports, bracing)	Engineering and robotics kits (e.g., K'NEX, simple robots) Tools for modification and adjustment (e.g., small wrenches, screwdrivers)	
Use advanced construction materials to create detailed and functional models. Incorporate complex storylines and themes into construction play.	Apply geometric concepts (e.g., angles, symmetry) in construction. Visualise and construct using three-dimensional thinking.	Design and build structures with specific engineering or architectural goals. Integrate functional elements (e.g., moving parts, hinges) into creations.	Master balance through constructing advanced multi-level structures. Use problem-solving skills to address and correct balance issues.	Address advanced construction problems, such as integrating moving parts or ensuring stability in multi-level structures. Analyse and adjust designs based on performance and functionality.	

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Continuous Provision Progression Overview

Year 2 Skills Use advanced techniques and tools to build complex and functional models. Apply mathematical concepts (e.g., symmetry, measurement) to construction tasks. Plan and manage larger construction projects, including designing, building, and reviewing. Evaluate and adjust designs based on trial and error. Collaborate on intricate projects, coordinating tasks and integrating ideas effectively. Demonstrate leadership and teamwork in construction activities. Apply STEM (Science, Technology, Engineering, Mathematics) concepts in construction. Explore and solve engineering challenges (e.g., building structures that can hold weight). Present and explain their construction projects, discussing the process, challenges, and solutions. Use construction as a medium to communicate ideas and concepts.	Employ advanced techniques and tools for intricate projects. Plan and manage construction tasks, integrating STEM concepts. Lead collaborative projects, present ideas, and solve complex problems.

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	PROBLEM SOLVING	
Complex Lego Technic sets Advanced robotics kits (e.g., LEGO Mindstorms) High-quality craft materials (e.g., glue guns, cutting tools)	CAD software for designing structures Advanced 3D modelling tools Detailed measurement tools (e.g., callipers, digital rulers)	Prototype kits (e.g., Maker Kits, Arduino) Design and engineering tools (e.g., CAD software) Evaluation tools (e.g., measuring instruments, testing materials)	Precision balancing tools (e.g., laser levels, gyroscopes) High-quality construction sets with balance components Stability analysis tools (e.g., simulation software)	Advanced construction and prototyping kits (e.g., Arduino, advanced robotics) Simulation software for testing designs High-precision measurement tools and structural analysis equipment	
Construct highly detailed models with sophisticated design elements. Use construction to solve real-world problems and demonstrate understanding.	Apply advanced spatial reasoning to create intricate designs and models. Use mathematical concepts (e.g., geometry, scale) in construction projects.	Design and build functional prototypes or models with clear objectives. Evaluate and iterate on designs based on functional requirements.	Achieve precision in balancing complex structures and systems. Test and refine designs to ensure stability and functionality.	Engage in sophisticated problem-solving involving complex engineering concepts (e.g., load-bearing structures, mechanical systems). Design and iterate on projects with specific functional goals.	

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Continuous Provision Progression Overview

Malleable

Common Play Behaviours:

Rolling

Emergent: Hands, rolling pin

Mid: Fingers/ hands with purpose e.g. making a "worm"

High: Developing finger manipulation when rolling- different shapes e.g. worm, sphere, etc.

Cutting

Emergent: Splitting using hands (tearing)

Mid: Roller cutter, shape cutter

High: Plastic knife and fork, scissors

Shaping & Moulding

Emergent: Hands, Cake tins e.g. muffin, large

Mid: Cutters, Shape cutters, loose parts, mini cake tins

High: Stampers, noodle makers, mould to shape, straws, pipe cleaners

Imaginative Play

Emergent: Starting to pretend that their creations are something else e.g. this is a biscuit, cake, etc.

Mid: Developing creations using loose parts e.g. candles for cakes

High: Using the malleable area to develop props to support imaginative play

Pure Skills:

Shape and mould
Add materials for decoration/ detail
Use of tools
Joining- water (clay)
Techniques e.g. rolling, moulding, wrapping, etc.
Creating shapes
Adding texture

Facilitative Skills:

Mathematical skills- fractions, printing of shape faces, exploration of shapes
Selecting tools and resources
Using language and vocabulary- describe, predict and explain
Experimentation linked to modelling, moulding, shape and space
Representing shapes, artwork by famous artists, etc.
Improve and adapt designs
Fine Motor development
Labelling- mark making

Resources

Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
Cake tins of various sizes
Rolling pins (different sizes and textures)
Knife, fork, scissors
Shape cutters
Roller cutters

Adult Role

Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
Provide commentary that helps children to see what they are doing
Engage in role play with children's creations

Questioning

How could you cut that?
How did you make that?
Why did you choose x?

Vocabulary

Size- big, small, long, short, tall, etc.
Comparative- bigger, smaller, largest, fewest, longer, less than
Descriptive- rough, smooth, cold, dry, warm, wet
Prediction- I think…
Imaginative
Explain- "XXX because XXX"

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Continuous Provision Progression Overview

AREA: MALLEABLE				Summary of Progression
Preschool Skills Develop fine and gross motor skills through handling and manipulating various materials. Use both hands effectively for different tasks (e.g., squeezing, rolling). Experiment with a range of materials to discover their properties and how they can be used. Handle and use simple tools to interact with materials. Engage in activities that involve both large and small motor skills, such as rolling dough or cutting with scissors. Practice using one-handed tools and equipment. Investigate materials by touching, squishing, and moulding them. Recognise and talk about the differences in textures and properties. Use imagination to create simple models and structures. Develop ideas through creative play and exploration of materials. Experiment with joining materials together to create new textures and forms. Use basic joining techniques to combine different materials.				Develop hand-eye coordination and control with malleable materials. Explore textures and properties using simple tools. Engage in creative play and express ideas through basic modelling.
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
ROLLING	MOULDING	CUTTING	SHAPING	Herbs/ oils Food colouring Glitter Cocoa powder Slime/cloud dough
Rolling pins (varied sizes and textures)	Moulds (simple shapes, animal shapes) Playdough Clay	Child-safe scissors Plastic knives Playdough cutters	Shape cutters (various shapes) Playdough Clay	
Begin to use rolling pins or hands to flatten materials with forward and backward motion. Explore different textures and the effect of pressure on materials.	Use hands or simple tools to shape and form malleable materials into different forms. Explore the properties of materials as they are moulded.	Begin to use simple tools to cut or shape materials. Explore the concept of separating materials into different pieces	Use hands and simple tools to create various shapes from malleable materials. Experiment with different techniques to form shapes.	
Reception Skills Use a range of small tools confidently, such as scissors and paintbrushes. Refine control and precision in artistic and malleable tasks. Experiment with and refine artistic techniques to express ideas and feelings. Explore texture, colour, and design in their creations. Return to and improve upon previous projects using enhanced techniques. Develop and refine ideas and techniques based on past experiences. Work together to create and share ideas. Use shared resources and collaborate on design and execution. Safely use and experiment with a variety of materials and techniques. Understand the function and purpose of different tools and materials.				Refine motor skills with various tools and materials. Create detailed projects, experimenting with textures and colours. Collaborate and share ideas while explaining their creations.

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Continuous Provision Progression Overview

COMMON PLAY BEHAVIOURS				ENHANCEMENTS
ROLLING	MOULDING	CUTTING	SHAPING	Herbs/oils Food colouring Glitter Cocoa powder Slime Modelling clay
Range of rolling pins (sizes, textures) Rolling pin with handles	Variety of moulds (detailed shapes, tools) Air-dry clay Modelling clay	Precision scissors Plastic knives Shape cutters	Detailed shape cutters Sculpting tools	
Use a range of rolling pins to achieve desired thickness and texture. Apply consistent pressure to flatten materials evenly.	Use more complex moulds to create detailed shapes and figures. Combine moulding techniques to build structures or detailed models.	Use a variety of cutting tools with increased precision. Experiment with different techniques for cutting and shaping materials.	Refine shaping techniques to create intricate designs. Explore advanced methods for manipulating materials into complex forms.	
Year 1 Skills Use a range of tools competently and confidently for more detailed and refined work. Apply fine motor skills to intricate tasks and designs. Explore and apply a range of artistic techniques to enhance creative projects. Design and create complex models with thoughtful use of materials. Work collaboratively on projects, sharing ideas and skills. Refine and improve designs based on feedback and observation. Use tools safely and effectively, with increased independence. Understand and apply techniques for different materials.				Enhance precision in tool use and material handling. Apply knowledge of materials to more intricate designs. Collaborate on detailed projects and solve problems creatively.
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
ROLLING	MOULDING	CUTTING	SHAPING	Modelling clay with texture tools Air-dry clay
Various rolling pins (including textured) Mats	Advanced moulds (multi-part, thematic) Modelling tools	Precision cutting tools (craft knives, rotary cutters) Range of shape cutters Safety cutting mats	Sculpting tools (various shapes and sizes) Detailed shape cutters	
Use rolling pins with precision to achieve specific shapes and textures. Apply techniques for rolling and flattening with control and consistency.	Develop the ability to use moulds to create detailed and accurate models. Combine moulding and other techniques to enhance creativity.	Use cutting tools to achieve detailed and precise results. Explore different cutting techniques and their effects on materials.	Master techniques for shaping materials into complex forms and structures. Apply problem-solving skills to refine and perfect shapes.	

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Continuous Provision Progression Overview

<table>
<tr><td colspan="4">Year 2 Skills
Demonstrate advanced manipulation and control with a variety of tools.
Execute complex techniques in creating detailed projects.
Apply sophisticated design principles and problem-solving skills in projects.
Experiment with innovative techniques and materials for complex designs.
Take leadership roles in group projects, guiding and supporting peers.
Collaborate on complex projects, integrating multiple ideas and techniques.
Master the safe use of advanced tools and techniques.
Implement safety protocols and best practices in all malleable activities.</td><td>Master advanced tools and techniques for detailed work.
Conduct sophisticated exploration and apply design principles.
Lead collaborative projects, reflecting on and refining their work.</td></tr>
<tr><td colspan="4">COMMON PLAY BEHAVIOURS</td><td>ENHANCEMENTS</td></tr>
<tr><td>ROLLING</td><td>MOULDING</td><td>CUTTING</td><td>SHAPING</td><td rowspan="3">Clay</td></tr>
<tr><td>Adjustable rolling pins
Rolling tools for detailed patterns</td><td>Moulds
Specialty modelling tools</td><td>Cutting tools</td><td>Sculpting tools
Shaping equipment</td></tr>
<tr><td>Achieve expert control over rolling techniques for uniform and intricate designs.
Apply rolling skills to advanced projects with specific requirements.</td><td>Master advanced moulding techniques to create highly detailed and complex models.
Integrate moulding with other techniques for sophisticated designs.</td><td>Utilise advanced cutting tools to achieve precise and detailed outcomes.
Refine cutting techniques to support complex project requirements.</td><td>Demonstrate expertise in shaping and sculpting for elaborate and intricate designs.
Apply advanced techniques to enhance creativity and problem-solving in construction.</td></tr>
</table>

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Continuous Provision Progression Overview

Role Play/ Small World

Common Play Behaviours:

Communicate

Emergent: Playing alongside others, engaging when invited, limited vocabulary

Mid: Engaging with others and asking questions, child centre vocabulary

High: Full engagement, using language as a tool to engage and engage others, wide ranging vocabulary linked to experiences and familiar stories/ non fiction

Recreate

Emergent: Basic home roles from their familiar lived experiences including pets etc.

Mid: Linked to more real life experience e.g. visit to the shops, taking a pet to the vets, trip to the zoo

High: Using a book/ tv/ film stimulus e.g. princesses and dragons, paw patrol, familiar class story

Innovate

Emergent: Pretending objects are items from their own direct experiences e.g. this box is my house

Mid: Develops a story within their role play linked to familiar events and props (see above)

High: Develops and builds on a story, acting out a narrative with others

Co-operate

Emergent: Play alongside others and engage in similar play.

Mid: Extend and elaborate play ideas and engage in conversations. Take steps to negotiate and problem solve

High: Create a story line by acting out narratives together, Build on other's ideas, Solve conflict through negotiation

Pure Skills:

Communication based skills developed- no pure skills

Facilitative Skills:

Co-operate, take turns and share demonstrating negotiation skills
Develop confidence, self-esteem and self-control.
Re-enacting real life situations and familiar experiences
Work independently and access the resources needed.
Work as part of a group, taking on different roles.
Respect others ideas and accommodate them within play.
Show initiative when developing ideas.
Reflect on feelings as part of that role e.g. in a hospital.
Use language and extend vocabulary

Develop fine motor skills and co-ordination through manipulating real life
Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc.
Use imagination to develop stories.
Develop mark-making skills by creating menus, diaries, pictures, price lists.

Exploring mathematical concepts relating to money, capacity, size, weight.
Problem solving e.g. how much money for this item?
Develop concept of time e.g. breakfast, dinner, bed time.
Explore and recognise features of how things work.

Resources

Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
Cardboard boxes
Materials
Mark making equipment e.g. pens, paper, pencils, envelopes and note books
Enhancements accessible e.g. money, clock, till, play food etc.
Open ended resources e.g. faceless peg dolls and wooden blocks

Adult Role

Facilitate play- help to create a "story" through commentary and mapping
Model vocabulary and language
Support children in how to effectively resolve conflicts
Develop the use of props e.g. materials for costumes, boxes for vehicles etc.

Questioning

What might happen next to…?
Why does….?
How could we…?

Vocabulary

Descriptive- rough, smooth, cold, dry, warm, wet
Imaginative
Negotiation
Questioning

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Continuous Provision Progression Overview

AREA: SMALL WORLD				Summary of Progression
Preschool Skills **Family Connections:** Make connections between the features of their family and other families. **Diversity Awareness:** Notice differences between people. **Life-Story Understanding:** Begin to make sense of their own life-story and family's history. **Occupational Awareness:** Show interest in different occupations. **Imaginative Play:** Use their imagination as they consider what they can do with different materials. **Pretend Play:** Take part in simple pretend play, using an object to represent something else even though they are not similar. **Story Development:** Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses. **Small World Construction:** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.				Explore family connections and notice differences between people. Develop early understanding of occupations and begin to make sense of personal and family history. Engage in simple pretend play, using objects symbolically and developing basic storylines. Create imaginative and complex 'small worlds' using blocks, animal sets, dolls, and other props.
COMMON PLAY BEHAVIOURS				ENHANCEMENTS
IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONMENT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	Props for storytelling (e.g., play food, small furniture) Sand, water trays, and fabric for creating landscapes
Farm animals Jungle animals Characters (e.g., people in the community) Everyday objects for imaginative play (e.g., cups as hats, blocks as phones)	Blocks and construction toys Trees, plants, and animals for setting scenes Boxes and containers for houses, caves, and shelters Fabric pieces for water, grass, and sky	Simple figurines and animals Storybooks and picture cards Fabric pieces for making settings Everyday objects for imaginative use (e.g., sticks as swords, boxes as cars)	Figures and props related to past experiences (e.g., family figures, toy animals) Storybooks with familiar events Simple toys that reflect everyday life (e.g., kitchen sets, dollhouses) Fabric pieces and props to set scenes Story prompts (e.g., picture cards, simple storybooks)	
Make familiar sounds ie vehicles and animals. Represent objects as different objects.	Create simple environments using basic resources.	Begin to create simple stories using small world toys.	Share simple past experiences using small world play.	FOCUS: Basic social awareness, imaginative play, simple storytelling.

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Continuous Provision Progression Overview

<table>
<tr><td colspan="4">Reception Skills
Family and Community: Talk about members of their immediate family and community.
People Familiarity: Name and describe people who are familiar to them.
Historical Context: Comment on images of familiar situations in the past.
Societal Roles: Talk about the lives of the people around them and their roles in society.
Comparative Understanding: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Storytelling Through History: Understand the past through settings, characters, and events encountered in books read in class and storytelling.
Storyline Development: Develop storylines in their pretend play.
Role Play: Make use of props and materials when role-playing characters in narratives and stories.</td><td>Discuss immediate family and community roles.
Understand and describe familiar people and situations, both past and present.
Develop more detailed storylines and role-play scenarios using a variety of props and materials. Build on previous learning to refine ideas and representations.
Engage in collaborative play, sharing ideas and resources.</td></tr>
<tr><td colspan="4">COMMON PLAY BEHAVIOURS</td><td>ENHANCEMENTS</td></tr>
<tr><td>IMITATES AND REPRESENTS</td><td>REPRESENTS AN ENVIRONMENT</td><td>CREATES NARRATIVE AROUND PLAY</td><td>RECALLS PAST EVENTS</td><td>Dolls house and furniture
Props and accessories (e.g., hats, masks, fabric pieces)</td></tr>
<tr><td>Variety of animals (farm, jungle, zoo)
Small world people and dolls
Cars and transport models
Miniature household items (e.g., plates, cutlery, furniture)</td><td>Building blocks (wooden, plastic, foam)
Fabric, cardboard, and natural materials for terrain
Trees, plants, and small world scenery pieces
Miniature houses, shops, and buildings
Play mats with roads, fields, and rivers</td><td>Dolls, figures, and animals
Small world playsets (e.g., farm, zoo, house)
Storybooks and picture prompts
Miniature furniture and accessories</td><td>Figures and toys representing past events (e.g., historical figures, old-fashioned toys)
Story prompts and picture cards
Storybooks with themes of past experiences</td><td></td></tr>
<tr><td>Select prompts/resources to represent their character.</td><td>Create more detailed environments with a variety of materials.</td><td>Use props and resources to develop simple storylines.</td><td>Talk about past events and incorporate them into play scenarios.</td><td>FOCUS: Family and community awareness, historical understanding, advanced storytelling.</td></tr>
<tr><td colspan="4">Year 1 Skills
Detailed Family and Community: Discuss in more detail the roles and relationships within their family and community.
Historical Reflection: Reflect on and discuss historical events and their relevance to current life.
Advanced Storytelling: Create detailed and intricate storylines incorporating historical and social elements.
Character Development: Develop and role-play more complex characters and narratives.</td><td>Discuss family roles and relationships in greater detail.
Reflect on historical events and their relevance to current life.
Create intricate storylines incorporating historical and social elements.
Develop and role-play more complex characters and narratives.</td></tr>
</table>

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Continuous Provision Progression Overview

<table>
<tr><td colspan="4"></td><td>Enhance manipulation skills and explore a wider range of materials properties.</td></tr>
<tr><td colspan="4">COMMON PLAY BEHAVIOURS</td><td>ENHANCEMENTS</td></tr>
<tr><td>IMITATES AND REPRESENTS</td><td>REPRESENTS AN ENVIRONMENT</td><td>CREATES NARRATIVE AROUND PLAY</td><td>RECALLS PAST EVENTS</td><td rowspan="2">Props and costumes for character development (e.g., hats, scarves, tools) and reenactment (e.g., period clothing, tools)
Sound effects/ music (iPad) and musical instruments for enhancing play scenes
Craft materials for making detailed historical scenes (e.g., clay, fabric, wood)</td></tr>
<tr><td>Detailed animal sets (wild, farm, marine)
Diverse character figures (historical, community helpers)
Miniature furniture sets and buildings
Vehicles (trucks, buses, boats)
Props to create scenes (e.g., small plants, fabric for tents, cardboard boxes for buildings)
Costumes and accessories (e.g., scarves, hats, bags)</td><td>Construction sets with detailed pieces (e.g., LEGO, K'NEX)
Textured materials (e.g., sandpaper, fabric, moss)
Miniature landscapes (e.g., rock, soil, water elements)
Building materials (e.g., sticks, stones, clay)
Scenery items (e.g., trees, fences, bridges)</td><td>Diverse figures (e.g., characters from different cultures, historical figures)
Detailed small world sets (e.g., castles, town scenes, space stations)
Storyboards, paper, and drawing materials for planning stories</td><td>Historical figures and props (e.g., Victorian toys, ancient artifacts)
Storyboards and props for reenacting past events
Books and stories depicting historical events</td></tr>
<tr><td>Choose resources to enhance character representation and engage in role-play.</td><td>Develop detailed and imaginative environments using a range of materials.</td><td>Develop detailed storylines and incorporate narrative elements into play.</td><td>Use detailed props and settings to recreate and discuss past events.</td><td>FOCUS: Enhanced social and historical understanding, detailed storytelling.</td></tr>
<tr><td colspan="4">Year 2 Skills
Mastery of Social Roles: Demonstrate a deep understanding of social roles and historical contexts.
Sophisticated Historical Analysis: Analyse historical events and their impact on modern society.
Complex Storytelling: Create and narrate sophisticated and layered stories with historical and social themes.
Collaborative Play: Work collaboratively with peers to develop and act out complex scenarios.</td><td>Demonstrate a deep understanding of social roles and historical contexts.
Create and narrate sophisticated, layered stories with historical and social themes.
Work collaboratively with peers to develop and act out complex scenarios.</td></tr>
<tr><td colspan="4"></td><td>Engage in advanced manipulation, exploration, and creative activities, fostering teamwork and communication.</td></tr>
</table>

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Continuous Provision Progression Overview

COMMON PLAY BEHAVIOURS				ENHANCEMENTS
IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONMENT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS	Advanced construction kits (e.g., Technic LEGO, modular building sets) Craft materials for detailed environment creation (e.g., wire, clay, fabric, paints) Audio-visual aids (e.g., sound effects, recorded voices, projectors) Costumes and props for detailed role-play (e.g., uniforms, detailed clothing, accessories)
Advanced character sets (historical figures, fantasy characters) Diverse props and detailed environments (e.g., small world playsets, nature elements like leaves, stones) Story props (e.g., storybooks, maps, miniature tools and instruments)	Natural elements (e.g., pebbles, wood slices, shells) Miniature building materials (e.g., detailed model kits, miniature paints) Story props and backdrops (e.g., fabric backdrops, storyboards, detailed miniatures)	Advanced character sets and detailed props Extensive small world environments (e.g., themed playsets, detailed scenery) Storybooks and scripts for inspiration	Detailed historical sets and props (e.g., historical buildings, detailed figurines) Storybooks, diaries, and photos for inspiration Collaborative tools for group storytelling (e.g., story maps, shared props)	
Develop complex characters and settings, incorporating narrative elements.	Create complex and immersive environments that reflect detailed narratives.	Create complex narratives with clear plots and character development.	Develop and narrate complex stories involving detailed recollections of past events.	FOCUS: Mastery of social and historical concepts, sophisticated storytelling, collaboration.

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Continuous Provision Progression Overview

Creative

Common Play Behaviours:

Cutting

Emergent: Ripping with hands, beginning of scissor grip but not secure

Mid: Scissors, Shaped scissors

High: Confident use of scissors e.g. cutting out a shape, sticking to a line, supervised use of more complex cutting tools e.g. Stanley knife, etc.

Joining

Emergent: Glue (PVA or glue stick), generally joins flat surfaces successfully

Mid: Joining surfaces of different shapes, tape, bands, stitching, paperclips, staples, tags, hole punch

High: Combining resources. Developing joining techniques, e.g. Tabs for gluing and hinges

Painting

Emergent: Hands, Large paint brushes, upright easels, large paper

Mid: Smaller paintbrushes, different tools e.g. cotton buds/ sticks, various paints

High: Self selection, Creating textured paint, using different techniques e.g. dabbing, strokes

Printing

Emergent: Sponges, stampers, hands

Mid: Pompoms, imprinting in dough, fruit and vegetables,

High: Patterns, symmetry, cotton buds, dabbers, straws

Colour Mixing

Emergent: Mix all the colours together and experiment with colour mixing

Mid: Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange

High: Explore tone through colour mixing

Pure Skills:

Exploring Paint and its textures/ composition
Powder Paint- adding water
Ready Mixed Paint/ Water Colour
Exploring artist tools and using for different purposes e.g. chalk, pastels, pencils, junk modelling etc.
Colour Mixing

Facilitative Skills:

Selecting tools and resources
Using language and vocabulary- describe, imagine, and explain
Experimentation linked to colour, form and function
Representing artwork by famous artists, etc.
Improve and adapt designs
Fine Motor development
Labelling- mark making
Observational skills
Developing artistic techniques

Resources

Paintbrushes, palettes, sponges, cotton buds, sticks
Various Paint types- self selection
Different art tools e.g. pens, pencils, chalks, etc.
Paper for self-selection
Scissors and glue for self-selection
Loose parts/ texture add ons

Adult Role

Modelling
Teaching skills
Providing famous works of art and discussing techniques

Questioning

How else could you use that?
How can you make the colour …. ?
What will you use to paint with?

Vocabulary

Descriptive- rough, smooth, cold, dry, warm, wet
Prediction- I think…
Imaginative
Explain- "XXX because XXX"

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Continuous Provision Progression Overview

AREA: CREATIVE	Summary of Progression
Preschool Skills 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 meaning to the marks they make. Explore different materials, using all their senses to investigate them, to develop their ideas about how to use them and what to make. Use their imagination as they consider what they can do with different materials. 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. Develop manipulation and control. Use a comfortable grip with good control when holding pens and pencils.	Basic manipulation and sensory exploration. Resource selection and understanding cause and effect. Exploration of natural materials. Social interaction and imaginative play. Early mark making and physical coordination.

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	Fruit/veg Animal/ vehicle
Scissors Hand scissors	PVA glue Glue stick Sellotape Single small hole punch	Paper Fabric scraps Stickers Glue sticks	Paint Water Mixing trays	Sponges Blocks Leaves	Paints Brushes Fingers	
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.	Explore what glue and Sellotape are and what they can do. Attempt to mend things. Attempt to join junk together.	Explore sticking different materials. Create simple collages. Experiment with layering and textures.	Mix colours to see new results. Experiment with water and other mediums. Develop an understanding of colour mixing basics.	Explore different textures for printing. Make simple prints. Experiment with patterns.	Start to make marks intentionally. Use fingers and tools to paint. Express ideas through mark making.	

Reception Skills Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Develop their small motor skills to use a range of tools competently, safely, and confidently. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.	Develop fine motor skills and coordination. Use a variety of tools competently and safely. Explore the natural world and understand simple processes and changes. Engage in creative play, mark-making, social interaction, and early scientific inquiry.

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Continuous Provision Progression Overview

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	Natural materials such as sand Animals/transport Food such as potatoes Transient Art - Loose parts: keys; nuts; bolts; screws; door handles; hinges
Scissors	Glue Hole punch Stapler Tags Elastic bands Paper clips	Various papers Textiles Glue Scissors Buttons Beads	Paints Water Mixing bowls	Sponges Foam Stamps	Paints Brushes Sticks Natural materials	
	Sellotape Masking tape Split pins					
Use scissors to cut confidently. Follow a line to cut. Cut a range of materials. Cut circles and other shapes.	Know that glue/sellotape 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.	Develop more complex collages. Use scissors to cut materials for collages. Experiment with different textures and materials.	Refine colour mixing skills. Explore different materials for mixing. Create various consistencies and textures.	Develop printing techniques. Create patterns with prints. Experiment with layered printing.	Develop more control over mark making. Use various tools for painting. Express complex ideas through painting.	
Year 1 Skills Enhance manipulation skills and fine motor control through art and design activities. Explore a broader range of materials and tools for creating art. Develop more complex artistic techniques and begin to understand simple design principles. Engage in collaborative art projects, sharing and discussing ideas and processes. Begin to understand and use basic art vocabulary. Reflect on and discuss their own and others' artwork, considering what they might change or improve.					Enhance manipulation skills and fine motor control. Explore material properties and engage in more complex creative play. Introduce and apply basic scientific concepts in creative activities. Begin collaborative art projects, sharing and discussing ideas.	
COMMON PLAY BEHAVIOURS						ENHANCEMENTS
CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	Hot glue guns (supervised) Sewing needles and thread Thickeners Watercolours
Scissors Junk modelling	Strong adhesives Rivets String Wool Ribbon	Paper Fabric Metal foils Pipe cleaners Pom-Poms	Paints Mixing palettes	Linocut tools Printing inks Presses (manual)	Fine brushes Mixed media Palettes	
Enhance cutting accuracy. Cut intricate shapes. Combine cutting with other techniques.	Join materials more securely. Use advanced joining techniques. Create complex structures.	Create detailed collages. Explore themes in collage work. Combine materials creatively.	Experiment with complex mixing techniques. Explore consistency and texture changes. Create desired effects.	Develop advanced printing techniques. Experiment with printmaking. Create multi-layered prints.	Enhance precision in mark making. Experiment with mixed media. Create detailed paintings.	

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Year 2 Skills Develop advanced manipulation skills and refined motor control through detailed and intricate art projects. Conduct in-depth exploration of materials and techniques, including more complex artistic processes. Engage in sophisticated creative activities that incorporate scientific and mathematical principles (e.g., symmetry, pattern, measurement). Foster teamwork and communication through collaborative art projects. Use a wide range of art vocabulary to describe and discuss their work and the work of others. Critically evaluate and adapt their artistic techniques and processes.	Develop advanced manipulation skills and refined motor control. Conduct in-depth exploration of materials and artistic techniques. Engage in sophisticated creative and scientific activities. Foster teamwork and communication through collaborative art projects.

COMMON PLAY BEHAVIOURS						ENHANCEMENTS
CUTTING	FIXING/ JOINING	STICK/ COLLAGE	MIXING	PRINTING	MARK MAKING /PAINTING	Woodwork tools
Craft knives (supervised) Advanced scissors	Wood glue Metal fasteners Clamps	Specialty papers Advanced adhesives Embellishments	Specialised paints Mixers Thickeners and diluters	Advanced printmaking tools Press Specialty inks	Advanced art supplies Mixed media tools Canvases	
Achieve high precision in cutting. Combine cutting with design technology. Create detailed models.	Use advanced fixing techniques. Join diverse materials. Build sturdy structures.	Create thematic collages. Use advanced materials. Experiment with composition.	Achieve complex textures and colours. Explore material properties in depth. Create artistic effects.	Master printmaking techniques. Create detailed prints. Explore artistic printmaking.	Refine artistic techniques. Experiment with advanced media. Create sophisticated artwork.	

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Investigation Station

Common Play Behaviours:

Observation

Emergent: Observes immediate world around them, Comments on what they can see.

Mid: Observes with interest, notices and comments on change, asks questions

High: Closely observes over a number of days, Discusses observations & seeks out things to observe & find things out.

Investigate & Experiment

Emergent: Explores cause and effect.

Mid: Uses appropriate resources to carry out a test. Formulates a hypothesis about what they think will happen and why.

High: Records findings, makes decisions about what will be the most effective resources to use

Test

Emergent: Explores cause and effect but changes a variable (e.g. floating and sinking will it float if there is more water?).

Mid: Plans a test considering what it is that they want to find out. Thinks about how they can find out the answer to their question.

High: Tests ideas and theories. Plans what they will do next based on their findings.

Resources

Items of interest- enhancement e.g. stick, magnets, circuit equipment, mirrors, coloured water, etc. natural objects

Tweezers

Paper and pens

Magnifying glass, binoculars, microscopes, slides

IPads (to record and research)

Linked books (particularly non-fiction)

Garden tools, gardening gloves, mud box

Fossil excavating kit, trays, tuff spots

Bugs- play bugs, bug pots, habitat boxes, books, posters

Windmills, scarves, umbrellas, rain gauges

Pure Skills:

Scientific skills are the main focus- no pure skills

Facilitative Skills:

Observational skills- looking closely, magnifying

Exploration-sensory- touch, smell, sight, sounds

Using scientific equipment

Fine Motor Skills- tweezers etc.

Mark Making skills- recording and drawing

Making Predictions

Testing Ideas

Showing curiosity and interest

Developing explanations

Asking questions

Spotting patterns

Adult Role

Supporting understanding

Language development

Language modelling

Introduce appropriate scientific language

Questioning

What do you think will happen?

When you change…. What happens?

Encourage children to make explanations related to observations, investigations and tests.

Vocabulary

Size- big, small, long, short, tall, etc.

Comparative- bigger, smaller, largest, fewest, longer, less than

Descriptive- rough, smooth, cold, dry, warm, wet

Prediction- I think…

Imaginative

Explain- "XXX because XXX"

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Continuous Provision Progression Overview

<table>
<tr><td colspan="3">AREA: CURIOSITY CORNER [INVESTIGATION]</td><td>Summary of Progression</td></tr>
<tr><td colspan="3">Preschool Skills
Use senses and simple equipment to explore, e.g., binoculars and magnifying glasses.
Explore collections of materials with similar and/or different properties.
Talk about what they see and feel.
Explore how things work, such as pulleys and basic characteristics of liquids and solids (e.g., cooking eggs, melting chocolate).</td><td>Basic sensory exploration and manipulation Introduction to simple equipment and tools Understanding cause and effect through direct interaction Exploration of natural materials and basic properties Encouragement of social interaction and imaginative play Development of early observational and descriptive skills</td></tr>
<tr><td colspan="3">COMMON PLAY BEHAVIOURS</td><td>ENHANCEMENTS</td></tr>
<tr><td>OBSERVE</td><td>INVESTIGATE/ EXPERIMENT</td><td>TEST</td><td rowspan="2">Water play table</td></tr>
<tr><td>Magnifying glasses
Binoculars
Nature items (leaves, flowers, rocks)
Simple charts for recording observations</td><td>Sand and various containers Magnets and magnetic objects</td><td>Balance scales and various objects to weigh
Simple ramps and toy cars
Floating and sinking objects
Building blocks for creating simple structures</td></tr>
<tr><td>Observes the immediate world around them
Comments on what they can see</td><td>Uses senses to explore and investigate materials
Begins to understand cause and effect through simple experiments</td><td>Begins to test ideas through play
Shows curiosity about what will happen next</td><td>FOCUS: Curious about the world around them.</td></tr>
<tr><td colspan="3">Reception Skills
Notice and comment on changes in their environment, both indoors and outdoors.
Ask questions about what they have observed.
Comment and ask questions about aspects of their familiar world, such as the natural world, making observations and drawing pictures of animals and plants.
Talk about why things happen and how things work.
Look closely at similarities, differences, patterns, and changes.
Explore and talk about different forces, such as gravity, push and pull toys.</td><td>Development of fine motor skills and coordination with scientific tools
Safe and competent use of various tools and equipment
Exploration and understanding of natural processes and changes
Engagement in creative play and early scientific inquiry
Enhancement of observational skills and articulation of findings</td></tr>
<tr><td colspan="3">COMMON PLAY BEHAVIOURS</td><td>ENHANCEMENTS</td></tr>
<tr><td>OBSERVE</td><td>INVESTIGATE/ EXPERIMENT</td><td>TEST</td><td rowspan="2">Simple science kits (e.g., growing plants, baking soda and vinegar reactions)
Measuring jugs and cups
Water play with tubes and funnels</td></tr>
<tr><td>Mirrors Pull/push toys Curiosity cube Bug
viewers and insect containers</td><td>Magnets and metal/non-metal objects</td><td>Balance scales with weights
Stopwatches and timers
Simple circuits with batteries and bulbs
Nature items for observing seasonal changes</td></tr>
</table>

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Closely observes experiments over a number of days Discusses what their observations tell them Seeks out things to observe to find things out	Uses a variety of tools to investigate properties of materials Understands simple processes and changes Makes predictions and observes outcomes	Tests ideas and hypotheses through hands-on activities Records and discusses findings	FOCUS: Observes something with interest.

Year 1 Skills Make systematic observations and explore cause and effect. Use simple scientific equipment to gather data. Ask and answer questions about what they have observed. Describe changes over time and begin to understand patterns in nature. Explore simple scientific concepts, such as materials, forces, and states of matter.			Enhanced manipulation and exploration of material properties Introduction to more complex scientific concepts Systematic observations and basic experimental procedures Understanding patterns and changes in nature Continued development of questioning and analytical skills
COMMON PLAY BEHAVIOURS			ENHANCEMENTS
OBSERVE	INVESTIGATE/ EXPERIMENT	TEST	Plant growing kits Water play with various objects to test buoyancy Maps Globe Mirrors
Magnifying glasses Measuring tapes and rulers Weather charts Compass Binoculars Magnification Viewer pots	Thermometers Magnifying glasses Different types of magnets and magnetic materials Magnets	Stopwatches and timers Ramps and cars for speed/distance tests Nature journals for recording findings	
Makes detailed observations of experiments Records observations using drawings and simple charts Begins to notice patterns and changes	Conducts simple experiments systematically Uses a range of tools to investigate and explore Understands more complex processes and changes	Tests predictions and hypotheses with increasing accuracy Records and analyses results Discusses conclusions based on evidence	FOCUS: Develops more systematic exploration.
Year 2 Skills Conduct simple experiments with a clear hypothesis and method. Record findings systematically, using drawings, charts, and simple tables. Ask and answer questions based on their observations, making predictions about what might happen next. Explore more complex concepts such as simple machines, magnetism, and the properties of materials. Discuss and reflect on their investigations and results with peers, showing understanding of cause and effect.			Advanced manipulation skills and in-depth exploration Engagement in sophisticated scientific activities and experiments Detailed recording and analysis of observations Exploration of complex scientific concepts and properties Promotion of teamwork, communication, and reflection
COMMON PLAY BEHAVIOURS			ENHANCEMENTS
OBSERVE	INVESTIGATE/ EXPERIMENT	TEST	Advanced science kits (e.g., circuits, simple machines) Models of the human body or plant cells
Microscopes Data loggers Weather stations	Magnifying glasses and tweezers for detailed work Measuring tools (e.g., scales, graduated cylinders)	Digital timers and thermometers Balance scales with gram weights Scientific journals for detailed recording Simple robotics kits for testing and programming	

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Continuous Provision Progression Overview

Makes detailed and accurate observations over time Uses charts and graphs to record observations Identifies similarities, differences, and patterns	Designs and conducts more complex experiments Uses scientific tools accurately and safely Understands detailed scientific processes	Develops hypotheses and conducts thorough tests Analyses and interprets data Draws conclusions based on evidence and shares findings	FOCUS: Engages in more detailed investigations.

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AREA: MUD KITCHEN (Forest School)	Summary of Progression
Preschool Skills Curious about the world around them. Use senses and simple equipment to explore the world around them. Explores collections of materials with similar and/or different properties. Talks about what they see. Explores how things work (e.g., characteristics of liquids/solids).	Basic sensory exploration and manipulation Introduction to simple equipment and tools Understanding cause and effect through direct interaction Exploration of natural materials and basic properties Encouragement of social interaction and imaginative play Development of early observational and descriptive skills

COMMON PLAY BEHAVIOURS				ENHANCEMENTS
POURING/ FILLING/ EMPTYING	STIRRING/ MIXING	TRANSFERRING/ TRANSPORTING	CREATING RECIPES/ EXPERIMENTING	Lavender Leaves Flower petals Herbs Pinecones Small stones
Small containers Plastic cups Spoons Simple funnels, Sand/water play sets.	Wooden spoons Small bowls Plastic whisks Spatulas Basic kitchen tools	Buckets Small scoops Plastic spoons Simple shovels Small containers with handles	Measuring spoons Plastic mixing bowls Simple kitchen tools Sensory materials (flour, water, sand)	
Explore how to pour and fill containers. understand cause and effect. develop hand-eye coordination.	Develops basic stirring techniques. Explores textures. Develops hand-eye coordination.	Transfers materials from one container to another. Develops coordination. Understands the concept of transport.	Explores mixing and combining materials. Develops sensory awareness. Follows simple instructions.	

Reception Skills Observes something with interest. Notices and comments on changes in their environment. Asks questions about what they have observed. Comments and asks questions about aspects of their familiar world, such as the natural world. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns, and changes.	Focus on developing fine motor skills and coordination Use a variety of tools competently and safely Explore the natural world and understand simple processes and changes Engage in creative play and complex scenarios Enhancement of observational and descriptive skills Incorporation of early scientific inquiry and questioning

COMMON PLAY BEHAVIOURS				ENHANCEMENTS
POURING/ FILLING/ EMPTYING	STIRRING/ MIXING	TRANSFERRING/ TRANSPORTING	CREATING RECIPES/ EXPERIMENTING	Coloured sand Powder paint Beans/ lentils Feathers Seasonal vegetables
Measuring cups Larger containers More complex funnels Graduated beakers Pipettes.	Metal whisks Larger bowls Hand mixers Mixing spoons	Larger buckets Metal scoops Tongs Balance scales Assorted containers	Recipe cards Measuring cups Larger mixing bowls, Child-safe kitchen tools Variety of ingredients	

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Pour with control. Measure amounts. Understand full/empty concepts.	Stirs with control. Mixes ingredients evenly. Begins to understand how different materials combine.	Transfers with more accuracy. Uses different tools to transport. Begins to understand balance and weight.	Follows simple recipes. Understands the basics of ingredient combinations. Observes changes when combining materials.	

ENHANCEMENTS - YEAR 1	ENHANCEMENTS - YEAR 2
Dried Flowers: To add to recipes and explore different textures and colours. **Small Twigs and Branches:** For construction and imaginative play. **Smooth Pebbles:** For counting, sorting, and creating patterns. **Cinnamon Sticks and Star Anise:** To add scent and texture to "cooking" activities. **Fresh Grass Clippings:** To use in imaginative play and explore different textures.	**Soil:** To explore different consistencies and use in more complex imaginative play. **Fruit Peels:** To explore textures, smells, and decomposition. **Cornstarch and Water (Oobleck):** To explore non-Newtonian fluids and engage in scientific inquiry. **Cloves, Bay Leaves, and Other Spices:** To explore different scents and add to cooking role-play. **Natural Dyes (e.g., beet juice, turmeric):** To explore colour changes and use in recipes.

Note for Mathematics and Literacy

Mathematics and literacy skills to be encouraged across all areas of CP.
Discovery [Mathematics] Station and Message [Literacy] Centre available for children to access resources independently as required.

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AREA: DISCOVERY	Summary of Progression
Preschool Skills 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 (e.g., "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 (e.g., flat surfaces for building, a triangular prism for a roof). Combine shapes to make new ones (e.g., an arch, a bigger triangle). Extend and create ABAB patterns (e.g., stick, leaf, stick, leaf).	Basic manipulation and sensory exploration. Introduction to simple equipment and tools. Understanding cause and effect through direct interaction. Exploration of natural materials and basic properties. Encouragement of social interaction and imaginative play. Development of early observational and descriptive skills. Introduction to basic mathematical concepts such as counting, comparing sizes, and identifying shapes.

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
COUNT	REPRESENT	CREATE	SORT	ORDERING	
Counting beads Number blocks Counting bears Number cards	Number flashcards Picture cards Counters Tally sticks	Pattern blocks	Sorting trays Colour-coded bins Shape sorters Buttons	Number lines Stacking cups Sequential cards Unifix cubes.	
Count objects in a group up to five. Recite numbers in order. Use fingers to represent numbers.	Match objects to numbers. Represent numbers with objects or drawings. Use visual aids to show quantities.	Combine shapes to create new ones. Use different materials to build simple structures. Create patterns and sequences.	Sort objects by colour, shape, and size. Group similar items together. Identify differences and similarities.	Arrange objects in size order. Sequence numbers correctly. Understand basic concepts of first, next, and last.	

Reception Skills 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.	Focus on developing fine motor skills and coordination. Use a variety of tools competently and safely. Explore the natural world and understand simple processes and changes. Engage in creative play, mark-making, social interaction, and inquiry. Develop an understanding of numbers, counting, and basic operations. Recognise and create patterns, and begin to understand measurements.

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COMMON PLAY BEHAVIOURS					ENHANCEMENTS
COUNT	REPRESENT	CREATE	SORT	ORDERING	
Number lines Abacus Counting frames Interactive counting games	Squared paper	Geometric shapes Craft sticks	Loose parts	Ordinal number cards Sequencing puzzles Timeline activities Dominoes	
Count objects beyond ten. Use number symbols to represent quantities. Count forwards and backwards.	Represent numbers in different ways (e.g., dots, tallies). Draw simple graphs and charts. Understand number value representation.	Create complex patterns and sequences. Design and build detailed structures. Use symmetry and balance in creations.	Sort objects using multiple criteria. Classify items into categories. Understand grouping and sets.	Order numbers up to 20 and beyond. Understand ordinal positions (first, second, third). Sequence events or stories in order.	
Year 1 Skills Count to 100, forward and backward, beginning with 0 or 1, or from any given number. Count, read, and write numbers to 100 in numerals; count in multiples of 2s, 5s, and 10s. Identify one more and one less than a given number. Read and write numbers from 1 to 20 in numerals and words. Recognize, find, and name a half as one of two equal parts of an object, shape, or quantity. Recognize, find, and name a quarter as one of four equal parts of an object, shape, or quantity. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher. RecogniSe and name common 2D and 3D shapes, including rectangles (including squares), circles, triangles, cuboids (including cubes), pyramids, and spheres.				Enhance manipulation skills and explore material properties. Engage in more complex creative play. Introduce and understand basic scientific concepts. Develop skills in observation, inquiry, and simple experimentation. Deepen understanding of number systems, addition, and subtraction. Explore more complex patterns, shapes, and measurement concepts.	

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
COUNT	REPRESENT	CREATE	SORT	ORDERING	
Number lines Abacus Counting frames Interactive counting games Counting beads	Number cards	Geometric shapes Craft sticks,	Attribute blocks Classification cards Sorting trays/ hoops	Ordinal number cards Sequencing puzzles Timeline Dominoes.	
Count objects up to 20 and beyond. Count in different intervals (e.g., twos, fives, tens). Recognise and write numerals up to 20.	Represent numbers using drawings and objects. Create simple bar charts and pictograms. Use objects to solve simple addition and subtraction problems.	Build structures using 3D shapes. Create patterns using more complex sequences. Combine shapes to form new ones.	Sort objects into multiple categories. Use sorting to help solve simple problems. Understand and use terms like more, less, and equal.	Order numbers up to 50 and beyond. Understand and use ordinal numbers (first, second, third, etc.). Sequence daily activities or events in a story.	

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Year 2 Skills	
Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent, and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, >, and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. RecogniSe, find, name, and write fractions 1/3, 1/4, 1/2, 2/4, and 3/4 of a length, shape, set of objects, or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognize the equivalence of 2/4 and 1/2. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures; applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. RecogniSe and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices, and faces.	Develop advanced manipulation skills. Conduct in-depth exploration of materials and scientific concepts. Engage in sophisticated creative and scientific activities. Foster teamwork, communication, and collaborative problem-solving. Understand more advanced mathematical concepts, including multiplication, division, and fractions. Apply mathematical reasoning to real-world scenarios and scientific investigations.

COMMON PLAY BEHAVIOURS					ENHANCEMENTS
COUNT	REPRESENT	CREATE	SORT	ORDERING	
		Tangrams Mirrors		Number tiles to 100	
Count objects up to 100. Count in multiples (e.g., twos, fives, tens). Understand place value for tens and ones.	Represent data using bar charts and tables. Use symbols and pictures to represent mathematical concepts. Solve addition and subtraction problems using visual aids.	Create more intricate patterns and sequences. Design and build complex structures. Use symmetry and reflection in their creations.	Sort and classify objects based on several attributes. Use sorting to support reasoning and problem-solving. Understand concepts of sorting by set and subset.	Order numbers up to 100. Sequence events chronologically. Understand and use terms like before, after, next, and finally.	

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AREA: COMMUNICATION STATION – MARK MAKING AREAS – WRITING TABLE	Summary of Progression
Preschool Skills Enjoy drawing freely. Add some marks to their drawings and give them meaning. Make marks on their picture to stand for their name. Use some print and letter knowledge in early writing (e.g., writing a pretend shopping list). Write some or all of their name. Write some letters accurately. Develop manipulation and control. Explore different materials and tools. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Basic manipulation and sensory exploration. Introduction to making marks and early writing. Understanding cause and effect through drawing and mark-making. Exploration of different materials for drawing and writing. Encouragement of social interaction and imaginative play. Development of early observational and descriptive skills. Express ideas and emotions through marks and drawings.

COMMON PLAY BEHAVIOURS			ENHANCEMENTS
MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
Large pencils Chunky crayons Chunky felt tips Chunky chalk Variety of paper/card Post-it notes Envelopes.	Thick pencils Triangular crayons Pencil grips Large markers	Drawing pads Story cards Photo prompts Stickers	
Make lines in different directions. Use large scale movements (e.g., large paint brushes - up and down movement). Begin to make anticlockwise movements. Make marks that can be small and large.	Develop a comfortable grip. Use whole-hand grasp. Begin to use a tripod grip.	Add marks to drawings and explain their meaning. Begin to use marks to represent objects or people. Tell simple stories about their drawings.	
Reception Skills Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently (e.g., pencils, paintbrushes, scissors, knives, forks, and spoons). Develop the foundations of a handwriting style that is fast, accurate, and efficient. Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.			Focus on developing fine motor skills and coordination. Use a variety of writing tools competently and safely. Explore letter formation and early writing skills. Engage in creative play and mark-making with a focus on communication. Develop an understanding of letter sounds and begin to form simple words. Share ideas and stories through drawings and early writing. Develop small motor skills to handle writing tools effectively.

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COMMON PLAY BEHAVIOURS			ENHANCEMENTS
MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
Chalk Felt tips Pencils Pencil crayons Crayons Gel pens White board pens Different coloured / shaped /sized paper Post it notes Material Themed paper	Pencils Fine tip markers Pencil grips Small crayons	Writing journals Letter stamps Pord cards Picture dictionaries	
Make marks that are recognizable (e.g., letters in name, CVC words). Use anticlockwise movement to form letters. Create more detailed and intentional marks.	Use a consistent tripod grip. Demonstrate control and precision. Write letters and numbers accurately.	Write simple words and sentences. Use marks to convey messages and stories. Begin to understand the concept of writing for communication.	

Year 1 Skills	Enhancements
Form capital letters and digits 0-9 correctly. Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and practise these. Write sentences by sequencing sentences to form short narratives. Re-read what they have written to check that it makes sense. Use the prefix 'un'. Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper). Spell words with simple phoneme-grapheme correspondences. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'. Use finger spaces between words. Develop confidence in using a range of tools (e.g., writing instruments, scissors, glue).	Enhance fine motor skills and writing abilities. Explore more complex mark-making and writing tasks. Engage in creative and structured writing activities. Introduce basic grammar and sentence structure. Develop skills in spelling and word formation. Foster communication through written stories and messages. Encourage collaborative writing and storytelling.

COMMON PLAY BEHAVIOURS			ENHANCEMENTS
MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
Pencils Fine-tipped markers Gel pens, crayons Coloured pencils Chalk Whiteboards Clipboards Drawing paper	Ergonomic pencils Triangular crayons Finger grips Fine-tipped markers Chalk	Storyboards Writing prompts Alphabet stamps Word mats Drawing books	

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Use a variety of tools and media to make marks. Start to write simple sentences and short stories. Use different writing tools to experiment with lines, shapes, and textures.	Hold a pencil correctly, using a tripod grip. Develop consistent and controlled movements. Write legible letters and numbers.	Write short sentences with correct spacing and punctuation. Use marks to represent sounds and words. Begin to write simple stories and captions.	
Year 2 Skills Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters. Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Write about real events, recording these simply and clearly. Write for different purposes, including narratives, letters, and instructions. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar, and punctuation (e.g., ends of sentences punctuated correctly). Develop fluency and control in using a range of tools (e.g., pens, paintbrushes, scissors).			Develop advanced writing and communication skills. Conduct in-depth exploration of different writing styles and purposes. Engage in sophisticated writing activities and projects. Foster teamwork and communication through collaborative writing tasks. Understand more advanced grammar, punctuation, and sentence structure. Apply writing skills to real-world scenarios and creative projects. Develop a clear and efficient handwriting style.
COMMON PLAY BEHAVIOURS			ENHANCEMENTS
MAKE MARKS	PENCIL GRIP	MEANING TO MARKS	
Pencils Fine-line pens Markers	Grip-enhanced pencils Gel pens Fine markers	Story writing books Word banks Alphabet charts	
Chalk Oil pastels Watercolours Sketch pads Storyboards.	Chalks Paintbrushes	Writing frames Creative writing prompts	
Write longer sentences and simple paragraphs. Use a variety of media to enhance their drawings and writing. Experiment with different textures and effects in their artwork.	Use a mature pencil grip with efficient and fluid movements. Write neatly and with appropriate pressure. Show control and consistency in handwriting.	Write coherent stories with a clear beginning, middle, and end. Use punctuation correctly in writing. Write for different purposes, including stories, letters, and lists.	