EYFS

Learning Areas

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Reading
PROGRESSION OF SKILLS

Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Extended Skill	Can remember and recite songs and rhymes Read individual letters by saying the sounds for them Blend sounds into simple words Read cvc words Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) Use finger to say each sound	Recall facts from non-fiction books Asks and answers questions about a book Gives suggestions on what might happen next Predicts an ending Relate own knowledge and experience to the story Make links to other stories that are similar Can describe a setting, or character Can discuss events in the story	Make attempts to follow text with finger Read a few common exception words matched to the school's phonic programme Read simple phrases and words made up of words with known letter/sound correspondences Read some tricky words that can't be decoded	Re-read books to build up confidence in retelling Uses and creates story maps to prompt retelling stories Retell stories with exact repetition and some in own words Retell the beginning, middle and end of a story Uses props to retell a story	Books (fiction, nonfiction, poetry, multicultural, duel text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world ;/ Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Reading
PROGRESSION OF SKILLS

Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Developing Skill	Spot and suggest rhymes Count and clap syllables in a word	Learn new vocabulary linked to stories Print has meaning Print can have different purposes English text is read from left to right and from top to bottom Can name different parts of a book Page sequencing Repeats refrains in stories and poems Can talk about what is happening in the pictures	Recognise words with the same initial sound Start to recognise their name and other familiar words	Listens and talks about stories to build familiarity Starts to retell a familiar event Continues to repeat words and phrases from familiar stories with greater detail	Books (fiction, nonfiction, poetry, multicultural, duel text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments Natural materials to make sounds Pots and pans Sound buttons Soundtracks, CD player, headphones Letter/word puzzles and games

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Reading
PROGRESSION OF SKILLS

Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Emerging Skill	May notice the first letter of their name or familiar word Enjoys rhymes and songs together, tuning in and paying attention Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Say some of the words in songs and rhymes Copy finger movements and other gestures Sings songs and says rhymes independently e.g., singing whilst playing	Develops play around favourite stories and uses props Asks questions about the book Makes comments and shares their own ideas Can hold a book correctly Points to pictures and locates images	Pays attention and responds to the pictures or the words Notices some print in the environment (e.g. logos, door number, bus or name)	Enjoys sharing books with an adult Has favourite books and seeks out others to share with, or looks at it alone Repeats words and phrases from familiar stories	Visits to local environment to point out words, logos, letters and numbers Books (fiction, nonfiction, poetry, multicultural, duel text) Big books Magazines Comics Brochures Leaflets Cookbooks Maps Labels Magnetic letters and numbers Dressing up Role play area Rugs Sofas Tents Cushions Puppets Small world Alphabet posters, games, friezes Phonics posters and displays Musical instruments

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

WRITING

PROGRESSION OF SKILLS

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

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Maths
PROGRESSION OF SKILLS

Behaviour	Number	Shape/Pattern	Measures	Resources to Facilitate Play
Extended Skill	Move or touch objects to count them Count objects that cannot be touched Count objects that cannot be seen e.g. sounds/claps Give a specified number from a larger group Subitise when in an irregular pattern Recognise numerals to 10	Intentionally select a shape for a purpose e.g. A cylinder because it rolls Talk about the properties of 2D and 3D shapes Can identify a variety of 2D and 3D shapes Makes shape pictures without a template Spot an error in a pattern and correct	Can use balance scales to determine which is heavier or lighter Beginning to measure items using nonstandard units (cubes, paperclips, handprints) Can order 3 objects by size	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations
Developing Skill	Say one number name for each object (one to one correspondence) Give someone a specified number of objects Subitise when in a regular pattern e.g. dice Recognise numerals to 5 Recognise different number representations	Can spot real life shapes in the environment that match shapes within their play Can name basic 2D shapes (square, circle, rectangle, triangle) Comments on shapes of objects during play Makes shape pictures with a template Create an ABABAB pattern	Explore balance scales/rulers/measuring tapes/measuring cylinders within play Can use full and empty to describe capacity Can use small/ big and tall/short to describe size Can you long and short to describe length	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations
Emerging Skill	Say number names to count objects, not necessarily in the right order Can use number language within play Beginning to recognise some numerals Represent numbers on fingers	Select and rotate shapes to fit in a given space Explore/play with shapes to build towers and make pictures Can find two shapes that are the same Continue a pattern that has been started	Direct comparison of 2 objects Use of some language within play	Counting objects 2D shapes 3D shapes Balance scales Rulers Measuring cylinders/jugs Subitising images Plastic numerals Dice Different number representations

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
SCIENCE AREA
PROGRESSION OF SKILLS

Behaviour	Observe	Investigate/Experiment	Test	Resources to facilitate play
Extended Skill	Closely observes experiments over a number of days Discusses what their observations tell them Seeks out things to observe to find things out	Records their findings in their own way Makes decisions about what will be the most effective resources to use to carry out experiment	Tests ideas and theories Plans what they will do next based on their findings	Sorting trays, collecting pots, Cameras Notebooks, notepads, clipboards
Developing Skill	Observes something with interest. Notices and comments on change in their environment, outdoors Asks questions about what they have observed	Uses appropriate resources to carry out chosen test Formulates a hypothesis about what they think will happen and why	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	Mirrors Pull/push toys Range of materials Range of objects Springs, spinners Timers Magnets
Emerging Skill	Observes the immediate world around them Comments on what they can see	Explores cause and effect	Explores cause and effect but changes a variable (e.g.:- Floating and sinking - will it float if there is more water?)	Goggles, magnifying glasses, binoculars Range of materials Range of interesting objects

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
SAND AREA
PROGRESSION OF SKILLS

Behaviour	Dig	Mould	Sieve	Bury/Enclose	Resources to facilitate play
Extended Skill	Selects the most appropriate scoop/ spade for digging Digs with control Digs for a desired purpose	Uses a range of containers/ moulds to create intricate sand creations Uses spades/ scoops/ buckets to make sand into desired shapes	Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects	Buries and covers up resources Pats sand down to cover up resources Uses spades/ scoops to bury objects	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes
Developing Skill	Scoops sand up using scoop/ spade Moves sand from A to B using a spade Loses little sand off the spade Able to dig a hole or space in sand	Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns over to make shape Recognises that damp sand holds shape	Recognises that dry sand falls freely through fingers/ sieve	Free play with hands. Uses hands to cover up objects	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades
Emerging Skill	Explores moving sand using spade/ scoops Digs using hands Lifts sand in hands and places back down	Makes impressions using hands, fingers, knees, arms Fills containers/ buckets with sand Pats down sand to make it smooth	Sifts sand through fingers. Explores and observes the way sand moves through sieve	Covers their hands and fingers in sand	Different shaped moulds Buckets Spades, scoops Long and short handled sieves

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
SMALL WORLD PLAY
PROGRESSION OF SKILLS

Behaviour	Imitates and represents objects as another	Represents and Environment	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended Skill	Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative	Create an environment that they have created/ imagined Children design and imagine their own story setting	Uses story language and story features to create a narrative of their own	Able to intertwine their own experiences with the experiences of others Creates shared narratives	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)
Developing Skill	Represents objects as different objects Explains what they are (eg. This is my car) Talks expressively about the object they have represented as something else	Represent/create environments from stories	Uses some story language in their play - familiar lines from stories, familiar story themes	Articulates thoughts and feelings through narrative	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals
Emerging Skill	Imitates sounds (eg. Vehicles and animals) Represents objects as what they are	Represent an environment that they are familiar with	Explains their actions in small world play (e.g.:- Pretend the man is walking)	Reacts their experiences through a narrative	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
WATER AREA
PROGRESSION OF SKILLS

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extended Skill	Pours an amount of water into a chosen container Pours with increased accuracy with less spilling	Fills a container to their intended point of fill Starting to read scales when filling	Spills little or no water when transporting Does not fill the container to the top - shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages	Understands what will happen to the water when they mix it Loses little or no water when mixing	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters
Developing Skill	Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any	Fills containers with increasing control. Fills containers with a desired amount	Carefully carries water from A to B but spills a little Explores using a range of resources and techniques to transfer water for example pipets	Mixes slowly as not to spill Increased control when mixing Mixes with a goal in mind for example to make potions	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels Some transparent containers Whisks
Emerging Skill	Tips to pour quickly Drops objects into the water Observes as they pour water from container to container Observes the way water moves	Fills containers until they overflow Randomly fills different containers	Carries water from A to B but spills large amounts of water along the way Explores the way water moves and is transported Tries to catch water as it is transported	Explores the way water moves as they mix and stir it Spills some water when mixing	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Workshop Area/Creative
PROGRESSION OF SKILLS

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

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

CONSTRUCTION AREA

PROGRESSION OF SKILLS

Behaviour	Creates a Structure	Special Awareness	Constructs with a Purpose in Mind	Resources to facilitate Play
Extended Skill	Combines resources to create a structure Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure Ensures model is stable	Build a house/model with different rooms or different parts Uses smaller blocks/ construction tools to create intricate structures	Change, adapt and modify model to serve a purpose Combine construction resources to create model Creates a design before they construct	Small blocks Lego Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets
Developing Skill	Uses resources to construct buildings Positions resources both vertically and horizontally	Connects buildings and structures (e.g.:- Putting a road between buildings). Select the appropriate sized blocks/construction resources for their chosen purpose. Select the appropriate sized blocks/construction resources for chosen workspace. Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls)	Knows what they want to build when they begin to construct Plans what they will use	Lego Mobilo Small blocks Large Blocks Coloured blocks Squared paper
Emerging Skill	Uses resources to build towers. Builds vertical models	Constructs in a large space with large blocks Constructs in a small space with small blocks	Has an idea about what they will build before they begin Selects resources they need as they go	Duplo Stickle bricks Mobilo Small blocks Large blocks

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
EXPRESSIVE ART
PROGRESSION OF SKILLS

Behaviour	Dance	Imagination	Music	Resources to Facilitate Play
Extended Skill	Express their feelings and responses on dance and performing arts Move to and talk about dance and performing arts Make up simple dances on own or with others	Develops storylines in play Apply new vocabulary learnt in role play Apply own experiences and knowledge to storylines Adapt own ideas to accommodate others Confidently finds props to assist with play Confidently make props to assist play experiences or make representations	Sing in a group or on their own, increasingly matching the pitch and following the melody Listen attentively to music Discuss changes and patterns in music Talk about why they like a particular song Engage and explore music making and perform with others or in a group	Clay Dough Cooking Kitchen utensils Pots and pans Mud kitchen Sand and water play Jugs and containers Paint Instruments Scarves Hats Dressing up clothes Construction Small world Puppets CD player, soundtracks and stories Books, magazines and catalogues Junk modelling Glue Tape scissors Paper Card Smart board Collage materials Writing materials Natural materials Fabric Cushions Role play area Boxes and crates Pom poms Streamers and flags
Developing Skill	Watch and talk about dance and Performing Arts Copy simple movements and begin to make up dances	Plays cooperatively with others in role play Apply own experiences and knowledge to play Begins to find props to assist with play Develop own ideas and choose which materials to build or make	Sing in a group or on their own with increasing confidence and recall of words Listen with increased attention to music Begin to talk about preferences Begin to tap out a rhythm with hands or an instrument	
Emerging Skill	Copy simple movements Responds when asked about dance and performing arts Shows an interest in watching dance and performing arts	Chooses to be a particular character Use an object to represent something else Asks for help in finding props to assist with play Make simple models to represent people, animals, objects	Sing in a group or on their own and recall most of the words Sings or requests favourite songs Explores instruments and the way they sound Listen with increased attention to sounds	

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
FINE MOTOR SKILLS/FUNKY FINGERS
PROGRESSION OF SKILLS

Behaviour	Posting (hand-eye co-ordination)	Squeezing	Threading	Resources to Facilitate Play
Extended Skill	Small pegs onto peg boards Small matchsticks into small holes Balancing marbles on golf tees	Tweezers to pick up small objects Tongs to pick up small objects Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape)	Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) Threading beads onto pipe cleaners to make bracelets Weaving ribbon Hanging objects onto trees/twigs Threading nuts and bolts	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	Large pegs on pegboards Scoops/spoons to put objects into containers Balancing small balls on golf tees	Pipettes to squeeze out one drop of liquid Sponges to squeeze out water Pegs onto cardboard shapes/pieces of ribbon	Threading pasta onto string Threading pipe cleaners into colanders/plant pots/air flow balls Thread cut up straws onto pipe cleaners Threading leaves onto sticks	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners Straws
Emerging Skill	Putting coins/cards in a container with a slit Use of hands to post items into containers	Popping bubble wrap Moulding dough into different shapes Washing up liquid bottles to empty liquid out	Threading chunky beads onto pipe cleaners Threading tubing (cut up toilet rolls/ kitchen rolls) onto string	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

GROSS MOTOR SKILLS

PROGRESSION OF SKILLS

Behaviour	Body Movement	Climbing	Balance and Co-ordination	Resources to Facilitate Play
Extended Skill	Roll with control, confidence and precision Walk for longer periods and aware of space Jump on 2 feet with control, confidence and for longer periods Jump and turn 180 Begin to jump with a rope Can run avoiding obstacles, with greater control, adjust and stop speed Confidently throw a ball with accuracy to another person Confidently catch a ball from another person Can queue in a line being aware of others' space Experiments and chooses ways to move through and travelling on apparatus	Crawl with control, confidence and precision Climb on apparatus with control, confidence and precision Confidently climbs up steps using alternate feet	Hop with greater balance, control and for longer periods Skip with greater balance, coordination and for longer periods Confidently ride a scooter Confidently ride a tricycle and bike with or without stabilisers Make up own simple dance routine or sequence Hit a ball with a bat with greater accuracy	Scooters Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

GROSS MOTOR SKILLS

PROGRESSION OF SKILLS

Behaviour	Body Movement	Climbing	Balance and Co-ordination	Resources to Facilitate Play
Developing Skill	Throw a ball with increasing accuracy Roll a ball with increasing accuracy Catch a ball with increasing accuracy Jump across stepping stones Collaborate with others to manage moving large items such as planks safely Wave flags or streamers with greater control	Crawl with increasing control and confidence Climb on apparatus with increasing control and confidence Climb up steps using alternate feet with increasing accuracy and confidence	Able to use and remember sequences and patterns of movements relating to music and rhythm Begin to hit a ball with a bat Ride a scooter or a tricycle with increasing control Skip with increasing control Hop with increasing control Stand on one leg for a longer period	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
GROSS MOTOR SKILLS
PROGRESSION OF SKILLS

Behaviour	Body Movement	Climbing	Balance and Co-ordination	Resources to Facilitate Play
Emerging Skill	Throw a ball Roll a ball Begin to catch a ball Jump on and off a small step	Begin to climb up steps, or apparatus using alternate feet	Ride a scooter or a tricycle with some assistance Make attempts to skip and hop Begin to stand on one leg Can copy sequences and patterns of movements relating to music and rhythm	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
MALLEABLE AREA
PROGRESSION OF SKILLS

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended Skill	Uses rolling pin to roll dough/clay flat with pressure Ensures they have rolled dough to desired size/ shape	Chooses tools to create a desired shape, size, texture	Uses cutting tools to create a desired shape Uses cutting tools to cut away any excess dough/ clay	Uses tools to add detail Creates more intricate shapes Able to use tools to manipulate dough/ clay to add detail	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	Uses rolling pin to flatten dough/ clay with some necessary pressure	Explores the way tools create different textures	Uses cutters to cut out shapes in dough/ clay Uses tools to cut away excess dough	Smooths dough with hands/ fingers to shape it Roll's dough in hands to shape it	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	Uses rolling pin to roll dough/ clay	Uses hands to flatten dough/ clay Uses hands to squash, bend, twist and stretch dough/ clay	Tears dough/ clay with fingers Splits up dough using hands	Squashes dough with hands and fingers to shape it	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
MUD KITCHEN
PROGRESSION OF SKILLS

Behaviour	Concoct/Imagine	Problem Solve	Actions	Purpose	Resources to facilitate play
Extended Skill	Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.	Uses new equipment in a variety of scenarios Will talk to peers and work together to solve a problem	Sharing out serving ladling whisking moulding crushing mashing measuring boiling sieving	Can follow a recipe that uses simple language and words in line with phonic knowledge. Works through all stages of process of making something combing ingredients, cooking and serving	Recipes Ladles Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales sieve
Developing Skill	Adds imagination to what they create worm pie, slime cake, eye ball soup	Uses trial and error multiple times to effectively use a new piece of equipment Will observe peers and learn from what they are doing	scooping stirring mixing transferring patting/smoothing adding picking chop	Can follow a recipe that use pictorial representations Has an end goal in mind and can talk about ingredients and actions needed to reach goal	Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit
Emerging Skill	Create familiar everyday meals, pies, cake, soup	Explores how new resources work and incorporates them into play Asks for help with new equipment	Splatting/splashing Emptying Filling Pouring	With support can talk about what they are making and name ingredients that they are using Explores combining resources	Mud Saucepans Bowls Big spoons Water

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
ROLE-PLAY AREA
PROGRESSION OF SKILLS

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

ST. ALBAN'S CATHOLIC PRIMARY SCHOOL
Painting Area
PROGRESSION OF SKILLS

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