



Frizinghall Primary School

Play-Based Learning - Model of Progression.

# Stages of Play

**Unoccupied play** The child is not playing, just observing

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**Solitary play** The child plays alone, focussed on their own activity, unaware and uninterested in what others are doing. Most common in children aged under three.

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**Onlooker play** The child watches others at play but does not engage in it. They may talk about the play, but they do not join in. Most common in children aged 2-3 years

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**Parallel play** The child plays separately but close to others often mimicking their actions. Often seen as the beginning of more complex social play. Most common in children aged 2 1/2-4 years

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**Associative play** The child is interested in playing with others and interacts with others during play, but the activity is not organised or co-ordinated. Most common in children aged 3- 4 years

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**Cooperative play** The child is interested both in the people playing and in the activity. The activity is organised, and participants have assigned roles. This is the beginning of 'team work'. Most common in children aged 4 1/2 - 6+ years.

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Adapted from Mildred Parten's Stages of Play theory  
[http://en.wikipedia.org/wiki/Parten%27s\\_stages\\_of\\_play](http://en.wikipedia.org/wiki/Parten%27s_stages_of_play)

# Curricular Goals for Nursery and Reception.



## Nursery Curricular Goals

By the end of Nursery, children will be able to...

<p><b>Communication and Language</b>  <b>Listen</b> to longer stories, with increasing attention  <b>Understand</b> simple instructions and who, what and why questions.  <b>Express</b> points of view with words and actions  <b>Start</b> a conversation with friends/adults.</p>	
<p><b>Personal, Social &amp; Emotional Development</b>  <b>Select</b> and <b>use</b> activities and resources to achieve a goal  <b>Play</b> with other children, extending play ideas  <b>Resolve</b> conflicts with talk. Some support may be needed.  <b>Understand</b> my own emotions.  <b>Independent</b> in meeting own basic care needs: toilet, washing/drying hands - putting coat on/off.</p>	
<p><b>Physical Development</b>  <b>Begin</b> to show <b>control</b> whilst using one handed <u>tools</u>: scissors, pen/pencil.  <b>Enjoy</b> mark making activities  <b>Form</b> the initial letter of my name  <b>Be confident</b> and controlled with large, gross motor movements</p>	
<p><b>Literacy</b>  <b>Retell</b> favourite stories with props or pictures.  <b>Handle</b> books with care  <b>Understand</b> print has meaning  <b>Develop</b> phonological awareness through phase 1 phonics.</p>	<p><b>Mathematics</b>  <b>Count</b> in rote up to 10  <b>Subitise</b> to 5  <b>Compare</b> size, weight, and capacity  <b>Spot</b> simple mistakes in patterns  <b>Describe</b> simple events with time connectives</p>
<p><b>Understanding the World</b>  <b>Investigate</b> collections of materials using senses  <b>Develop</b> positive attitudes about differences in people  <b>Respect</b> the natural environment and all living things.</p>	<p><b>Expressive Arts &amp; Design</b>  <b>Sing</b> rhymes and familiar songs  <b>Play</b> instruments and make a steady beat  <b>Explore</b> colour mixing  <b>Use</b> a range of materials to create  <b>Engage</b> in imaginative role play.</p>















## Reception Curricular Goals



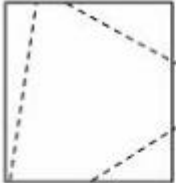
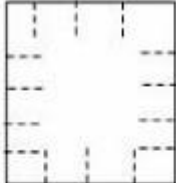


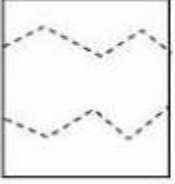

By the end of Reception, children will be able to...

<p><b>Communication and Language</b>  <b>Listen</b> and respond to others' opinions, expressing own feelings and ideas where needed  <b>Converse</b> in back-and-forth exchanges.  <b>Understand</b> two step instructions and how questions.  <b>Explain</b> own understanding</p>	
<p><b>Personal, Social &amp; Emotional Development</b>  <b>Show</b> resilience and determination when using challenging resources and unfamiliar activities.  <b>Encourage</b> others to be part of my play  <b>Resolve</b> conflicts, suggesting new ideas.  <b>Understand</b> others' emotions and show empathy towards them  <b>Independent</b> in meeting own care needs: fastening/undoing zippers and buttons  <b>Know</b> and explain safe and healthy life choices.</p>	
<p><b>Physical Development</b>  <b>Effectively hold</b> and control one handed tools: scissors, pen/pencil, using a tri-pod hold.  <b>Explore</b> a range of finer motor <u>activities</u>  <b>Move</b> confidently and energetically with increasing co-ordination  <b>Use</b> cutlery with confidence</p>	
<p><b>Literacy</b>  <b>Retell</b> favourite stories with actions and story maps.  <b>Read</b> decodable words and some 'red' words.  <b>Understand</b> and use recently introduced vocabulary  <b>Form</b> most lower-case letters correctly and some <u>upper-case</u> letters.</p>	<p><b>Mathematics</b>  <b>Count</b> in rote beyond 20  <b>Tell</b> <u>you</u> number bonds to 10  <b>Subitise</b> to 10  <b>Compare</b> quantities  <b>Spot</b> patterns within numbers up to 10  <b>Name</b> 2D and 3D shapes</p>
<p><b>Understanding the World</b>  <b>Understand</b> the effects of changing seasons on the natural world  <b>Know</b> the differences and similarities in people, <u>cultures</u> and our community.  <b>Care</b> for all living things.</p>	<p><b>Expressive Arts &amp; Design</b>  <b>Perform</b> rhyme, familiar songs and <u>well-known</u> stories  <b>Move</b> in time to a steady beat  <b>Explore</b> artistic effects  <b>Create</b> artwork in response to identified stimuli, art and artists.</p>

# PENCIL GRIP & CONTROL Progression Map




FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p><b>FISTED GRIP</b> 1-2 years old Children do not have voluntary fine finger activity until after 18 months old.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old 4 fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p> <p>the high index</p>	 <p>the wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p><b>STATIC TRIPOD GRIP</b> 4-6 years old This is a tripod grasp where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p><b>DYNAMIC TRIPOD GRIP</b> By 6 or 7 years old Using this tripod to hold the writing tool. This allows the grip to help control the pencil allowing it to accurately.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p> <div data-bbox="913 927 1585 1225" style="border: 1px solid black; border-radius: 20px; background-color: #c8e6c9; padding: 20px; text-align: center; margin: 20px auto; width: fit-content;"> <p>Reception Age Range</p> </div>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		

## Cutting Skills

 <p>Uses two hands to open and close scissors.</p>	 <p>Holds scissors with thumb and four fingers.</p>	 <p>Chops scrap paper into smaller pieces.</p>	 <p>Makes snips into the edges of paper.</p>
 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>

Progression of cutting skills	Vocabulary	How to support?
<b>Holds scissors</b> , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
<b>Opens/closes blades</b> (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage ‘thumbs up’ position
<b>Starts snipping paper</b> (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
<b>Snips paper moving forward</b>	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
Uses <b>helping hand</b> to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, <u>up</u> and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
<b>Cuts straight line</b> (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
<b>Cuts curved line</b> (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
<b>Cuts circle shape</b> (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
<b>Cuts square shape</b>	Stop/start, turn, point, corner, pointed, cross,	
<b>Cuts complex shapes</b> , such as figures.	Close to the line, on the line, outline, follow the line, background,	

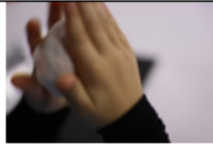
## Sand Play Progression of Skills

	Emergent Diggers	Mid Level Diggers	Higher Level Diggers
			
Age	3–4Yrs <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Use one-handed tools and equipment.</li> </ul>	4-5 Yrs Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.	ELG Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery.  ELG Gross motor skills: Demonstrate strength, balance and coordination when playing.
Resources	<ul style="list-style-type: none"> <li>Hand- A clear starting point for all diggers.</li> <li>Container</li> <li>Scoop</li> </ul>	<ul style="list-style-type: none"> <li>Spade (short handle)</li> <li>Spade (long handle)</li> <li>Serving spoon (large)</li> <li>Ladle</li> <li>Wooden spoon (large)</li> <li>Spatula</li> </ul>	<ul style="list-style-type: none"> <li>Wooden spoon (small)</li> <li>Small scoop</li> <li>Teaspoon</li> <li>Fingers</li> <li>Lollipop sticks</li> <li>Something with a mechanism</li> <li>Non specified resources of their own invention!</li> </ul>
Vocabulary	Dig, Small, Medium, Large, Big, Hole, Bucket, Scoop, Spade, Carry, Fill, Tip, Full, Empty, Squat, Pat	Spatula, Rake, Ladle, Wooden, Deep (hole), Shallow (hole), Half full, nearly full, Nearly Empty, Build, Mould, Spread, Flatten	Careful, Delicate, Fiddly, Precise, Sculpt, Manipulate, Pulley, Choice, Creative,

	3-4	3-4	3-4	4-5	4-5	4-5	4-5	4-5	4-5	Outcome
Children and progression.	Children use a one-handed tool (spade/shovel, rather than hands.) to dig in the sand.	Children can use a one-handed tool to fill a bucket or container.	Children squat steadily in the sand pit with good leg and body control.	Children can move their hands and fingers without having to use their shoulders. (Upper body strength)	Children can tip sand off of a spoon by moving and rotating just their wrist. (Upper body strength.)	Children select an appropriately sized spade or shovel to fill their bucket. E.g. small bucket, small spade, large bucket, large spade.	Children can make a sand castle.	Children are skilled in using a range of 1 handed tool. Shovel, spade, rake, fingers, scoops,	Children use small scoops and teaspoons to fill pots and moulds. They use small tools; such a lolly sticks and their fingers to add definition and design to the things they are creating in the sand.	Children are skilled in using a variety of tools in the sand pit. They fill containers carefully with good hand eye co ordination and are using smaller tools and moulds to sculpt in the sand.



## Developmental Stages of Playdough



### The Discovery Stage: Age 3-4

- “piled” and stacked shapes and clumps
- very little detail
- squishing, pinching and poking
- pounding and hitting of playdough pieces with hands and tools

This stage is characterized by the pure sensory experience of the playdough. Attention is on the manipulation and exploration of the playdough for the sheer pleasure of it.

The language of this play at this stage is push, poke, squish, pinch, pound, “Watch this!”

tall ■ build ■ stack ■ pat ■ cut  
 ■ squeeze ■ squash ■ bang ■ clap  
 ■ tear



### The Shape and Form Stage: Age 4-5

- simple, recognizable forms
- more detail such as mouth and eyes
- beginning of “rolling” coiled, snake-like forms
- begins to make balls
- rolling out and cutting out of forms from cookie cutters and “pretending”

This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. “Things” are made and destroyed.

The language of this play is the narrative of the imagination.

■ short ■ long ■ thin ■ collect / pick up  
 ■ fold ■ spread ■ pinch ■ tuck ■ beat  
 ■ tap ■ scoop ■ repeat

words to support writing/mark making *e.g.*  
*line, circle, back, hold, pencil grip, over,*  
*arch, dot, cross, a bit, curl/y, zig-zag, tail,*  
*curly, straight, cross*



### Schematic: Age 6-7-years-old

- Standing forms and objects
- attention to the details
- making balls and three-dimensional shapes
- designs that have patterns and repetitions
- Using basic forms to create people and things in vertical position

This stage is characterized by the child's impulse to create. The playdough becomes more clay-like as children build and create people, dogs, and other things from not only their imagination but their daily lives.

The language of this stage is creativity.  
 ■ wide ■ mould ■ flatten ■ pluck ■  
 construct ■ collapse ■ grip ■ snip ■ beat ■  
 words to support writing *e.g. arch, flick,*  
*under, line, space, neat, below* ■ filter ■  
 pipe ■ fasten ■ resources ■ tools

	3-4 years	3-4 years	3-4	3-4	4-5	4-5	4-5	4-5	4-5	Outcome
Children and progression.	Piles and stacks shapes and clumps of play dough.  Build, tall, stack	Can squash, pinch and poke the play dough with their hands.  Pat, squash, squeeze, Pinch	Can squash, pinch and poke the play dough with tools.  Cut, roll, flat, poke,	Can bang and pound the playdough to form different shapes.  Bang, clap, tear,	Can roll a sausage shape.  roll, long, thin, short forward, backwards,	Can roll the sausage shape into a coil.  Collect, pick up, tuck, fold	Can roll dough into a ball.  Scoop, repeat, around	rolling out and cutting out of forms from cookie cutters and “pretending  Roll, flatten, grip, tools,	Can join shapes made together to create recognisable forms.  Wide, mould, construct, collapse	Children can create people and things in a vertical position. The use of playdough becomes more clay like or children are skilled forming and joining clay

# Expressive Art & Design Progression Map

## Art Skills

Self Portrait Skills			Colour Skills					
Drawing themselves	Face Techniques	Body Techniques	Naming, sorting and comparing colours	Identifying the primary colours	Using poster paint to mix colours	Using powder paint to mix colours and explore shades and tone	Exploring light and dark	Using colour and pattern to show mood
Using a variety of drawing and painting media		Collage and Texture Look at Eric Carle's artwork			Famous Artists Years A & B: Paul Klee, Van Gogh, Picasso, Bridget Riley, Matisse, Kandinsky, Andy Goldsworthy			
Start with chunky pencils, wax crayons, chunky colouring pencils, poster paint	Progress to felt tips, pencils, oil pastels, powder paint	Use pre-cut paper and glue stick to create a collage	Use PVA glue and a variety of materials (uncut)	Use natural materials to create a collage- decide on the best way to stick it	Talk about the work of a famous artist and discuss what they think about it.	Recognise the style of a famous and talk about the techniques that they use.	Compare different artists.	
Print Making (on paper)		Textiles			Painting Skills			
Use fingers, hands, feet to create a print	Use natural and manmade objects to create print.	Use a variety of different materials to create collage	Print on to material to create a pattern or design	Weaving	Using fat brushes and lidded pots Using ready mix poster paint Use a variety of different sized brushes	Use thinner brushes, water pots to wash brush and mix paint colour Use powder paints and palettes	Use watercolours	Learn how to paint a wash background Learn how to create different marks
Use sponges and rollers to create a print	Print to create a pattern Print to create a repeating pattern							

## DT Skills

Cutting		Joining		Designing & Evaluating		Sculpture	
Make snips	Cut in a curved line Cut a zig zag line Cut around a shape	Learn how to use different glues	Learn how to use split pins	Decide what they would like to make Tell another person what they are going to make Describe what they will use and what they will need	Share their work with their peers Show a friend how they made it Talk about their finished product Describe what they like and dislike about it	Use a variety of malleable materials to create form- playdough, salt dough cornflour Use clay to form a pinch pot Use clay to create a model	Use natural materials to create a sculpture Learn about famous sculptors: Andy Goldsworthy Patrick Dougherty
Cut in a straight line		Learn how to use adhesive tapes	Learn how to tie string				

## Music & Dance

Music			Dance	Imaginative Play	
Listen attentively to music. Discuss change/patterns as the music develops Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a nursery rhyme Keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers	Play movement and listening games that use different sounds for different movements. Tap rhythms to accompany words. Move in time to music with a pulse and respond. Create their own music.	Learn an insight into new musical worlds. Listen to different kinds of music from across the globe, including traditional and folk music from Britain. Listen to musicians play music- talk about it. Take part in the Nativity, Harvest/Easter performance at Church, the end of year production. Perform a song/poem or rhyme in front of an audience.	Replicate choreographed dances, such as pop songs and traditional dances from around the world. Choreograph their own dance moves, using some of the steps and techniques they have learnt Perform a dance in front of an audience	Use related costumes and props to incorporate into their pretend play. Use a wide range of props for play which encourage imagination.	Act out a story and perform to an audience using props, puppets, costumes.