

Continuous Provision Progression Document

Small World or Construction

Skills- Small world: To act out a narrative, story and recreate personal experiences.

Skills-Construction: To balance, enclose and connect various resources appropriately.

To design with a purpose in mind.

Knowledge- Small world: To develop knowledge of different small worlds and the vocabulary associated with them.

To name figures, objects such as occupations and jungle or arctic animals etc.

To develop a wealth of experiences and events.

To have an increased knowledge of cultures, community, occupations and of past lives or events.

Knowledge - Construction: To have a knowledge of various buildings in real life in order to replicate them.

To name the resources and materials needed in order to construct.

To have a knowledge of how different materials behave when constructing.

Key Vocab: Construction- build, stack, adapt, construct, share, model, block, cube, cuboid, wall, roof, tower

Small World – share, take turns, pretend, recreate, story, character, action

Autumn	Spring	Summer
<p><u>Construction</u></p> <ul style="list-style-type: none"> - Learn the rules of the area, e.g. Put the resources away when finished. - Be beginning to share the resources with adult support. - Use large blocks, cubes, cuboids and can join using sets such as duplo etc. - Build simple models with walls, roofs and towers. <p><u>Small world</u></p> <ul style="list-style-type: none"> - Learn the rules of the area. - To take part in simple, familiar pretend play (using familiar resources such as farm, cars, dolls.) - Participate in small world play related to rhymes and Stories. -Build simple, familiar small worlds and recreate familiar experiences using figures. (dolls house etc) - Know the names of familiar small world figures. - Be beginning to use talk to organise themselves in their play 	<p><u>Construction</u></p> <ul style="list-style-type: none"> - Know and follow the rules independently. - Take turns and share the resources independently. - Use smaller blocks, bricks to construct. - Uses various shaped blocks such as cylinders etc. - Build models which replicate those in real life using a variety of resources. - Design and construct with a purpose, using a wide range of resources such as lego and multilinks. - Be beginning to use screws/ nuts, bolts, hammer and nails. <p><u>Small World</u></p> <ul style="list-style-type: none"> -Know and follow the rules independently. - Build complex small worlds using a wide range of resources. - Enhance small world play with simple resources. - Use acquired knowledge and new vocabulary to develop story lines in their play with others - Confidently talk about their small worlds and storyline. 	<p><u>Construction</u></p> <ul style="list-style-type: none"> - Explain the reasons for the rules. - Create collaboratively, sharing ideas with others. - Use very small bricks/blocks and lego in various shapes. - Build, adapt and refine their models. To test them and make them better. To return to and build on previous learning. - Share the knowledge and skills of the processes used with others. - Use screws/nuts and bolts, hammer and nails with precision and control. <p><u>Small world</u></p> <ul style="list-style-type: none"> -Explain the reasons for the rules. - Compare and contrast small worlds they have created. - Enhance small world play with resources that they pretend are something else. - Use a wide range of vocabulary developed throughout the year in their play. - Invent and recount narratives in small world play with others.
<p><u>SEN Adaptations</u></p> <ul style="list-style-type: none"> <li style="width: 30%;"> <ul style="list-style-type: none"> • Use larger blocks to build models with • Use Small world that they are familiar with • Use large Small World toys easy to handle <li style="width: 35%; text-align: center;"> <p>Model and develop play in both construction and small world</p> <p>Make simple models using pictures to support</p> 		
<p><u>Playdough</u></p> <p>Knowledge- The vocabulary of the tools and techniques used.</p>		

Key vocab: fold, flatten, squash, squeeze, poke		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>-Learn the rules.</p> <p>- Be developing muscle control by manipulating clay/playdough by rolling, cutting, pinching etc. Poke the playdough/clay with tools.</p> <p>- Bang and pound the clay/playdough to form different shapes.</p> <p>- Use simple tools such as a rolling pin and cutters. Rolling out and cutting out forms and begin to “pretend” with them.</p> <p>- Roll a sausage shape.</p>	<p>-Know and follow the rules.</p> <p>- Make something that they can give meaning to.</p> <p>-Have developed some fine motor skills e.g. twist, pull, pinch, poke etc.</p> <p>- Develop a variety of techniques.</p> <p>-Can join shapes together to create recognisable forms.</p> <p>- Roll a sausage shape into a coil and roll dough/clay into a ball.</p> <p>- Add details such as mouth and eyes.</p>	<p>-Explain the reasons for the rules.</p> <p>- Make something with clear intentions using a variety of techniques and shapes to sculpt.</p> <p>- Have developed good control over skills such as twisting, pulling, poking, pinching etc.</p> <p>- Uses tools such as plastic knives to cut and mould.</p> <p>- Create people and things in a vertical position and become skilled in joining and forming clay/playdough.</p> <p>- Pay attention to details and create design</p>
<u>SEN Adaptations</u>		
<ul style="list-style-type: none"> • Have examples/pictures to show children what to make • Hand on hand to support • Use different amounts of playdough starting with small amounts and moving to more as they become more confident • Use different types of dough/clay starting with the softer dough 		

Collage

Knowledge- The vocabulary of the tools and techniques used.

Key vocab: Construct, snip, crunch, twist, fold, stick

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>-Listen to instructions and follow the rules.</p> <p>- Use a glue stick appropriately, twist and replace the lid.</p> <p>-Use a glue spreader.</p> <p>- Share resources with support after modelling by an adult.</p> <p>- Use a tape dispenser to cut the correct amount of tape.</p> <p>- Use easi-grip scissors and/or child scissors (which may not be held correctly)</p> <p>- Be beginning to use materials for a purpose.</p> <p>-Use simple cutting and sticking techniques.</p> <p>- Be beginning to use relevant vocabulary.</p> <p>- Add other materials to develop models such as tissue paper, glitter etc.</p>	<p>-Be beginning to use tools with control and use materials and resources with a purpose.</p> <p>- Share ideas, resources and skills with little support.</p> <p>- Be beginning to talk about the materials they have used and why.</p> <p>- Be beginning to talk about the process/techniques they have used. - Use the relevant vocabulary.</p> <p>- Develop the ability to refine their ideas, build on their models and know how to improve them (scrunch, twist, fold, roll.)</p> <p>- Be beginning to join resources together in a variety of ways using string, hole punches, tape etc.</p> <p>- Consider the placing of resources to create simple representations.</p>	<p>-Remember the knowledge and skills acquired in Autumn and Spring.</p> <p>- Share ideas, resources and skills.</p> <p>- Have clear intentions and evaluate, adapt, improve and test their models.</p> <p>- Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc.</p> <p>- Have extended their vocabulary in describing materials/textures. Such as rough, smooth, rigid, flexible.</p> <p>- To improve models by adding texture.</p> <p>- Adapt the materials and resources used, such as cutting things to the correct size and shape</p>
<u>SEN Journey</u>		
<ul style="list-style-type: none"> • Different scissors available to be used if needed. • Different size spreaders to be available to use if needed • Collage cut up to use if needed • Different types of glue available to use 		

- Tape cut available to use
- Visual easy to see posters to show how to use different glues etc

Paint/draw

Knowledge- The vocabulary of the tools and techniques used.

Key vocab: paint, draw, thick, thin, mix, colour, lines, print, match, shade, self portrait, landscape, building, pattern, detail

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> - Know what a paint brush is used for. - Use a thick paintbrush. - Wash and replace the resources used with adult support. - Identify colours. - Paint/draw lines and circles to represent an object or person. - Draw/paint simple things they observe. - Engage in mark making. - Express their emotions through drawings/paintings. – Print with blocks and sponges. - Use tools for a purpose (with support.) - Squeeze a paint bottle (with support) to get the correct amount of paint into a palette. Adult to model initially. 	<ul style="list-style-type: none"> - Use thick/thin paintbrushes. - Wash and replace the resources used with little prompting. - Mix and explore primary colours. - Paint/draw bodies of an appropriate size with some extra details. - Draw/paint simple things from memory and beginning to draw self portraits, buildings and landscapes. - Print with small blocks and sponges 	<ul style="list-style-type: none"> - Use thick and thin paintbrushes for a purpose, adding detail. - Independently wash and replace the resources used. – Colour match to a specific colour and shade. - Paint/draw with detail (bodies with sausage limbs and additional features) - Draw/paint self-portraits, landscapes and buildings. - Create patterns/ meaningful pictures when printing and print with a variety of resources.

SEN Journey

- Different sized paintbrushes available
- Colour chart available and visible
- Example picture to show correct colours
- Different resources and sizes to use to create different effects

Sand

Knowledge- Knowledge of new techniques and vocabulary used.

Key vocab: dig, scoop, flatten, mould, sculpt, manipulate, fill, tip, manipulate, empty, fill, deep, shallow.

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> - Learn the rules of the area. - Pour sand using hands and large jugs. - Use a one- handed tool, large shovel etc to fill a bucket or container. - Dig with hands, shovels, buckets. 	<ul style="list-style-type: none"> - Know and follow the rules independently. - Pour sand using spades and shovels. - Select an appropriate size of spade or shovel to fill their bucket or container. E.g. Small bucket, small spade. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - Pour sand using a funnel or tubing. - Be skilled in using a range of one- handed tools such as a rake, shovel, scoop etc. - Use small scoops and teaspoons to fill pots and

<ul style="list-style-type: none"> - Model using hands and simple tools. - Bury objects using hands, large shovels. - Move their hands and fingers without having to use their shoulders. - Be beginning to comment on what they have made and how they have made it. 	<ul style="list-style-type: none"> - Dig with spades and large spoons. - Model with shaped containers, make a sand castle. - Bury objects using spades, large spoons etc. - Tip sand off a spoon by moving and rotating just their wrist. - Comment on what they have made and explain how. 	<p>moulds, carefully and with good hand and eye coordination.</p> <ul style="list-style-type: none"> - Dig using teaspoons, measuring spoons and forks. - Use small resources such as lolly sticks, twigs, matchsticks etc to add definition and design to the things they are creating in the sand. - Bury objects using teaspoons and small utensils. - Explain to others the methods and processes they have used. - Share their skills with others.
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<p>SEN Journey</p> <ul style="list-style-type: none"> • Different sized containers to use • Different sized tools to use • Pictures of sand models that can be made • Different textures of sand to be used.

Water

Knowledge- Knowledge of floating and sinking and the properties of different materials and how they behave in water.
 Knowledge of new techniques and vocabulary used.

Key vocab: funnel, guttering, pouring, empty, full, nearly full, nearly empty, absorption, waterproof etc.

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> -Learn the rules of the area. - Pour from large jugs with some accuracy. - Fill and empty a large bucket or container. - Be beginning to transfer water using a large container and use guttering. - Be beginning to understand the concept of floating and sinking. Using small world animals, boats, stones etc. - Use sponges. 	<ul style="list-style-type: none"> -Know and follow the rules independently. - Pour from a teapot or watering can. - Fill and empty cups and various sizes of container. - Be beginning to measure capacity and use tubing, bottles and guttering to transfer water. - Experiment with floating and sinking using a variety of resources and materials and can comment on their findings. - Be beginning to have an awareness of how materials behave in water. 	<ul style="list-style-type: none"> -Explain the reasons for the rules. - Pours accurately from a cup, glass or bottle. - Uses a funnel correctly. - Fill and empty bottles of various sizes. - Measure capacity and manage bottles with different lids. - Use tubing, guttering and small utensils (spoons) effectively to transfer water and can adapt their techniques appropriately. - Experiment, explain and comment on floating and sinking using natural materials and resources, considering the properties of the materials used. E.g. the absorption/ waterproof factors.

<p>SEN Journey</p>

- Different sized containers to use (bigger)
- Different resources to investigate in the water (bigger)
- Larger openings on containers to support pouring
- Two handed containers to help when pouring

Role Play Area

Knowledge- Build up a knowledge of experiences, events, themes and stories.

Knowledge of new vocabulary developed through new experiences, events, stories etc.

Key vocab: share, take turn, character, role play,

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> - Learn the rules of the area. - Play with familiar resources. - Be beginning to use their own experiences to develop an idea and intention. - Recreate familiar roles such as mum, dad, pets etc. - Play out a role alongside others using familiar vocabulary. - Pretend an object represents something else even though they are not similar, with reference to their own experiences. 	<ul style="list-style-type: none"> - Know and follow the rules independently. - Recreate real life experiences/ events such as doctors, restaurant, dentist etc. - Extend and elaborate their play ideas and intentions. - Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline. - Use child centred vocabulary. 	<ul style="list-style-type: none"> - Explain the reasons for the rules. - Use their imagination to develop their own storylines. - Take account of every one's ideas. - Develop and act out a narrative with others. - Invent, adapt and recreate narratives and stories based on a stimulus such as a favourite film or character. - Make use of props and materials when role playing characters. <p>Use and understand a wide range of vocabulary that has been introduced over the Autumn and spring</p>

SEN Journey

- Have available different familiar resources available to use for role play
- Puppets to use

Writing Area

Knowledge- Phonic knowledge, knowledge of letter formation, sentence structure, capital letters, full stops, finger spaces etc.

How to hold a pencil effectively, tripod grip.

Key vocab: tripod grip, grip, hold, phonemes, phonics, tricky words, sounds, pencil, marks

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> - Learn the rules of the area. - Use the resources in the area and be supported in 	<ul style="list-style-type: none"> - Know and follow the rules. - Be aware the resources can be used in other areas 	<ul style="list-style-type: none"> - Explain the reasons for the rules.

<p>using the resources in other areas.</p> <ul style="list-style-type: none"> - Use a comfortable grip showing a preference for a dominant hand when holding pens and pencils. <p>Write some letters accurately</p> <ul style="list-style-type: none"> - Write some or all of their name. - Begin to use some of their print and letter knowledge in their early writing, e.g. Writing a list that starts at the top of the page. Writing an initial letter sound/s. 	<p>but must be replaced.</p> <ul style="list-style-type: none"> - Develop the foundations of a good handwriting style. <p>Be beginning to show some control when writing/ drawing.</p> <ul style="list-style-type: none"> - Form lower case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound/s, - Write short sentences with capital letters and full stops. Some words are spelt correctly and others are phonetically plausible. - Re-read what they have written to check that it makes sense. - Write some irregular common words. 	<ul style="list-style-type: none"> - Can independently select and use the resources in the area and realise the resources can be used in other areas but must be replaced. -Hold a pencil effectively in preparation for fluent writing, (tripod grip) - Show accuracy and care when writing/ drawing. - 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. - Write irregular high frequency words.
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<p><u>SEN Journey</u></p> <ul style="list-style-type: none"> • Different sized writing resources available to use. (different sized pencils, different grips etc) • Pencil grips • Phonic cards available to use for letter formation • Tracing • Name cards available to use at all times
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<u>Investigation Area/Messy Area</u>		
<p>Knowledge- A knowledge of how to use a variety of tools and equipment, and to name them, spatula, whisk, masher, tongs, etc.</p> <p>Knowledge of vocabulary associated with textures</p> <p>Knowledge of techniques.</p> <p>Knowledge of how to use a variety of tools and equipment, and to name them.</p> <p>Develop a wide vocabulary of investigative language and scientific processes/ techniques.</p>		
<p>Key vocab: rough, smooth, lumpy, gooey, gritty, firm, soft, soggy, sticky, slimy, bouncy, wobbly, hairy, coarse, bristly, magnifying glass, binoculars, timers ,funnels, lens, mirror, magnet, experiment, test, investigate, predict, record, results, dissolve, absorb, melt, liquid, substance</p>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> -Learn the rules of the area. - Show curiosity and use all their senses in hands on exploration of resources. - Be beginning to have their own ideas. 	<ul style="list-style-type: none"> -Know and follow the rules. - Describe and look closely at what they see, hear, feel when exploring. - Have their own ideas. 	<ul style="list-style-type: none"> -Explain the reasons for the rules. - Explore the environment, making observations and drawing pictures of their investigations. - Explore materials and develop ideas of grouping, sequences, cause and effect.

<ul style="list-style-type: none"> - Explore collections of materials with similar and/or different properties. Talk about the differences between materials and the changes they observe. - Explore how things work and question why things happen. - Explore simple tools and equipment and how to use them. - Be beginning to use some science words. - Be beginning to develop and share their ideas. - To have a simple guess – What might happen? (may not be realistic) - Select and use the resources/equipment. - Show curiosity when exploring new materials, experiences, textures etc. -Use all their senses in hands on exploration and have their own ideas. - Talk about what they see, hear, feel, smell and taste. - Represent experiences in their play. - Act out experiences. - Developing fine motor skills, using techniques, tools and equipment. - Realise cause and effect. 	<ul style="list-style-type: none"> - Explore materials, and describes the properties/changes they have observed. -Make links and notice patterns in their exploration and learn by trial and error. - Use simple tools and equipment safely. - Be beginning to ask simple questions. - Use some scientific vocabulary. - Work with others, copy ideas and develop skills together. - Be beginning to predict what will happen. -Know and follow the rules. - Select and use the resources and equipment with increasing independence. - Describe what they see, hear, feel, smell and taste. - Act out experiences with other people. - Be beginning to find ways to solve problems and test their ideas. - Be developing and practising fine motor skills through using and handling tools, equipment and techniques. 	<ul style="list-style-type: none"> -Find ways of solving problems, new ways to do things and find methods to test their ideas. - Answer how and why questions in detail. - Explain why things occur and the changes they observe. - Explain similarities and differences in a variety of materials. - Use simple tools and equipment safely and with confidence. Be beginning to record their findings. - Ask simple questions. - Use a wide range of scientific vocabulary. - Work independently to develop skills and can share these skills with others. - Make a simple prediction about what will happen based on previous knowledge/ learning. -Explain the reasons for the rules. - Select resources and equipment with independence. - Explain what they see, hear, feel, smell and taste. Review their findings. - Develop a narrative or storyline into their play. - Make predictions and test their ideas. - Describe problems they encounter and suggest ways to solve the problem. Have developed fine motor skills needed for writing etc. through using and handling tools, equipment and techniques.
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<p><u>SEN Journey</u></p>
<ul style="list-style-type: none"> • Hand on hand support if needed • Materials in smaller containers so can access it a small bit at a time • Use larger implements when investigating different textures and materials • Use different sized cause and effect toys