

Common Play Behaviours

Thank you so much for downloading this resource!

The play behaviours for each provision area are noway near an exhaustive list but simply the most common behaviours seen in these areas. These grids are designed to be used as a tool to ensure challenge for all learners using Continuous Provision (CP).

The resources to facilitate the skills are not defined to a particular level of skill but provides ideas of how to layer resources up into Continuous Provision as the children's skills develop in each area.



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Common Play Behaviours – Small World Area

Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate CPB
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 (e.g. – 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 Dolls house and house furniture Mini me character photos Animals
Emerging Skill	- Imitates sounds (e.g. 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)	Reenacts their experiences through a narrative.	Artificial grass Coloured fabric Cars, vehicles Figures from stories/tv/movies Fairytale characters Animals



Common Play Behaviours – Construction Area

Behaviour	Creates a structure	Spacial awareness	Constructs with a purpose in mind	Resources to facilitate CPB
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 Kapla Meccano 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 Kapla 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 block Large blocks



Common Play Behaviours – Role Play area

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate CPB
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 Pillow cases (for chn 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 <i>Begin to introduce more open ended resources</i> Babies and baby clothes
Emerging Skill	- Laughs and smiles in role. - Pretends to cry in role (e.g. acting as a baby)	- Plays in role as themselves in situations that are within their experience (e.g. home corner). - Acts out common scenarios.	Talks about and explains their actions in role play (e.g. - pretend I am going to work)	Reenacts their experiences through a narrative.	Till and coins Selection of play food House hold objects – eg brush and dustpan, pots and pans, bowls, plates etc Role play outfits – eg hi vis jackets, police outfit, nurse outfit etc.



Common Play Behaviours – Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate CPB
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. - Rolls dough in hands to shape it.	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes <i>Introduce tougher malleable materials – e.g. modelling clay.</i>
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.	Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes



Common Play Behaviours – Workshop Area

Behaviour	Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate CPB
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 brush or glue spatula to spread glue. - Makes decisions about what the correct amount of tape/glue to use is.	Scissors, hole punch, cellotape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons
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 (e.g. boxes/tubes).	- 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, cellotape, 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.	Scissors, masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, feathers



Common Play Behaviours – Painting Area

Behaviour	Mixing	Printing	Mark Making/Painting	Resources to facilitate CPB
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 Pallettes 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



Common Play Behaviours – Sand Area

Behaviour	Dig	Mould	Sieve	Bury/Enclose	Resources to facilitate CPB
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 Colinder 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



Common Play Behaviours – Water Area

Behaviour	Pouring/Emptying	Filling	Transporting/ Transferring	Stirring/Mixing	Resources to facilitate CPB
Extended skill	- Pours a desired amount of water into a chosen container. - Pours with increased accuracy.	- 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 (e.g. funnels, pipes).	- Mixes slowly as not to spill. - Increased control when mixing. - Mixes with a goal in mind (e.g. can they make more bubbles?)	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



Common Play Behaviours – Science Area

Behaviour	Observe	Investigate/ Experiment	Test	Resources to facilitate CPB
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

