

**Maidensbridge Primary School**

# **Common Play Behaviours in the EYFS**

**September 2021**

# Common Play Behaviours- Small World Play

Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Represents a range of resources as chosen objects.</li> <li>• Able to find a resource for a given purpose to fit in with their narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment that they have created/imagined.</li> <li>• Children design and imagine their own story and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Use story language and story features to create a narrative of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to intertwine their own experiences with the experiences of others.</li> <li>• Creates shared narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Open ended resources- pine cones, rocks, pebbles, buttons, wooden sticks, material, peg dolls, foliage.</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Represents objects as different objects.</li> <li>• Explains what they are (e.g., This is my car).</li> <li>• Talks expressively about the object they have represented as something else.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent/ create environments from stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language in their play- familiar lines from stories, familiar story themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates thoughts and feelings through narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters from familiar stories.</li> <li>• Dolls house and furniture.</li> <li>• Mini-me character photo's.</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Imitates sounds (e.g., vehicles and animals).</li> <li>• Represents objects as what they are.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent an environment that they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains their actions in small world play (e.g., pretend the man is walking).</li> </ul>	<ul style="list-style-type: none"> <li>• Re-enacts their experiences through a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured fabric</li> <li>• Transport vehicles/</li> <li>• Figures from stories, TV/ movies.</li> <li>• Animal sets.</li> </ul>

# Common Play Behaviours- Construction Area

Behaviour	Creates a structure	Spatial awareness	Constructs with a purpose in mind	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Combines resources to create a structure.</li> <li>• Builds more elaborate structures.</li> <li>• Includes systems e.g., pathways, bridges etc and, adds detail to structure.</li> <li>• Ensures model is stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a house/ model with different rooms or parts.</li> <li>• Uses smaller blocks/ construction tools to create intricate structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Change, adapt and modify model to serve a purpose.</li> <li>• Combine construction resources to create model.</li> <li>• Creates a design before they construct.</li> </ul>	<ul style="list-style-type: none"> <li>• Nuts and bolts</li> <li>• K'Nex</li> <li>• Nuts and bolts</li> <li>• Design sheets</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Use resources to construct buildings.</li> <li>• Positions resources both vertically and horizontally.</li> </ul>	<ul style="list-style-type: none"> <li>• Connects buildings and structures (e.g., putting a road between buildings)</li> <li>• Select the appropriate sized blocks/ construction resources for their chosen purpose.</li> <li>• Select the appropriate sized blocks/ construction resources for chosen workspace.</li> <li>• Understands safety elements (e.g., if tower is taller than themselves, then it might hurt them if it falls)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows what they want to build when they begin to construct.</li> <li>• Plans what they will use.</li> </ul>	<ul style="list-style-type: none"> <li>• Mollilo</li> <li>• Lego</li> <li>• Interstars</li> <li>• Squared paper</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Uses resources to build towers.</li> <li>• Builds vertical models.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs in a large space with large blocks/</li> <li>• Constructs in a small space with small blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an idea about what they will build before they begin.</li> <li>• Selects resources they need as they go.</li> </ul>	<ul style="list-style-type: none"> <li>• Duplo</li> <li>• Strickle bricks</li> <li>• Small and large blocks</li> </ul>

# Common Play Behaviours – Role Play

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>Express a range of emotions through role play.</li> <li>Responds to scenarios in role play with empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Plays as different roles.</li> <li>Use different voices and expressions.</li> <li>Takes on a range of roles confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Uses story language and story features to create a narrative of their own.</li> <li>Creates shared narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Able to intertwine their own experiences with the experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>Material, scarves, cloaks</li> <li>Accessories- hats, bags, purses, jewellery</li> <li>Pillowcases for children to create their own outfits</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>Expresses some emotions through role play.</li> <li>Shows an awareness of the feelings of other 'characters' feelings in shared role play.</li> </ul>	<ul style="list-style-type: none"> <li>Dresses in outfits to become different characters.</li> <li>Uses props to develop their chosen character role.</li> <li>Acts out both familiar and imaginative scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Use some story language in their play- familiar lines from stories, familiar story themes.</li> <li>Describes what they are doing in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates thoughts and feelings through narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Tills and coins</li> <li>Start to introduce more open ended resources.</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>Laughs and smiles in role.</li> <li>Pretends to cry in role (e.g., acting as a baby).</li> </ul>	<ul style="list-style-type: none"> <li>Plays in role as themselves in situations that are within their experience (e.g. home corner).</li> <li>Acts out common scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Talks about and explains their actions in role play (e.g, pretend I am going to work).</li> </ul>	<ul style="list-style-type: none"> <li>Re-enacts their experiences through a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of play food</li> <li>Baby and baby clothes</li> <li>Household objects e.g., dustpan and brush, pots and pans, bowls.</li> <li>Role play outfits e.g., police, hi-vis jackets etc</li> </ul>

# Common Play Behaviours- Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Uses rolling pin to roll dough/ clay flat with pressure.</li> <li>• Ensures they have rolled dough to desired size/ shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses tools to create a desired shape, size, and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cutting tools to create a desired shape/</li> <li>• Uses cutting tools to cut away any excess dough/ clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses tools to add detail.</li> <li>• Creates more intricate shapes.</li> <li>• Able to use tools to manipulate dough/ clay to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling clay</li> <li>• Clay tools</li> <li>• Water to shape and mould the clay</li> <li>• Wooden sticks of</li> <li>• Loose materials for decoration</li> <li>• Play dough station- make own dough</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Uses rolling pin to flatten dough/ clay with some necessary pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores the way tools create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cutters to cut out shapes in dough/ clay.</li> <li>• Uses tools to cut away excess dough.</li> </ul>	<ul style="list-style-type: none"> <li>• Smooths dough with hands/ fingers to shape it.</li> <li>• Rolls dough in hands to shape it.</li> </ul>	<ul style="list-style-type: none"> <li>• Extruders with patterned ends</li> <li>• Plastic knives</li> <li>• Metal trays and tins</li> <li>• Introduce sensory dough and malleable materials of variable resistance</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Uses rolling pin to roll dough/ clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses hands to flatten dough/ clay.</li> <li>• Uses hands to squash, bend, twist and stretch dough/ clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Tears dough/ clay with fingers.</li> <li>• Splits dough using hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Squashes dough with hands and fingers to shape it.</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling pins</li> <li>• Dough stampers</li> <li>• Cutters</li> <li>• Metal trays and tins</li> <li>• Cake cases</li> </ul>

# Common Play Behaviours- Creative Workshop (Painting)

Behaviour	Mixing	Printing	Mark Making/ Painting	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Experiments with different tones and shades.</li> <li>• Makes choices about what colours they will mix.</li> <li>• Mixes an intended colour for an intended purpose.</li> <li>• Uses primary colours to mix secondary colours.</li> <li>• Explores the properties of colours as they mix.</li> <li>• Mixes colours for a desired purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Prints to create patterns and pictures.</li> <li>• Prints with a range of colours.</li> <li>• Carefully plans where they will print and what they will print.</li> <li>• Prints onto chosen printing tool before printing.</li> <li>• Takes time when printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their thoughts and ideas with paint.</li> <li>• Observes objects on display when painting and responding with paint.</li> <li>• Uses a range of movements and brush strokes to paint.</li> <li>• Uses horizontal and vertical brush strokes to paint.</li> <li>• Paints a desired picture.</li> <li>• Gives meaning to the marks that they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Paint sample cards</li> <li>• Artwork stimuli from different Artists</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Experiments with colour mixing but with no intention to mix a certain colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores printing with different objects.</li> <li>• Prints randomly on paper.</li> <li>• Puts printing tools into paint then prints on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Different sized paintbrushes</li> <li>• Powder paint</li> <li>• Water</li> <li>• Block palettes</li> <li>• Mixing cards</li> <li>• Range of paper and card</li> </ul>	<ul style="list-style-type: none"> <li>• Paintbrushes</li> <li>• Poster paint</li> </ul>
<b>Emerging Skill</b>			<ul style="list-style-type: none"> <li>• Covers the paper in paint.</li> <li>• Paints in random directions.</li> </ul>	

# Common Play Behaviours- Creative Workshop

Behaviour	Cutting	Fixing/ Joining	Stick/ Collage	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Uses scissors with increased control to cut out a desired shape.</li> <li>• Uses scissors to cut thicker material such as card.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans how they will fasten things together.</li> <li>• Checks that fastenings are secure.</li> <li>• Selects media to achieve desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes decisions about what they will use to stick- which will be the most effective way to stick?</li> <li>• Controls brush or glue spatula to spread glue.</li> <li>• Makes decisions about what they correct amount of tape/ glue to use is.</li> </ul>	<ul style="list-style-type: none"> <li>• Hole punch</li> <li>• Paper clips, split pins, treasury tags</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Shows some control over scissors to cut materials.</li> <li>• Holds scissors correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Fastens paper and card together successfully.</li> <li>• Beginning to explore techniques to join thicker materials (e.g. boxes/ tubes)</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use glue/ tape to fasten thicker materials together.</li> <li>• Sticks carefully selected items together to achieve desired purpose.</li> <li>• Uses sticking resources to explore creating different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Cello tape</li> <li>• Thick and thin card</li> <li>• Sequins, beads, buttons</li> <li>• Recycled materials- bottles</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Uses scissors with 2 hands to cut paper.</li> <li>• Tears materials to make them the desired shape/ shape.</li> <li>• Begins to make snips in paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to explore fastening resources together using available resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses glue to attempt to stick but may not be secure.</li> <li>• Able to use glue to fasten paper/ tin resources together.</li> <li>• Sticks objects randomly onto paper/ card.</li> </ul>	<ul style="list-style-type: none"> <li>• Scissors</li> <li>• Masking paper, PVA</li> <li>• Paper, card, tissue paper, crepe paper</li> <li>• Recycled materials- tubes, boxes</li> <li>• Wooden sticks, feathers, pom-poms</li> </ul>

# Common Play Behaviours- Sand Area

Behaviour	Dig	Mould	Sieve	Bury/ Enclose	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Selects the most appropriate scoop/spade for digging.</li> <li>• Digs with control.</li> <li>• Digs for a desired purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of containers/ moulds to create intricate creations.</li> <li>• Uses spades/ scoops/ buckets to make sand into desired shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sieves sand for a desired effect.</li> <li>• Sieves sand for a desired purpose.</li> <li>• Sieves sand to filter out larger objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Buries and covers up resources.</li> <li>• Pats sand down to cover up resources.</li> <li>• Uses spades/ scoops to bury objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen utensils, masker, colander</li> <li>• Sieves with small/ large holes</li> <li>• Small scoops/ spoons</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Scoops sand using a scoop/ spade.</li> <li>• Moves sand from one position to another using a spade.</li> <li>• Loses little sand off the spade.</li> <li>• Able to dig a hole or spade in sand.</li> </ul>	<ul style="list-style-type: none"> <li>• Free play with hands- makes shapes, heaps and tunnels.</li> <li>• Fills moulds and shapes and turns over to create a model.</li> <li>• Recognises that damp sand holds its shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that dry sand falls freely through fingers/ sieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Free play with hands.</li> <li>• Uses hands to cover up objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Ice Cube moulds</li> <li>• Irregular shaped moulds</li> <li>• Different sized sieves</li> <li>• Different sized containers</li> <li>• Short handled scoops/ spades</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Explores moving sand using spade/ scoops.</li> <li>• Digs using hands.</li> <li>• Lifts sand in hands and places back down.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes impressions using hands, fingers, knees and arms.</li> <li>• Fills containers/ buckets with sand.</li> <li>• Pats down sand to make it smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Sifts sand through fingers.</li> <li>• Explores and observes the ways sand moves through sieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Covers their hands and fingers in sand.</li> </ul>	<ul style="list-style-type: none"> <li>• Different sized moulds</li> <li>• Buckets</li> <li>• Sieves</li> <li>• Spades- long and shorn handles</li> </ul>

# Common Play Behaviours - Water Area

Behaviour	Pouring/ Emptying	Filling	Transporting/ Transferring	Stirring/ Mixing	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Pours a desired amount of water into a chosen container.</li> <li>• Pours with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Fills a container to their intended point to fill.</li> <li>• Starting to read scales when filling/</li> </ul>	<ul style="list-style-type: none"> <li>• Spills little or no water when transporting.</li> <li>• Does not fill the container to the top- shows an awareness of how much they can carry without spilling.</li> <li>• Plans and uses the most effective ways to transport water to avoid spillages.</li> <li>• Carefully carries water from one position to another but spills a little.</li> <li>• Explores using a range of resources and techniques (e.g., funnels, pipes).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands what will happened to the water when they mix it.</li> <li>• Loses little or no water when mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Jugs with spouts</li> <li>• Jugs with handles</li> <li>• Small spoons/scoops</li> <li>• Spoons with slots and holes</li> <li>• Measuring spoons</li> <li>• Pipettes, syringe</li> <li>• Piping</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Pours slowly into an intended place (e.g., back into the track or another container).</li> </ul>	<ul style="list-style-type: none"> <li>• Fills containers with increasing control.</li> <li>• Fills containers with a desired amount.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries water from one position to another but spills a little.</li> <li>• Explores using a range of resources and techniques (e.g., funnels, pipes).</li> </ul>	<ul style="list-style-type: none"> <li>• Mixes slowly as not to spill.</li> <li>• Increased control when mixing.</li> <li>• Mixes with a goal in mind (e.g., can they make more bubbles?)</li> </ul>	<ul style="list-style-type: none"> <li>• Different sized containers/ beakers</li> <li>• Some transparent containers</li> <li>• Colanders</li> <li>• Kitchen utensils including whisks, ladles, teapot</li> <li>• Funnels</li> <li>• Spray bottles</li> <li>• Natural materials</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Tips to pour quickly.</li> <li>• Stops objects into the water.</li> <li>• Observes as they pour water from container to container.</li> <li>• Observes the way the water moves.</li> </ul>	<ul style="list-style-type: none"> <li>• Fills containers until they overflow.</li> <li>• Randomly fills different containers.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries water from one position to another but spills large amounts of water along the way.</li> <li>• Explores the way water moves and is transported.</li> <li>• Tries to catch water as it is transported.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores the way water moves as they mix and stir it.</li> <li>• Spills some water when mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Large containers and beakers</li> <li>• Irregular shapes containers</li> <li>• Buckets</li> <li>• Water wheel</li> </ul>

# Common Play Behaviours- Discovery Area

Behaviour	Observe	Investigate/ Experiment	Test	Resources to facilitate CPB
<b>Extended Skill</b>	<ul style="list-style-type: none"> <li>• Closely observes experiments over a number of days.</li> <li>• Discusses whether their observations tell them.</li> <li>• Seeks out things to observe and to find things out.</li> </ul>	<ul style="list-style-type: none"> <li>• Records their findings in their own way</li> <li>• Makes decisions about what will be the most effective resources to use to carry out experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests ideas and theories.</li> <li>• Plans what they will do next based on their findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting trays</li> <li>• Collecting baskets</li> <li>• iPad, camera</li> <li>• Clipboard, notepads, notebooks</li> </ul>
<b>Developing Skill</b>	<ul style="list-style-type: none"> <li>• Observes something with interest.</li> <li>• Notices and comments on change in their environment/ outdoors.</li> <li>• Asks questions about what they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate resources to carry out chosen test.</li> <li>• Formulates a hypothesis is about what they think will happen and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a test- considering what it is that they think they want to find out.</li> <li>• Thinks about how they can find out the answer to their question.</li> </ul>	<ul style="list-style-type: none"> <li>• Magnets</li> <li>• Pull/ pull objects</li> <li>• Springs/ spanners</li> <li>• Timers</li> <li>• Mirrors</li> </ul>
<b>Emerging Skill</b>	<ul style="list-style-type: none"> <li>• Observes the immediate world around them.</li> <li>• Comments on what they can see.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores cause and effect but changes a variable (e.g., floating and sinking- will it float id there is more water?)</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of fascinating object- natura; and man-made, living and non-living</li> <li>• Range of materials</li> <li>• Magnifying glasses, binoculars</li> </ul>