Progression of Play Skills

As children grow and develop our play provision has to adapt to respond to the developmental needs of the child. Below details how play progresses through the age phases we teach in our setting and our aims and outcomes are detailed within each age phase.

Age phase	Progression Aims
2 Year Old Provision	• Supports prime areas of development • Supports separation of parents and carers, building new relationships with staff and peers. • Aims to develop confidence in the environment • Has good quality provision • Focus on Heuristic play • Outdoor provision supports learning and development
Nursery and Pre-school Provision	• Resources reflect skills/development stage • Focus on developing social and language skills • Teaches basic concepts • Adults support play • Enhancements are planned and provided to enhance curriculum skills, knowledge or individual interests. • Outdoor provision encourages team work, collaboration and challenge.
Reception	• Develops a progression of vocabulary • Continuous provision is supported by adults • Resources reflect skills/development stage- build on skills in each area from nursery- clear progression of play and skills • Open ended to provide challenge and develop and support children's interests. • Enhancements provide opportunities to develop skills and embed concepts and vocabulary. • Adults support play.

	• Outdoor play is available daily. • Play/ adult led tasks ratio develops through the year. • Children are prepared to transition into Year 1 and have developed the characteristics of effective learning.
Year 1	• Continuous provision- steps up from reception- open ended to encourage child initiated and children's interests. • Promotes problem solving and working together. • Reflective of the curriculum - children revisiting vocabulary, concepts and skills through play, resources and enhancements. For example, when children are learning about castles in History, this is represented in continuous provision. Castle blocks are provided in the construction area and material so they can build a 'moat', turrets can be added and adults can set challenges/ have discussion points around their play to support the vocabulary and the historical enquiry. • Areas are enhanced to support or embed a particular skill or concept. • Key vocabulary is used and displayed in areas and embedded when play is supported by adults. • The play environment can be used to support pre and post learning of topics and skills. The play environment is crucial for smooth transition into year 1 in supporting mental health and well-being, confidence and children who are ready to engage in learning the national curriculum. Children are more independent in year 1 and the task/play ratio reflects this. As the year progresses more adult-led/ independent task time is introduced and children are prepared for life in year 2.

- This guide is flexible and can be adapted depending upon the needs of each individual child. We recognise that children develop at different rates and our provision will reflect the individual developmental needs of each child as indicated through observation and assessment.