

WATER COMMON PLAY BEHAVIOURS PROGRESSION

POURING

Pouring water may link to other behaviours, such as moving and filling and emptying. When pouring children may not always be interested in what they are pouring the water into.

EMERGING

I can lift or push containers to pour water out.

I can hold and tip a container to pour water.

DEVELOPING

I can hold a container by its handle and use it to pour water.

I can purposefully pour water from one container into another.

EXTENDING

I can pour water between containers of different sizes with few spills.

I can plan how and where to pour water, choosing containers and controlling my movements to achieve my intended result.



Typical age expectations

 = NI

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

MOVING

Children's interest in moving water may link with other behaviours, for example pouring. As you watch you will notice if they are also interested in moving containers filled with water and watching water flow. Opportunities may be in other areas, not only in the water tray.

EMERGING

DEVELOPING

EXTENDING

I can use large arm movements to scoop and move water.

I can carry containers of water and watch water flowing.

I can fill containers and move water from one place to another, beginning to find ways to avoid spilling it.

I can put objects into water and observe how they move or float.

I can work with others to create channels that move water, sharing ideas about what to do.

I can plan and construct a route for water using guttering, pipes and other resources, testing and improving how it works.



Typical age expectations

 = N1

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

SPLASHING

Splashing may initially be a sensory experience, and some children may continue to find splashing a regulating activity for some time. Children will explore cause and effect through splashing, and using hands, fingers and feet to splash will help them develop body awareness as well as understanding of movement.

EMERGING

DEVELOPING

EXTENDING

I can use my hands and large arm movements to splash in water.

I can change my movements and notice how this changes the splash I make.

I can drop objects into water from different heights and notice the splashes they make.

I can use spoons, sticks and whisks to stir, whisk and splash water.

I can use smaller, controlled finger movements to make different-sized splashes.

I can select and use different tools to create a particular effect, explaining or showing why I chose them.



Typical age expectations

 = N1

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

DAMMING AND CONTAINING

Damming and containing links with children's interest in movement - as they begin to understand the flow of water they will explore stopping it

EMERGING

I can place large blocks or planks in the path of moving water.

I can notice what happens when something blocks the flow of water.

DEVELOPING

I can use lids, taps and plugs to stop water escaping from containers.

I can open and close containers or outlets to control when water flows.

EXTENDING

I can choose objects of different shapes and sizes to create a barrier that stops water flowing.

I can design, test and improve a barrier, selecting materials that will contain or redirect water effectively.



Typical age expectations

 = NI

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

FILLING AND EMPTYING

Filling and emptying may be closely linked to their interest in watching water move. As their skills develop they will become more aware of the shape and size of containers, and may choose to fill a container to the top, or keep filling so they can see it overflow.

EMERGING

DEVELOPING

EXTENDING

I can scoop water into containers with large openings, although I may spill some.

I can use both hands to lift and tip containers to empty them.

I can fill containers of different sizes and openings using jugs and other tools.

I can empty water from one container into another.

I can choose containers of different sizes to fill and empty, exploring how much water they hold.

I can choose and use suitable plugs or stoppers to seal containers and prevent water escaping.



Typical age expectations

 = N1

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

MIXING

Children may begin by exploring what happens when they put different objects into water. This interest and others such as splashing may become more focused on stirring and mixing.

EMERGING

I can put different objects and materials into water and notice what happens.

I can use a spoon or another tool to stir water and materials together.

DEVELOPING

I can choose which objects or materials I want to add to water.

I can use my hands, tools or sieves to remove objects from a mixture.

EXTENDING

I can choose and combine materials to make mixtures linked to my imaginative play.

I can plan and create mixtures for a particular purpose or storyline, explaining my choices and adapting what I make.



Typical age expectations

 = N1

 = N2

 = Reception

 = Y1

WATER COMMON PLAY BEHAVIOURS PROGRESSION

PRETENDING AND REPRESENTING

Representing includes using words, signs or other communication to name objects and describe them and what is happening. It also includes using water in their pretend play and to make marks. Provide multiple ways to communicate, including using signs, visuals, and communication boards as well as speech. Words may be spoken, or communicated using signing or communication boards.

EMERGING

I can communicate what I am doing and what I notice when playing with water.

DEVELOPING

I can use water and different tools to make marks on surfaces.

I can use water and resources to recreate familiar experiences, such as making drinks or cooking.

EXTENDING

I can share my ideas with others and communicate about what I have made or imagined during water play.

I can develop imaginative storylines using water and other resources, sharing and negotiating my ideas with others.



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= NI

= N2

= Reception

= Y1