Mud kitchen Common Play Behaviours Progression

Pouring

Pouring involves children developing control over how they tip and transfer materials. As their skills develop, they become more purposeful in choosing containers, controlling quantities and deciding where ingredients should go.

Emerging

- I can lift or push a container to tip materials out.
- I can hold and tip a container to pour water or other ingredients.

Developing

- I can hold a container by its handle and use it to pour ingredients.
- I can purposefully pour ingredients from one container into another.

Extending

- I can pour ingredients between containers of different sizes with few spills.
- I can plan how much and where to pour ingredients, controlling my movements to achieve my intended result.



Typical age expectations

= N1

= N2

= Reception

= Y1

Mud kitchen Common Play Behaviours Progression

Moving

Children may be interested in transporting ingredients between different parts of the mud kitchen. As their coordination develops, they begin to plan how and where they move materials to support their play.

Emerging

- I can use large arm movements to scoop and move mud or other ingredients.
- I can carry containers of ingredients from one place to another.

Developing

- I can fill containers and move ingredients to different parts of the mud kitchen, beginning to avoid spilling them.
- I can choose containers or equipment to help me transport different ingredients.

Extending

- I can work with others to collect and move ingredients for something we are making together.
- I can plan how to transport ingredients for a particular purpose, choosing suitable equipment and organising what I need.



Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Mud kitchen Common Play Behaviours Progression

Digging and scooping

Children begin by using their hands to explore and collect materials. As their physical skills develop, they use tools with increasing control and select equipment for particular purposes.

Emerging

- I can use my hands to dig, scoop and move mud or soil.
- I can use large scoops to collect mud or soil and put it into containers.

Developing

- I can use different tools to dig and scoop ingredients.
- I can use tools to scoop ingredients into a container until it is full.

Extending

- I can choose an appropriate tool to collect the ingredients I need for my creation.
- I can select and control different tools to collect specific amounts of ingredients for a particular purpose.



Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Mud kitchen Common Play Behaviours Progression

Filling and emptying

Children initially enjoy repeatedly filling and emptying containers. As their understanding develops, they become more aware of container size, shape and capacity, using this knowledge within their imaginative play.

Emerging

- I can attempt to scoop ingredients into containers, although I may spill some.
- I can use both hands to lift and tip containers to empty them.

Developing

- I can fill containers of different sizes and openings using available tools.
- I can empty ingredients from one container into another.

Extending

- I can choose a suitable tool to fill different containers, considering their size and shape.
- I can select and use containers to divide ingredients into different amounts for a particular purpose.



Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Mud kitchen Common Play Behaviours Progression

Mixing

Children explore what happens when materials are combined and stirred. Over time, they begin to make deliberate choices about ingredients, investigate changes and adapt their mixtures to achieve particular results.

Emerging

- I can put different ingredients together and notice what happens.
- I can use a spoon or another tool to stir ingredients together.

Developing

- I can choose which ingredients I want to add to my mixture.
- I can use different tools to mix ingredients and notice how the mixture changes.

Extending

- I can choose and combine ingredients to make mixtures linked to my imaginative play.
- I can plan and create mixtures for a particular purpose, explaining my choices and adapting what I make.



Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Mud kitchen Common Play Behaviours Progression

Pretending and representing

Children use familiar experiences to develop pretend play in the mud kitchen. As their imagination and communication develop, they begin to represent different foods, invent recipes and create increasingly detailed scenarios with others.

Emerging

- I can use familiar objects and actions to pretend to cook, make drinks or serve food.
- I can communicate what I am making or doing using gestures, sounds, words or other forms of communication.

Developing

- I can use mud, water and natural materials to represent different foods and drinks.
- I can recreate familiar experiences, such as cooking a meal, making a cake or serving customers.

Extending

- I can create imaginative scenarios in the mud kitchen, using different resources to represent ingredients and equipment.
- I can develop and sustain imaginative storylines, adapting resources and sharing ideas about roles and events with others.



Typical age expectations

= N1

= N2

= Reception

= Y1

Mud kitchen Common Play Behaviours Progression

Cooperating and negotiating

The mud kitchen provides opportunities for children to play alongside and with others. As their social and communication skills develop, they begin to share resources, agree roles, solve problems and develop imaginative play together.

Emerging

- I can play independently or alongside others, exploring my own ideas.
- I can use objects, such as a cup of pretend tea, to involve another person in my play.

Developing

- I can copy ideas and actions I see other children using in the mud kitchen.
- I can communicate with others about what I am making and begin to share resources and ideas.

Extending

- I can agree roles and share resources with others to develop our imaginative play.
- I can negotiate roles, solve problems and work collaboratively to plan and sustain a shared storyline.



Typical age expectations

- = N1
- = N2
- = Reception
- = Y1