

EYFS Long Term Plan Continuous Provision - Small World Play

Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;">Playing and Exploring</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p style="text-align: center;">Active learning</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creating and Thinking Critically</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
<p style="text-align: center;">Permanent Resources</p> <p>Small play people - representing a range of abilities and cultures</p> <p>Animals - farm, wild, dinosaurs, bugs</p> <p>Vehicles - cars, trucks, bikes, service</p> <p>Wooden train set, track</p> <p>Garage and car mat, farm, doll's house</p> <p>Puppets - glove, finger puppets</p> <p>Puppet theatre</p> <p>Story sacks</p> <p>Resource enhancements throughout the year</p> <p>Natural materials</p> <p>Small world scenes related to stories and rhymes</p> <p>Responding to children's current interests in popular culture</p> <p>Mark making materials for children to record their stories and ideas</p> <p>Camera</p>	<p style="text-align: center;">Possible Experiences</p> <p>Select and explore materials</p> <p>Make links between their play and events past and present in their lives</p> <p>Use resources that reflect different cultures</p> <p>Explore a range of roles</p> <p>Develop imaginative play and story making</p> <p>Make own resources - use own ideas</p> <p>Adults respond to children's ideas</p> <p>Stimulating ideas by putting small world play in an area of provision</p> <p>Support play with appropriate books and rhymes</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships</p> <p>Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and ensuring they have experiences that stimulate their interests</p> <p>Work alongside children and model appropriate play and vocabulary</p> <p>Engage in small world role play with the children</p> <p>Encourage children to take turns, share fairly and reinforce manners</p> <p>Scribe stories children tell as they play</p> <p>Offer a story stimulus by suggesting an imaginary event or set of circumstances</p> <p>Support children to tidy and reset the area</p> <p style="text-align: center;">Enabling Environments</p> <p>Plan additional resources - twigs, compost, gravel</p> <p>Encourage children to tidy up when necessary and treat equipment with respect and care</p> <p>Photograph children's stories and share with the class</p> <p>Provision of story sacks</p> <p>Resources labelled with pictures and words</p>	<p style="text-align: center;">Appropriate Vocabulary</p> <p>Positional words.</p> <p>Vocabulary of negotiation</p> <p>Names of objects/ characters used</p> <p style="text-align: center;">Questions and Phrases</p> <p>Open ended questions relating to play</p> <p>Who, where, why, how, what?</p> <p>I wonder what might happen if?</p> <p>What is going to happen next?</p> <p>Tell me about your story</p>

Small World - A Unique Child - Observing what a child is learning 36-60+ months

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Explains own knowledge and understanding, and asks appropriate questions of others Can select and use activities and resources with help Welcomes and values praise for what they have done Confident to speak to others about own needs, wants, interests and opinions Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p style="text-align: center;">Communication and Language</p> <p>Listens to others one to one or in small groups, when conversation interests them Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions Listens and responds to ideas expressed by others in conversation or discussion Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' Links statements and sticks to a main theme or intention Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p style="text-align: center;">Physical Development</p> <p>Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	
<p style="text-align: center;">Literacy</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Ascribes meanings to marks that they see in different places Gives meaning to marks they make as they draw, write and paint Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p style="text-align: center;">Mathematics</p> <p>Uses some number names and number language spontaneously Uses some number names accurately in play. Uses the language of 'more' and 'fewer' to compare two sets of objects Finds the total number of items in two groups by counting all of them Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Orders two or three items by length or height Orders two items by weight or capacity Uses familiar objects and common shapes to create and recreate patterns and build models</p>	<p style="text-align: center;">Understanding the World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life Enjoys joining in with family customs and routines</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Engages in imaginative role-play based on own first-hand experiences Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' Uses available resources to create props to support role-play Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Plays cooperatively as part of a group to develop and act out a narrative</p>

Small World - A Unique Child - Observing what a child is learning 0-36 months

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Interested in other's play and starting to join in Seeks out others to share experiences May form a special friendship with another child Expresses own preferences and interests Shows understanding & cooperates with some boundaries & routines Can inhibit own actions/behaviours Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Can select and use activities and resources with help Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p style="text-align: center;">Communication and Language</p> <p>Recognises and responds to many familiar sounds Single channelled attention. Can shift to a different task if attention fully obtained - using child's name to focus Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses gestures, sometimes with limited talk Listens to others one to one or in small groups, when conversation interests them Understands use of objects (e.g. "What do we use to cut things?") Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> Uses a range of tenses (e.g. <i>play, playing, will play, played</i>) Uses vocab. focused on objects and people that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk to pretend that objects stand for something else, e.g. <i>'This box is my castle.'</i></p>	<p style="text-align: center;">Physical Development</p> <p>Squats with steadiness to rest or play with object on the ground, rises to feet without using hands Climbs confidently and is beginning to rest or play with object on the ground, and rises to feet without using hands Shows control in holding and using jugs to pour, hammers, books and mark-making tools May be beginning to show preference for dominant hand Beginning to recognise danger and seeks support of significant adults for help Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Understands that equipment and tools have to be used safely</p>	
<p style="text-align: center;">Literacy</p> <p>Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories Ascribes meanings to marks that they see in different places</p>	<p style="text-align: center;">Mathematics</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' Begins to make comparisons between quantities Beginning to categorise objects according to properties such as shape or size Begins to use the language of size Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' Anticipates specific time-based events such as mealtimes or home time Uses some number names accurately in play Shows curiosity about numbers by offering comments or asking questions</p>	<p style="text-align: center;">Understanding the World</p> <p>Has a sense of own immediate family and relations In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Learns that they have similarities and differences that connect them to, and distinguish them from, others Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying that's me' Beginning to make-believe by pretending Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Engages in imaginative role-play based on own first-hand experiences Uses available resources to create props to support role-play Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>