



Long Term Continuous Provision Plan: Small World

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide a small world area resourced with materials reflecting children's family lives and communities. • Consider including resources reflecting lives that are unfamiliar to broaden children's knowledge and reflect an inclusive ethos. • Provide activities that involve turn taking and sharing in small groups. • Provide materials for a variety of small world themes. • Provide for, initiate and join in with, imaginative play and role play, encouraging children to talk about what is happening and to act out the scenarios in character. • Set up collaborative tasks. • Provide play resources including small world toys, construction sets and threading and posting toys. • Help children to identify the main events in a story and to enact stories as the basis for further imaginative play. • Include counting money and change in role play. • Provide role play areas with a variety of resources reflecting diversity. 	<ul style="list-style-type: none"> • Recognise that children's interests may last for short or long periods and that their interests and preferences vary. • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. • Prompt children's thinking and discussion through involvement in their play. • Talk to children about what they have been doing and help them to reflect upon and explain events. • Introduce new words in the context of play and activities. • Encourage children to develop narratives in their play using words such as 'first, last, next, before, after, all, most, some, each, every'. • Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interests. • Be aware of the link between imaginative play and children's ability to handle narrative. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Vocabulary associated with 'feelings' - 'happy', 'sad', 'angry', 'worried', 'frightened', etc. • Vocabulary linked to props & resources related to theme - homes, rooms, shops, medical services, transport & travel, animals, etc. • Vocabulary linked to rhymes and stories. • Language associated with different roles - family members, different jobs, animals etc. • Giving instructions and directions. • Language associated with different situations - sorting out problems, enquiring, complaining, etc. 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Taking on a role in their play • Engaging in open-ended activities • Showing particular interest • Pretending objects are things from their experiences • Representing their experiences in play • Acting out experiences with other people • Initiating activities <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Maintaining focus on their activity for a period of time • Showing high levels of energy • Paying attention to detail <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience • Testing their ideas



Small World Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">● Plays alongside others that are playing same game● Play has a storyline/ narrative● They talk to others about animals and where they live, create animal worlds● Confident to speak to others● Can treat the resources with respect and tidy them away correctly.	<ul style="list-style-type: none">● Resolves problems with other children● Express their feelings and consider the feelings of others.● Can recreate roles and experiences● Can take turns with others during play● Acts out well known stories with other children● Begin to use stories and maps to look at the similarities and differences between environments, countries and communities.	<ul style="list-style-type: none">● Can develop their own narratives● Acts out stories as part of a group● Takes account of other children's ideas and opinions during play● Talk about the lives of people around them and their roles in society.● Explain some similarities and differences between different environments, countries and communities● Uses resources to create different settings and environments