

Small World Area

Key Learning Opportunities (From Development Matters Birth to 5)

Communication and Language

- Understand how to listen carefully and why listening is important.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Develop overall body-strength, balance, co-ordination and agility.

Literacy

- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. .

Maths

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.
- Continue, copy and create repeating patterns.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

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Characteristics of Effective Learning

Playing and Exploring

- Show curiosity about different people, animals etc.
- Engage in storylines using small world independently and collaboratively with others.
- Show an interest in small world and feel comfortable playing with small world items not shying away.
- Represent their own experiences through play and take on roles of different characters mimicking voices for them and moving them.
- Initiate activities and make suggestions to their peers using small world toys.

Active Learning

- Focus on small world play for at least 10 minutes showing high levels of fascination and energy, avoiding being distracted by other things.
- Persist when challenges occur with others and use communication and language to discuss issues that may arise with peers.
- Bounce back after difficulties.
- Show pride in the ideas they share with others and excitement at involving others.

Creative and Critical Thinking

- Come up with their own stories and role play ideas for small world play.
- Find new ways to do things and use other pieces of equipment from other areas to solve problems in their play.
- Make links between their experiences and predict what will happen next in their storylines.
- Plan out what will happen in their play and check in with others around them as they play.
- Revisit play when returning to small world play - particularly if it was a game/story they were previously enjoying.

Resources	Organisation	Intended Experience	Key Vocabulary	Role of the Adult
<ul style="list-style-type: none"> • Large dinosaurs • Large safari animals • Road track • Grass topper • Bridge • Hedges and trees • Playmobil people • Duplo people • Small dinosaurs • Farm animals • Small safari animals • Cars • Road signs and traffic lights 	<ul style="list-style-type: none"> • Open shelved unit. • Opaque boxes with a selection of each resources inside. • No labels on boxes - children introduced at the start of the year and taught to keep resources tidy and separate. • Carpeted area to allow space to build. • Large cable reels in centre to provide platforms for building and playing on. • Close proximity to Blocks and Loose Parts as well as Construction Area to encourage mixed play between the three areas. • Close proximity to reading area to encourage retelling of stories. 	<ul style="list-style-type: none"> • Children select resources and make choices over the best fit for the job they intend to carry out. • Children use their imaginations to tell stories using different characters to represent their own ideas. • Children create settings and tell stories using their imaginations. • Children act out familiar scenes from real life and stories. • Children problem solve and talk through their ideas. • Children work through emotions or difficult concepts using small world to represent things in their own lives. • Children work cooperatively with others and share resources accordingly. • Children show respect in the way they treat small world characters and in how they tidy them away. • Children use other close by areas to create larger scale scenes 	<p>Low Frequency Words build, design, imagine, travel, mimic, observe, imitate, communicate, model, encourage</p> <p>Medium Frequency Words explain, tall, short, wide, forwards, backwards, steer</p> <p>High Frequency Words talk, sing, act, retell, story, props, speak, animals, people, cars, trees, fences, animals (and their names), move, fly, fix, mend, pull, push</p>	<p>Play alongside</p> <ul style="list-style-type: none"> • Observe children and take note of key interests. • Respond to requests and ideas • Suggest possibilities to extend play/thinking. • Consider additional stimulus and add to the area immediately or in the following days. • Play alongside children to push play forwards. <p>Role model / direct teach</p> <ul style="list-style-type: none"> • Model how to play imaginatively. • Model thinking aloud “You’ve really made me think about...” “I’d not thought of that before...” • Model correct language use and extend vocabulary. • Model and manage behaviours including self-regulation. • Model how to use different voices for different characters and use expression to bring play to life.

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		from stories/real life ideas they are familiar with.		<ul style="list-style-type: none">• Model how to work cooperatively with others already using resources in these areas. Raise questions to stimulate ideas and add challenge <ul style="list-style-type: none">• “What do you notice about...?”• “I wonder how...?”• “Can you tell me about...?”• “What happens if I...”• “Where should this piece go? Why?” Use appropriate language linked to key learning <ul style="list-style-type: none">• Mathematical language linked to shape, position, size and counting.• Positional language e.g. on, under, next to etc.• Geographical language linked to locations• Scientific language linked to gravity and stability.• Story language linked to scenes and characters.
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