

SMALL WORLD

Resources that should always be available:	Possible learning experiences/ invitations to play	Possible questions/ conversation starters
Train track and train, farm animals, people, zoo, cars, other vehicles and garage, play mats, doll’s house, Books, Photographs of real life situations, Different surfaces eg Sand pit/builders, tray/grassed area/digging area, Natural materials eg stones, pebbles, twigs, grass, Writing materials for fine and gross motor development, Recycled open ended materials eg boxes, tubes, foil trays, Laminated pictures and signs, Reference books,	Playing collaboratively and using the sand area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g. lists, writing own name and other captions, Develop mathematical language e.g. position, shape, size, comparisons. Problem solving opportunities. . Notice similarities, differences and pattern.. Tell stories e.g. creating stories inspired by materials and equipment Re-tell familiar and shared stories. Use story and reference books linked to interest. Re-enact real life experiences and situations. Learn to care for materials and the environment. Work in co-operation e.g. in pairs, groups, working collaboratively. Through play contexts find out about the world in which they live and find out about past. .	<u>Asking open questions?</u> “ How did you..?” “why does this?” “What happens next?” “ What do you think?” “What would happen if:
		<u>Using Positive Questioning</u> “I don’t know”, “ what do you think” , “ I hadn’t though of that” “ That’s an interesting idea” “ have you seen what Ben has done”, good thinking make be you should try it out. I wonder what would happen if.. I wonder how we would make that? I wonder how we cold make it move?
		Words to build vocabulary
		Adults to introduce vocabulary (use of words, symbols and signs) eg- Animals, transport, people, different types of houses e,g flat, bungalow, caravan Family, different types of families Colour, shape, size and positional language Imagine, pretend, believe Model story structure, talk about character, plot, theme
Possible things to look listen & note...		
22-36 months	30- 50 months	40- 60 months
Are they interested in the play? Are they able to respond to others feelings and wishes appropriately? Do they listen with interest to the noises adults make when reading stories? Do they understand who, what , where in simple questions? Are they using language to share feelings and experiences? Do children imitate the actions and events from their own family experiences? Are they enjoying playing with the small world equipment? Are they beginning to make believe by pretending to be something or someone else?	Can they play in a group, extend and elaborate on play? Can they select and use resources with help? Can they take turns and share resources? Do they listen to others in a small group? Do children use talk in pretending that an object is something else? Can they describe a story, its plot and main characters? Do they talk about their own special experiences? Are they interested in different occupations and ways of life? Do they ask questions about the world? Are they engaged in imaginative play based on own experiences? Can they build their own stories using available toys and props?	Are they explaining their own knowledge and asking appropriate questions when playing? Are they able to organise their thinking and talk about their ideas with confidence? Do they use language to imagine and recreate roles in play? Are they able to introduce a story or narrative into their play? Can they play alongside other children who are engaged in the same theme? Can they play cooperatively as part of a group and act out a narrative?

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