

Continuous Provision Planning for Small World

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
- Use talk to organise themselves and their ideas. - Understand why question. - To be able to express a point of view. - Explain their ideas making connections from previous experiences. - Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers - Uses talk to organise, sequence and clarify thinking ideas	- Choose the right resource to carry out their own plan. - To use one handed tools and equipment. - Developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently,	- Works and plays cooperatively and takes turns with others - Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge - Take other children's ideas and opinions into account.	- Be able to describe what they are doing and what they are going to do next. - Use a growing vocabulary based on their previous experiences. - Engage in extended conversations about stories. - Creates stories/narratives - Writes own name on things such as labels or cards - Write simple phrases and sentences that can be read by others.	- Can compare size, length, weight and capacity using mathematical vocabulary - Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Use every day positional language - Problem-solving (floating and sinking)	- Explores the natural world - Ask questions about why things happen and how things work - Find out about and identify some features of living things, objects and events they observe - Talk about the differences between materials.	- Begin to develop stories using small world equipment. - Develop their own ideas and then decide which resources they need to express them. - Respond to what they have heard, expressing their thoughts and feelings. - Explore a variety of materials. - Join different materials and explore textures. - Shares his/her creations, explaining the process he/she has used - Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them
Resources	Organisation	Intended experiences			Role of the adult	
- Variety of different sized blocks - pine cones - shells - wood - pebbles - foliage - flowers - people	Organisation - Enhancements to be added related to weekly planning or pupils' special interest - Resources labelled with pictures and /or quantities where possible	Intended experiences - Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy - Experimenting with stories and narrative ideas in play - Performing role play or small world play - Select materials to express their own imaginative ideas and explore a range of techniques - Use their own first hand experiences in shaping their ideas. - Create both 2D and 3D forms. - Talk about their work and the ideas and feelings they are expressing. - Use different mark-making tools to create shapes and represent objects. - Use tools safely and effectively with a growing independence and developing control. - Construct purposefully with an idea in mind and review their progress. Experiment with a range of textures and materials using all their senses and de-scribe them using concept words, such as pattern, size, colour. - Explore pattern in their work and create deliberate arrangements. - Incorporate sensory experiences into their creative work. - Share materials and resources.			Role of the adult - Provide a range of activities and resources so that children can explore a variety of tools, techniques and materials. - Encourage the children to be independent and set their own challenges. - Provide creative challenges for the children to tackle independently by displaying books, photos, small world characters and artefacts for them to respond to and which will enable them to develop new skills. - Use open-ended questions to promote sustained shared thinking. - Model use of materials and specific techniques, such as cutting skills or effective joining techniques. Key Vocabulary and Questions - Descriptive language linked to the child creation. - What do you see? - How are you going to do that? - Why are you using that resource? - What could you use instead? - Can you tell me how/why you could create your idea? - How have you planned your design? - Which resources will you select? Why? - Which materials would work best? - I wonder how you could join these pieces together.	