



Small World Area

Continuous Provision Plan

Key Learning Opportunities			
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - To speak confidently in a familiar group - To choose the resources they need for their chosen activities - To work as part of a group and understand how to follow the rules - To play co-operatively, taking turns with others - To take account of one another's ideas about how to organise their activity <p>Communication and language</p> <ul style="list-style-type: none"> - To give attention to what others say and respond appropriately - To demonstrate understanding when talking with others - To use past, present and future forms more accurately when talking about events that have happened or are to happen in the future <p>Physical Development</p> <ul style="list-style-type: none"> - To show good control and co-ordination in small movements 		<p>Literacy</p> <ul style="list-style-type: none"> - To create and retell stories that have a setting, characters and a plot - To use a growing vocabulary to describe characters and settings - To listen to stories, accurately anticipating events <p>Maths</p> <ul style="list-style-type: none"> - To use everyday language to talk about size, position and distance - To compare quantities and lengths - To recognise, create and describe patterns <p>Understanding the World</p> <ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members - To make observations of animals and to discuss their characteristics - To experiment with different outcomes, exploring the consequences of cause and effect <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To use what they know about materials in original ways - To represent their own ideas, thoughts and feelings through role-play and stories - To use their imagination, along with their own experiences to create settings and stories 	
Resources	Organisation	Intended Experiences	Role of the Adult
<p>*A selection of everyday people</p> <p>*A range of real life characters such as farmers, doctors, vicar</p> <p>*A selection of fantasy characters and animals such as a wizard, fairy, dragons</p> <p>*Collections of themed characters such as pirates</p> <p>*Various animals such as farm, wild, pets</p> <p>*A range of vehicles such as cars, fire engines, trucks</p> <p>*A selection of accessories to support the creating of buildings, inc trees, fences, glass pebbles</p> <p>*A selection of natural materials such as log rolls, small logs</p> <p>*High quality texts/images displayed nearby</p> <p>Enhancements</p> <p>Additional collections of themed characters and resources, fabrics books or found materials.</p>	<ul style="list-style-type: none"> - Distinct area with large carpeted floor space - Shelving to display resources - Collects of resources sorted and displayed in plastic trays/baskets - Trays are grouped together by theme, fantasy, real life - Resources are labelled with text and/or photographs - Area is near to the block play area 	<p>*Making decisions about the resources they need</p> <p>*Planning and communicating ideas</p> <p>*Expressing thoughts and ideas to others</p> <p>*Co-operating with peers and sharing resources</p> <p>*Creating imaginative and real world scenarios</p> <p>*Creating stories around a set of characters and/or with a familiar pattern/sequence</p> <p>*Retelling stories to an audience</p> <p>*Acting out familiar experiences</p> <p>*Designing a setting for a story</p> <p>*Adapting and modifying ideas</p> <p>*Drawing, labelling designs and/or creating maps of their story setting</p> <p>*Using a range of vocabulary</p> <p>*Using mathematical, descriptive, scientific and geographical language to describe settings and characters</p>	<p>Play Alongside</p> <p>*Observe and take note of key interests</p> <p>*Respond to ideas and suggest possibilities/ideas to extend play</p> <p>*Add further stimulus when needed</p> <p>*Model how to play imaginatively</p> <p>Role model/direct teach</p> <p>*Model thinking aloud and commenting</p> <p>*Model and manage behaviours, self-regulation and the characteristics of effective learning</p> <p>Raise Questions to Stimulate ideas and add Challenge</p> <p>*What do you notice about? What happened next?</p> <p>Use Language Linked to Key Learning</p> <p>*People (mum, dad, neighbours, jobs...)</p> <p>* Geographical language linked to locations</p> <p>*Scientific linked to animals, habitats, features</p> <p>*Communities and celebrations (Christmas, harvest, New Year, Easter, Chinese New Year)</p>