Continuous Provision Planning

Small World Area

Early Excellence
Inspirational Learning

Key Learning Opportunities

Personal, Social and Emotional Development
– 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 and 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

Communication and Language
– 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
– To develop their own narratives and explanations by connecting ideas or events

Physical Development
– To show good control and co-ordination in small movements

Literacy
– 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 key events

Maths
– To use everyday language to talk about size, position and distance
– To compare quantities and lengths
– To recognise, create and describe patterns

Understanding the World
– 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

Expressive Arts and Design
– 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 own experiences to create settings and stories

Resources	Organisation	Intended Experiences	Role of the Adult
– A selection of everyday people such as a mum, dad, grandad, grandma, children – A range of real-life characters such as farmers, police officers, fire officers, ambulance drivers, doctors, vets – A selection of fantasy characters and animals such as a wizard, witch, fairy, unicorn, phoenix – Collections of themed characters and resources such as pirates, footballers, superheroes – Various animals including farm animals and wild animals – A range of pets and owners – A range of vehicles such as cars, trucks and diggers – A small selection of wooden blocks, natural blocks and tree blocks – A selection of accessories to support the creating of buildings including fences, trees, materials, glass pebbles – A selection of natural materials and everyday objects – High quality texts or images displayed nearby **Enhancements:** You might like to add additional collections of themed characters and resources and/or a feature on current resources such as houses and homes, towers, pirates, footballers, superheroes with more books and found materials to embellish ideas.	– Distinct area with large carpeted floor surface – Shelving or trolley to display resources – A low play table to support story making scenes – Collections of resources sorted and displayed in plastic trays or baskets – Trays grouped together by theme, fantasy, real life – Where regular blocks are stored individually these should be silhouetted to support tidying up routines – Photographs and/or text for labels linked to the name of the resource	– Making decisions about the resources they need – Planning and communicating their ideas – Expressing their thoughts and ideas to others, adults and children – Co-operating with peers and sharing resources – Creating imaginative and real-world scenarios – Creating stories around a set of characters – Creating stories with a familiar pattern and sequences – Retelling stories to and/or sharing story ideas with an audience – Acting out familiar experiences – Narrating their play – Designing a setting for a story and characters – Adapting and modifying ideas, trial and error – Reflecting on progress and outcome of their ideas – Drawing and/or labelling designs and/or creating maps of their story setting – Experimenting with and using a range of vocabulary to describe their designs, ideas and stories – Using mathematical, descriptive, scientific and geographical language to describe settings and characters	**Play alongside** – Observe children and take note of their key interests – Respond to their requests and ideas – Suggest possibilities to extend their play/thinking – Consider additional stimulus and add this immediately if to hand or the following day/week – Play alongside children to take play forwards, suggest ideas and show what's possible – Play alongside, or in small organised groups to show how to play imaginatively **Role model / direct teach** – Model thinking aloud and commenting such as 'I've not thought about that before'. 'You've really made me think about...' – Model and manage behaviours, self-regulation and the characteristics of effective learning **Raise questions to stimulate ideas and add challenge** – What do you notice about? – What happened next? – Who else might? **Use appropriate language linked to key learning** – People (mum, dad, aunt, uncle, sister, cousins, neighbours, people who help, jobs) – Geographical language linked to locations – Scientific linked to animals, habitats and features – Communities and celebrations (Christmas, Diwali, New Year, Eid)