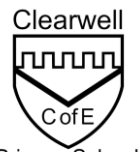


EYFS Continuous Provision in Reception: SMALL WORLD PLAY

By RG



EYFS Principles into Practice

1.A Unique Child	2.Positive Relationships	3.Enabling Environments	4. Learning & Development
<i>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</i>	<i>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</i>	<i>The environment plays a key role in supporting and extending children's development and learning.</i>	<i>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</i>

Key Learning Objectives Linked To Early Learning Goals

Personal, Social & Emotional Development	Communication & Language	Mathematics	Understanding of the World	Personal Development	Expressive Arts & Design
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Children Learning To...

<p>Select and use activities and resources independently.</p> <p>Take turns and share fairly.</p> <p>Continue to be interested, motivated and excited to learn.</p> <p>Maintain attention and concentrate.</p> <p>Understand that people have different needs, views, feelings, cultures and beliefs and everyone deserves respect.</p> <p>Understand what is right and wrong and why.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p>	<p>Use language to imagine & recreate roles & experiences.</p> <p>Interact with others, negotiating plans, activities & taking turns in conversation.</p> <p>Use talk to organise & clarify thinking & explore vocabulary.</p> <p>Retell stories.</p> <p>Enjoy songs, rhymes and stories.</p> <p>Attempt writing for different purposes, using the features of different forms.</p> <p>Show an understanding of the elements of stories.</p>	<p>Recognise, count, order, write and use numbers (to 20).</p> <p>Use developing mathematical ideas and methods to solve problems.</p> <p>Use the vocabulary of addition & subtraction.</p> <p>Sort, match & describe sets.</p> <p>Recognise, make, recreate, continue & talk about pattern.</p> <p>Use everyday words to describe position.</p> <p>Use language to describe size, quantity & shape.</p>	<p>Ask questions about why things happen, how things work, similarities, differences pattern and change.</p> <p>Investigate objects and materials & talk about features, likes and dislikes.</p> <p>Build & construct with a wide range of objects.</p> <p>Select appropriate resources, tools & techniques for activities.</p> <p>Revise, adapt & evaluate work.</p> <p>Find out about past and present events in their own lives and in those of their families and other people they know and in the natural world.</p>	<p>Develop fine motor control and co-ordination.</p> <p>Show awareness of space, of self and others around them.</p> <p>Handle equipment, tools, objects, construction & malleable materials safely & with control.</p> <p>Know how to keep safe & healthy.</p> <p>Use a range of small and large equipment.</p>	<p>Explore colour, shape, texture, form & space in 2 or 3 dimensions.</p> <p>Explore changing sounds and sound patterns.</p> <p>Use imagination in imaginative & role playing, stories and designing & making.</p> <p>Express & communicate ideas, thoughts and feelings in a range of contexts.</p> <p>Sing simple songs from memory. E.g. 'When Goldilocks went to the house of the bears'.</p> <p>Respond in a variety of ways to what is seen, heard and felt.</p>
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Children Learning By...

- ❖ working together to create a small world
 - ❖ creating environments for small world play using a range of resources including natural materials
 - ❖ creating backdrops for small world play using a range of creative skills and resources
 - ❖ retelling/imagining stories
 - ❖ saying rhymes and singing songs
 - ❖ using their imagination with dolls houses, play parks, garages, vehicles, figures, animals, dinosaurs, minibeasts, dolls, space toys, undersea toys/boats, army toys, train tracks, castles, forts, farms, zoos, pirate ships, Noah's arks, race tracks, song/rhyme and story sets etc
 - ❖ constructing bridges, tunnels, buildings, traps, parks and roadways etc
 - ❖ making independent choices
 - ❖ taking turns and sharing equipment
 - ❖ looking after resources and storing the toys tidily
 - ❖ using play mats to contain or develop play
 - ❖ playing safely
- Close links to imaginative/role play with pretending role play areas, dressing up, puppets etc*

Organisation...

Small world play is available throughout the setting, indoors and out. Children are supported in using the resources safely and maintaining them tidily by returning the toys to labelled boxes, baskets and shelves. Each week different resources are provided to extend children's thinking and learning through their play. For example, adults may provide a range of space vehicles, astronauts and alien figures and a lunar surface playmat and pebbles. This stimulus will usually remain for 1 week in order to allow children to repeat the activities, with their own or adult nudged extension. Also children know they will get opportunities to access the activity throughout the week and don't need to 'jostle for position' to access it. It is always accepted that children may collect or request specific equipment from our storage boxes or shelves to be provided as and when appropriate, and move and combine equipment across the reception base for flexible use. Baskets containing a range of figures, puppets, finger puppets, vehicles, farm, wild or zoo animals are always available for independent enhancement of play. Similarly, a wide range of materials are always available from our creative workshop, graphic, malleable and construction areas.

Key vocabulary...

- ❖ Names of living things and animal names
- ❖ Family names & titles
- ❖ Everyday language
- ❖ Story language
- ❖ Vehicle language
- ❖ Different voices (talking like a pirate, robot, alien)
- ❖ Characters