

St Michael's Nursery and Infant School – Core Provision Planning – SMALL WORLD

Nursery

Common Play Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONEMNT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS
Skill: What could the children do?	Make familiar sounds ie vehicles and animals. Represent objects as different objects.	Begins to represent an environment that they are familiar with.	Begin to talk about what is happening when playing ie the dinosaur is climbing. Use some story language in their play - from familiar stories.	Re-enacts their experiences through role play. Begin to articulate thoughts and feeling through role play.
What could the children use?	Animals - organised into animal groups Dinosaurs Vehicles Characters ie people in community	Natural materials eg pebbles, grass Wooden blocks	Small world people Story cards / images	Dolls house Photographs of school events/visits

Development Matters Links to Long Term Plan

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop social phrases – turn taking Select and use activities	Understand position through words.	Play with one or more other children, extending and elaborating play ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Show interest in different occupations	Use talk to organise themselves and their play. Engage in extended conversations about stories.	Know many rhymes, be able to talk about familiar books and be able to tell a long story.
Enhancements	Start off with 'core provision', observe how children use the equipment	Small world arches, trees bridges, barns, boxes etc – explore positional language.	Tuff trays, pens paper – encourage children to build different parts of a town in the trays.	Small world sets linked to interests of children – police, hospital, etc	Story characters linked to Super Six.	Tuff tray linked to nursery rhymes.

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Reception

Common Play Behaviour	IMITATES AND REPRESENTS	REPRESENTS AN ENVIRONEMNT	CREATES NARRATIVE AROUND PLAY	RECALLS PAST EVENTS
Skill: What could the children do?	Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative	Use their imagination to create scenes which they have imagined.	Create their own narrative. Interact with others Listen and respond Creates shared narratives.	Able to intertwine their own experiences with the experiences of others. Articulates thoughts and feelings through narrative.
What could the children use?	Variety of animals - organised into animal groups Small world people Dolls house and furniture Cars/transport characters	Wooden blocks Natural materials Logs Moss Stones Train track	Small world people Dinosaurs Animals Peg dolls	Photos Family events

Development Matters Links to Long Term Plan

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop social phrases Talk about members of their immediate family and community	Positional language Begin to develop stories using small world equipment.	Draw information from a simple map Use new vocabulary throughout the day	Use talk to organise themselves and their play. Retell a story	Recognise some environments are different to the ones in which they live. Create collaboratively, sharing ideas, resources and skills	Describe events in detail. Develop storylines in pretend play.
Enhancements	Doll house, photographs of children's families.	Small world arches, trees bridges, barns, boxes etc – explore positional language.	Maps of the local area	Small world characters linked to Super 6 text.	Tuff tray – challenge to build different environments for small world animals.	Blank peg dolls for children to create their own characters. Challenge – photographs of key events during the school year, can they children re-act them?