



Example Continuous Provision for the Foundation Phase Area - Small World Play (Years 1 & 2)



Key Learning Opportunities:

MD Develop their mathematical language across the range, and use it in their role play and in communicating/talking to adults about their work
MD Develop a variety of mathematical approaches and strategies
LLC Build on previous experience, speak confidently, and make themselves clear. Relate their contributions in discussion to what has gone on before by taking similar/ different views into account, using the conventions of discussion and conversation
LLC/WLD Use appropriate language in play and when conveying meaning
LLC/WLD Listen to and carry out instructions
LLC/WLD Listen and respond appropriately and effectively
LLC Adopt a role, making conscious use of movement, gesture and speech using language appropriate to a role or situation
LLC/WLD Understand that written symbols have sound and meaning.

PSDWBCD Be aware of their own feelings and develop the ability to express themselves in an appropriate way.(S)
PSDWBCD Show curiosity and develop positive attitudes to new experiences and learning.
PSDWBCD Become independent thinkers, concentrate for lengthening periods/understand the different roles people have/respond to ideas and questions enthusiastically.
PSDWBCD Feeling confident to play and work cooperatively
PSDWBCD To value friends and show care and consideration
PSDWBCD Understanding rules and expectation and to know what is fair and unfair
K&U Using and becoming familiar with common words and phrases
K&U Listen to other's ideas
K&U Thinking about what might happen if...
K&U Making comparisons and identifying similarities and differences
CD Explore and experiment with a variety of techniques and materials
CD Make choices when choosing materials and resources

Permanent Resources

- Small figures representing a range of ages/ ethnicity
- Doll's house and accessories
- Farmyard, tractors, animals
- Garage, cars, maps, trains, track, various transport
- Castle and accessories
- Minibeasts, animals, trees
- Dinosaurs
- Electronic resources – robots, remote control resources etc
- Tuff-spot, suitable landscape outlines (child-led etc)
- Natural materials – pebbles, leaves, cones, twigs, mud etc
- Writing materials, masking tape, scissors etc
- Posters, pictures, fiction , non-fiction

N.B. Within small world play, children need opportunities to investigate both indoor and outdoor learning environments, including natural conditions as they arise and explore a wide range of stimuli.

Intended Experiences

- Talk – hold conversations
- Ask questions
- Listen
- Take on roles
- Make voices
- Retell/make-up stories and scenarios
- Read
- Sort and organise
- Improvise, experiment, investigate
- Plan, design and make
- Share
- Sort and estimate
- Select
- Compare
- Order

Appropriate Vocabulary

- Names of: buildings, transport, landmark/ landscapes, animals, dinosaurs, occupations, family roles, shapes
- Key words **e.g.**
- Build/building/design/make/join
 - Tall/short/long/wide/deep – taller than, shorter than etc
 - Slide, roll, turn, twist, push, pull
 - Forwards, reverse, backwards, high, low, fast, slow
 - Drive, travel, move , steer , fly ,
 - Fix, mend, repair **etc**

Questions

- Where (location).....? Where (prepositional)...? Why ...? When..?
- Can you tell me what would happen if...?
- Tell me how...?
- Do you think...?
- What do you think will happen next?
- Who/what is your favourite...?
- How do you feel...? What does it feel like...?
- How many...? How much...?

Welsh Language Development

Sentence patterns and questions

Vocabulary

(* Refer to St Helen's documentation)