



Open ended questions

Think Aloud

### Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Naming actions/objects

Noticing

Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



# Small World



The small world area is a place where children can recreate or imagine parts of the world in a small situation they can control. They can express their knowledge of the world around them or challenge ideas and explore new concepts. It allows children to explore situations and emotions they may encounter later in life. When playing with others it is an ideal social and language development area.



**Physical Skills** - squeezing, pinching, balancing



**Emotional Skills** - naming feelings, describing feelings, empathy confidence



**Creative Skills** - inventing, building designing, experimenting, storytelling, asking questions



**Social Skills** - sharing, listening, speaking, taking turns, personal space



**Cognitive Skills** - Solving Problems, focusing, thinking, reasoning, pretending



### Potential CfE Es & Os

#### Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Use language to imagine and recreate roles, experiences and play situations (LIT 0-10a)
- Building stories around props (LIT 0-26a)
- In an imaginary situation, share feelings, ideas and information to communicate a message (LIT 0-26a)

#### Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH 0-17a)

#### Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Create imaginary settings (TCH 0-11a)
- Nurture others and recognise need for nurture (HWB 0-45a)
- Create maps or models to represent the world around me (SOC 0-9a)
- Explore roles and services in society through play (SOC 0-16a) (SOC 0-20a)
- Explore forces and their affect (SCN 0-07a)

### Continuous Provision Resources

- Miniature people and everyday situations like homes, shops, hospital, police station etc. Avoid action figures and fashion dolls. Wooden figures invite more open imagination.
- Animals and scenery e.g. dinosaurs, farm animals, sea creatures, safari or zoo animals etc.
- Vehicles e.g. cars, construction vehicles, buses, aeroplanes, tractors, helicopters, trains and train tracks, etc. Avoid commercial road maps and encourage use of loose parts to create play situations.
- Puppets, stick puppets, picture characters with cardboard box background/scenery.
- Loose parts especially natural ones like wood, sticks, stones etc. fake grass mats or felt, tuff trays, crates, cable drums etc to set a scene, wooly fabric or plastic poly for snow or ice.

### Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Theme a tuff tray or cable drum display around a book children have been reading e.g. Jack and the beanstalk. Add simple characters, the book, loose parts, natural branch for beanstalk etc.** Children will likely recreate the story but also make up other stories in the area. They may make resources or characters to accompany the scene from the creative area. Links with literacy, STEM, creativity.
- **Add roads signs, traffic lights, danger signs etc to a vehicle area. These could just be card held with pegs that stand. Provide mark making materials for children to make own signs too if wanted.** Learners will likely construct a map or roadway to use the signs and recreate situations that may be "dangerous" for the warning signs etc. Links with HWB, literacy, STEM.
- **Provide different habitats, e.g. half area grass base, half snowy, or create 4 spaces; sand, water, grass, snow. Use fabric or plastic to create the effect. Provide range of animals and scenery.** Learners will likely try to sort which animals are likely to be in which area. Provide loose parts for children to add and enhance the areas, provide shelters etc. Links with science, HWB, RME.
- **Link to phonics work e.g. "sh" phoneme, sand and water tray with sharks, ships, shells, fish, shore.** Through engaging with items, learners will get opportunities to use the sound and vocabulary naturally through play. Links with literacy.
- **Create open ended puppet theatre. cardboard box or simple cardboard backdrop. Lollipop sticks with silhouettes of basic people which children can turn into whoever they want. Creative resources to add to and design back drop and characters.** Children will likely either recreate a know story or situation or make up their own story and characters. Links with literacy and creativity.
- **Create or add new characters e.g. fairy, wizard, princess, knight and add to loose parts or blocks to stimulate new stories and imaginative building of the environment for those characters.** Children will likely be excited by the new characters and will want to create an appropriate world for them. Links with literacy, creativity, STEM.
- **Do the opposite to above and create a stimulus of an environment and add materials for children to create characters e.g. make a moon tray with sand and provide a stimulus and loose parts to make aliens etc.**

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

### Key Vocabulary

Specific vehicle names, specific animal names, habitat vocabulary e.g. tundra. People's occupations and roles. Story elements e.g. once upon a time, suddenly, finally.