



Small World

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Creates simple scenes from familiar contexts (home, park, school) and narrates basic actions of characters.	LIT 0-26a; SOC 0-04a; EXA 0-01a/0-03a	Adults tune into and extend children's narratives using sensitive interactions.	Communicating, Curiosity
	Sorts and organises characters/objects by type, size, habitat or function to support play.	MNU 0-01a; MTH 0-11a (comparing, early number/capacity) MTH 0-13a (sorting/comparing)	Adults ensure accessible, well organised resources and model categorisation language during interactions.	Focusing, Organising
	Demonstrates early social interaction in play (inviting others in, turn-taking, simple parallel play).	HWB 0-05a (relationships)	Adults support warm, attuned interactions and scaffold social scripts when needed.	Communicating, Collaboration
Developing Skill	Creates multi-scene narratives with a beginning, problem and solution, maintaining character roles.	LIT 1-20a; ENG 1-31a; HWB 1-23a (working with others)	Adults enrich narrative complexity by introducing dilemmas, new perspectives or provocations.	Collaboration, Creativity, Communicating
	Uses simple maps, labels, signs or markers to organise the space or guide characters.	SOC 1-14a (maps); LIT 1-28a (writing with a function)	Adults provide materials that invite symbolic representation and support meaning-making.	Sense-making, Organising
	Negotiates and adapts roles within shared narratives , contributing ideas and responding to others' suggestions.	HWB 1-23a; LIT 1-09a (interaction)	Adults model positive collaboration, language for negotiation and shared decision-making.	Collaboration, Leading, Integrity
Extended Skill	Researches and represents settings beyond personal experience (e.g. Arctic, rainforest, castle, outer space) and justifies chosen features.	SOC 2-02a; LIT 2-14a; EXA 2-02a (representing ideas through expressive media)	Adults provide rich experiences, artefacts, books, images and vocabulary to support authentic detail.	Sense-making, Creativity, Critical Thinking
	Demonstrates abstract/symbolic thinking , using loose parts to represent	EXA 2-02a (creative expression)	Adults offer varied open-ended materials and invite children to explain representations.	Creativity, Curiosity

	ideas (e.g. stones = mountains; ribbons = rivers).			
	Sustains complex shared narratives over multiple sessions, managing conflict, adapting roles and maintaining plot continuity.	HWB 2-23a; LIT 2-09a (discussing and responding)	Adults protect long play episodes and build spaces that support deep, extended enquiry.	Collaboration, Leading, Resilience
Adults Role		Environment and Provocations		
<ul style="list-style-type: none"> • Be an attuned play partner: narrate, extend, offer new perspectives. • Provide provocations (e.g. a map, letter, artefact) that encourage new story directions. • Support role negotiation and conflict resolution with simple language scaffolds. • Offer rich vocabulary (habitat, environment, route, village, danger, rescue, landmark). • Capture stories (photos, recordings) to help children revisit and deepen narrative complexity. 		Environment <ul style="list-style-type: none"> • Mini worlds: natural materials, fabrics, blocks, figures, vehicles, animals, buildings. • Mark-making tools: labels, signs, Post-its, maps, trails. • Linked non-fiction books and imagery (habitats, places, jobs, environments). Provocations <ul style="list-style-type: none"> • “A mysterious object has appeared in the forest — what could it be?” • “Create a world from another place or time. How will characters survive there?” • “Build a rescue plan for two stranded animals. What resources do they need?” • “Design a transport system linking your small-world locations.” 		

Role Play/Socio-Dramatic Play

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Enacts familiar routines (e.g. shop, home corner, café, doctor) using simple props; stays in role for short periods.	LIT 0-26a; HWB 0-05a; MNU 0-09a	Adults model language-in-role, co-play alongside children, and provide familiar, relatable scenarios that feel emotionally safe.	Communicating, Curiosity, Focusing
	Uses early social scripts (greeting others, offering help, waiting, giving items).	LIT 0-26a HWB 0-05a (positive relationships)	Adults sensitively scaffold social language and demonstrate positive relational interactions.	Collaboration, Integrity
	Begins simple transactional play (e.g. exchanging items, offering “money,” taking simple orders).	MNU 0-09a (money and simple transactions)	Adults embed purposeful contexts (prices, items, lists) to increase meaning	Sense-making, Organising
Developing Skill	Creates multi-scene narratives with a beginning, problem and solution; maintains roles and contributes ideas.	LIT 1-20a; ENG 1-31a; HWB 1-23a	Adults introduce dilemmas, role cards and prompts to enrich narrative complexity.	Collaboration, Creativity, Communicating
	Uses functional literacy within play (writes lists, timetables, menus, labels, booking sheets).	LIT 1-28a; LIT 1-25a	Provide accessible writing tools and authentic reasons to read/write in-role.	Organising, Initiative
	Manages simple systems (e.g. taking appointments, recording orders, pricing items, maintaining stock).	MNU 1-09a; LIT 1-25a	Adults structure the environment, so systems feel purposeful (clear signage, price lists, roles).	Sense-making, Critical Thinking
Extended Skill	Sustains a sophisticated, multi-day narrative remaining in character, managing conflict, adapting roles, and maintaining storyline continuity across time.	HWB 1-23a; LIT 1-26a; LIT 1-09a	Adults create stable, well-resourced spaces that allow for long-term projects; reduce interruptions; support emotional regulation to sustain shared play.	Collaboration, Leading, Resilience
	Plans and runs a theme of choice (e.g. café, vet surgery, travel agency) including rota, pricing, customer feedback, stock lists and signage.	LIT 1-28a; MNU 1-09a; HWB 1-23a; SOC 1-20a	Adults support long, uninterrupted play cycles; introduce authentic real-world challenges; facilitate reflection.	Leading, Collaboration, Integrity, Sense-making

	Adapts services based on evaluation (e.g. “We need healthier options,” “We need longer opening hours,” “We need signs to help customers”).	LIT 1-09a (discussion and improvement)	Adults prompt reflective thinking with guided questions.	Reflecting, Problem-solving
Adults Role		Environment and Provocations		
<ul style="list-style-type: none"> • Be an attuned play partner: • Narrate, extend and offer alternative viewpoints. • Model and scaffold negotiation, turn-taking and conflict resolution language. • Introduce real-world constraints (schedules, stock shortages, new rules). • Provide rich vocabulary — <i>customer, appointment, shift, delivery, booking, budget.</i> • Use photos/notes to help children revisit, reflect on and extend their enterprise or storyline. 		Environment <ul style="list-style-type: none"> • Open-ended props: clipboards, schedules, menus, phones, role cards, tills, uniforms. • Functional text models: receipts, appointment slips, timetables, signs. • Real-life artefacts (menus, catalogues, packaging, real containers). • Writing tools available at point-of-play. Provocations <ul style="list-style-type: none"> • “Your café has received a complaint — what changes will you make?” • “The vet surgery has double bookings — how will you organise appointments?” • “The shop has run out of stock — what is your plan?” • “Design a welcome area for new customers. What signs or information do they need?” 		

Applying Literacy naturally through Play

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Uses environmental print to support play (e.g. notices labels, simple signs, logos; uses them meaningfully during play).	LIT 0-14a LIT 0-24a (finding and using information)	Adults make print accessible and meaningful by modelling how to use signs, labels and simple text within play contexts.	Communicating, Curiosity
	Contributes to simple functional writing (mark-making, adding names, labels, simple lists).	LIT 0-21a LIT 0-28a (creating texts for a purpose)	Adults provide writing tools at point-of-play and encourage early attempts without correcting or over-directing.	Initiative, Focusing
	Tells simple stories or explains ideas related to what they are playing.	LIT0-09a LIT 1-26a (talking and listening to others)	Adults engage in back-and-forth conversation, modelling rich vocabulary and inviting elaboration.	Communicating
Developing Skill	Creates short functional texts independently (e.g. tickets, menus, instructions, signs, labels).	LIT 1-20a, LIT 1-21 a (creating texts; organising ideas)	Adults provide authentic reasons to write (orders, warnings, invitations) and encourage children to share their text with others.	Communicating, Organising, Initiative
	Uses writing to support play sequences (e.g. making lists before building; creating rules or job descriptions).	LIT 1-28a; LIT 1-25a (tools for writing)	Adults model how writing helps solve problems or plan actions within play.	Sense-making, Organising
	Reads or uses simple texts to support decision-making (menus, signs, maps, instructions).	LIT 1-14a (selecting and using information)	Adults ensure texts are accessible, visible and purposefully positioned in the environment.	Focusing, Critical Thinking
Extended Skill	Plans, drafts and edits texts (e.g. posters, brochures, leaflets, captions) for real audiences connected to play.	LIT 1-20a; LIT 1-22a; LIT (planning, drafting, revising texts)	Adults guide children through simple review conversations (“What works?” “What might we change?”).	Reflecting, Creativity, Critical Thinking
	Uses literacy to coordinate group projects (writing rotas, instructions, schedules, job lists).	LIT 1-09a (interaction), LIT 1-28a (functional writing)	Adults encourage shared authorship and collaborative meaning making.	Collaboration, Leading, Organising

	<p>Creates multi-step or multimodal texts (e.g. story maps, simple guidebooks, posters with diagrams) connected to long-term play themes.</p>	<p>LIT 1-20a; TCH 1-04a (using digital tools creatively)</p>	<p>Long, uninterrupted play episodes allow children to revisit, refine and publish texts.</p>	<p>Creativity, Sense-making, Leading, Resilience</p>
<p style="text-align: center;">Adults Role</p>		<p style="text-align: center;">Environment and Provocations</p>		
<ul style="list-style-type: none"> • Be a visible writer and reader within play, modelling how literacy helps real tasks. • Introduce rich vocabulary linked to themes (e.g. ingredients, emergency, map, instructions, booking, safety). • Prompt children to reflect on the purpose and audience of their text. • Offer opportunities to share and display children’s writing. • Capture writing attempts to build continuity and confidence over time. 		<p>Environment</p> <ul style="list-style-type: none"> • Mark-making tools in <i>every</i> area (clipboards, sticky notes, pencils, chalk, stamps). • Functional texts (menus, timetables, recipes, maps, signs, instructions). • Story stones, picture cards, prompt baskets. • Digital tools (camera/tablet) for multimodal text creation at First Level. <p>Provocations</p> <ul style="list-style-type: none"> • “Create signs and labels to help others use this area safely.” • “Write instructions for how to build/play/run this...” • “Create a map with place names and descriptions.” • “Write an invitation for someone to visit your play world.” 		



Construction

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Selects and combines blocks or materials to build simple, familiar structures (towers, walls, houses) and adjusts when structures wobble with adult support.	EXA 0-01a/0-03a; TCH 0-09a; MNU 0-01a; MTH 0-17a	Adults model “think-alouds” (“I wonder if a wider base would help?”), provide a variety of materials, and support exploratory testing.	Focusing, Curiosity, Adapting
	Describes what they are building using simple language (“a tower”, “a bridge”) and responds to questions about purpose.	LIT 0-26a; ENG 0-03a	Adults engage in back-and-forth talk, expanding vocabulary around properties and actions (tall, strong, balance).	Communicating, Sense-making
	Works alongside a peer, sharing materials with support and imitating construction ideas.	HWB 0-23a (working with others)	Adults foster nurturing interactions, co-regulating turn-taking and resource sharing.	Collaboration, Integrity
Developing Skill	Builds multi-part structures with purpose (e.g. ramps, bridges, enclosures) and tests stability or function with minimal prompting.	TCH 1-12a; SCN 1-07a; MNU 1-11a	Adults introduce challenges (span a gap, support weight) and encourage iterative testing.	Initiative, Critical Thinking, Resilience
	Plans and represents ideas through drawings, simple diagrams or labelled parts before or during construction.	LIT 1-25a; TCH 1-14a	Adults scaffold planning and reviewing, providing tools like clipboards, photo prompts and simple planning frames.	Organising, Communicating, Reflecting
	Takes a role within a group build (e.g. designer, builder, tester) and contributes ideas to problem-solve collaboratively.	HWB 1-23a; LIT 1-09a	Adults model negotiation, co-decision making, and respectful discussion.	Collaboration, Leading, Integrity

Extended Skill	Designs and constructs solutions under constraints (e.g. height limit, weight-bearing requirement, limited materials) and justifies choices using properties like strength, stability and balance.	TCH 1-12a; SCN 1-07a; MNU 1-11a; MTH 1-17a	Adults pose real-world tasks and encourage children to verbalise reasoning behind design decisions.	Critical Thinking, Creativity, Sense-making
	Evaluates own and others' constructions and describes improvements (“I made the base wider so it wouldn’t fall”).	LIT 1-09a; EXA 1-03a	Adults prompt reflective conversations and model constructive feedback language.	Reflecting, Communicating
	Sustains long-term construction projects negotiating roles, managing resources, adapting designs and working over multiple sessions.	HWB 1-23a; LIT 1-26a	Adults protect extended play time, maintain stable spaces, and co-reflect on developments over days/weeks.	Collaboration, Leading, Resilience
Adults Role		Environment and Provocations		
<ul style="list-style-type: none"> • Model thinking aloud to show how designers test, revise and problem-solve. • Introduce purposeful constraints to deepen learning and challenge. • Offer rich descriptive vocabulary (balance, stable, friction, measure, structure). • Support collaboration through role allocation and negotiation scaffolds. • Document children’s ideas (photos, quotes) to enable revisiting and iteration. 		Environment <ul style="list-style-type: none"> • Variety of blocks: wooden, foam, hollow, natural materials, recycled components. • Tools for planning and testing: measuring tapes, spirit levels, scales, timers, clipboards. • Real-world reference images (bridges, towers, shelters, monuments). • Stable floor space that supports long-term builds. Provocations <ul style="list-style-type: none"> • “Build a structure that can hold X weight without collapsing.” • “Create a ramp that makes a ball move slowly / quickly — how will you control this?” • “Design a shelter for two toy animals using only 15 pieces.” • “Span a gap of 30cm — what designs could work?” 		

Water Area

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Explores water freely using simple actions (scooping, pouring, splashing, filling/emptying containers; notices basic differences like fast/slow, full/empty).	SCN 0-15a (exploring materials); MNU 0-11a (comparing quantities informally)	Adults provide rich sensory experiences, model descriptive language, and tune into children's early explorations.	Curiosity, Focusing
	Begins simple comparisons (e.g. "this one fills quicker", "this cup is bigger").	MNU 0-11a (capacity concepts), SCN 0-15a (properties of materials)	Adults provide varied containers and encourage noticing and naming properties.	Sense-making, Organising
	Engages in imaginative water play (washing babies, cleaning cars, making soup).	EXA 0-01a/0-03a (expressive play); HWB 0-05a (positive interactions)	Adults co-play sensitively, extending storylines and emotional connection.	Communicating, Collaboration
Developing Skill	Predicts and tests simple variables (e.g. "What happens if I tilt the tube more?" "Which route will be faster?").	SCN 1-20a (investigating changes); MNU 1-20a (collecting simple data)	Adults encourage prediction → test → review sequences through open questioning.	Critical Thinking, Curiosity
	Tests how added materials change water (using stones, sand, leaves, soap etc. to explore sinking, floating, foaming, flowing more slowly).	SCN 1-15a (properties & changes in materials)	Adults scaffold observation and naming of changes ("It sinks", "It dissolves", "It slows the flow").	Adapting, Sense-making
	Begins solving functional problems (e.g. stopping leaks, redirecting flow, making water travel further).	TCH 1-14a (practical problem-solving)	Adults offer prompts but not solutions, encouraging trial-and-error problem-solving.	Initiative, Critical Thinking
Extended Skill	Designs purposeful water systems (e.g. multi-step flowing systems, irrigation paths, channels that fill sequentially).	SCN 1-20a (investigation); TCH 1-12a (creating solutions)	Adults increase complexity by adding constraints: distance, volume, speed, no-spill challenges.	Creativity, Sense-making, Critical Thinking
	Records findings informally (using tallies, diagrams, labels, before/after photos).	LIT 1-28a (functional writing); MNU 1-20a (recording info)	Adults provide tools and model how recording supports investigation.	Organising, Reflecting

	Works collaboratively on shared challenges (diverting water, filling reservoirs, timing races, building connected systems).	HWB 1-23a (working with others); LIT 1-09a (interaction)	Adults support role-taking (tester, measurer, builder) and model negotiation.	Collaboration, Leading
	Creates and adapts a multi-stage water system responding to test results (e.g. improving speed/flow, redesigning parts).	TCH 1-12a; SCN 1-20a; MNU 1-11a (comparing and measuring volume)	Adults support iterative design cycles and reflective talk (“What changed when...?” “Why do you think that happened?”).	Resilience, Sense-making, Critical Thinking
Adults Role		Environment and Provocations		
<ul style="list-style-type: none"> • Model questioning: “I wonder what will happen if...” • Provide strong vocabulary: flow, faster, slower, absorb, dissolve, measure, prediction, test. • Allow long, uninterrupted play episodes. • Prompt children to compare, notice, and explain. • Support emotional safety around mistakes → retesting. 		<p>Environment</p> <ul style="list-style-type: none"> • Funnels, tubes, guttering, syringes, scoops, measuring jugs, sieves. • Natural materials (stones, leaves, sand, mud). • Timers, tape measures, containers of varied sizes/shapes. • Stable outdoor/indoor water area for long-term systems. <p>Provocations</p> <ul style="list-style-type: none"> • “Can you move water from one tray to another without spilling any?” • “Which container fills the fastest? How do you know?” • “Create a system that fills two buckets at the same time.” • “What can you add to make the water move more slowly?” 		

Sand Area

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills
Emerging Skill	Explores sand using simple actions (digging, pouring, patting, filling and emptying containers; noticing textures and dryness/wetness).	SCN 0-15a (exploring properties of materials); MNU 0-11a (comparing quantities informally)	Adults offer rich sensory opportunities, model descriptive vocabulary (“dry”, “grainy”, “sticky”), and tune into children’s early explorations.	Curiosity, Focusing
	Notices simple changes when adding water (e.g., “It sticks together”, “It makes shapes”).	SCN 0-15a (material changes)	Adults encourage noticing and naming changes; provide experiences for comparison.	Sense-making, Organising
	Engages in imaginative sand play (e.g., building simple roads, burying/finding objects, creating pretend food).	EXA 0-01a / EXA 0-03a (expressive play); HWB 0-05a (positive interactions)	Adults co-play warmly, extending storylines and providing narrative prompts.	Communicating, Collaboration
Developing Skill	Investigates how tools and actions change sand (sieves, scoops, funnels, moulds, pushing, patting, scraping).	SCN 1-15a (properties and changes in materials)	Adults provide varied tools and pose open questions (“Which tool works best for...?”).	Critical Thinking, Curiosity
	Predicts and tests what happens when sand is wetter/drier, compacted/loose, sifted or shaped.	SCN 1-20a (investigations); MNU 1-20a (recording simple data)	Adults support prediction → testing → reviewing cycles and encourage comparison language.	Critical Thinking, Sense-making
	Solves practical problems in sand (e.g., building a wall that won’t collapse, creating a channel, making stable structures).	TCH 1-14a (practical problem-solving)	Adults offer challenges (“How can you stop it falling?”) and provide open-ended materials.	Initiative, Adapting
Extended Skill	Designs purposeful sand structures (e.g., tunnels, landscapes, connected roads, 3-D forms) and adapts designs based on test results.	SCN 1-20a; TCH 1-12a (designing simple solutions)	Adults introduce meaningful constraints (height, distance, strength) to deepen complexity.	Creativity, Sense-making, Critical Thinking
	Records findings informally (e.g., sketching a structure, taking photos, labelling parts, recording results).	LIT 1-28a (functional writing); MNU 1-20a (recording information)	Adults model how recording helps explain thinking or plan improvements.	Organising, Reflecting

	Works collaboratively on sand challenges (e.g., creating a shared city, a network of tunnels, or a sand-based storyline).	HWB 1-23a (working with others); LIT 1-09a (interaction)	Adults support negotiation, shared decision-making and role agreement.	Collaboration, Leading
	Creates multi-part sand environments which integrate structures, channels, landscapes, and narrative elements, adapting and improving over time.	TCH 1-12a; SCN 1-20a; EXA 1-03a (developing ideas through expressive materials)	Adults protect long play episodes and encourage review of decisions and modifications.	Resilience, Creativity, Sense-making
Adults Role		Environment and Provocations		
<ul style="list-style-type: none"> • Model observational and descriptive language (grainy, compact, crumble, damp, level). • Encourage repeated testing and revisiting ideas. • Provide challenges without directing (“How could you make it stronger?”). • Support emotional safety around “collapse and retry.” • Encourage collaboration, shared roles, and team-designed spaces. 		<p>Environment</p> <ul style="list-style-type: none"> • Dry and wet sand areas; wide variety of containers and tools. • Natural materials (stones, shells, sticks). • Moulds, funnels, pipes, sieves, diggers. • Stable indoor/outdoor sand space for long-term builds. <p>Provocations</p> <ul style="list-style-type: none"> • “Can you make a structure that stays standing even when you tap it?” • “What changes when you add water?” • “Build a connected city with tunnels and roads.” • “Create a landscape for a small-world animal — what features will it need?” 		

Applying Numeracy and Maths Naturally through Play

	Child's Actions	Possible Links to CFE	Interactions, Experiences, Spaces	Meta skills	
Emerging Skill	Number, Money and Measure	Counts and matches in play (one-to-one giving/serving; keeps track of “how many left”).	MNU 0-01a (counting/1–1 correspondence)	Notice and name the numeracy already happening; prompt gently (“How many do we still need?”)	Focusing, Sense-making
		Compares quantities informally (“more/less/same”; makes sets equal when sharing).	MNU 0-01a / 0-07a (early addition/subtraction ideas)	Model compare language; ask “How do you know it’s the same?”	Communicating, Organising
		Explores early money ideas (recognises coins/notes in role play; uses tokens as “money”).	MNU 0-09a	Provide labelled purses/tills and real-world artefacts.	Curiosity, Sense-making
		Uses non-standard measure language/tools (longer/shorter; heavier/lighter; fuller/emptier; measures with blocks/hands).	MNU 0-11a	Place simple tools at point-of-play; invite estimation.	Curiosity, Sense-making
	Shape, Position and Movement	Builds and talks about simple shapes and positions (in/on/under/next to; straight/curved; corners/edges).	MTH 0-16a / 0-17a	Name shape/position in the moment during play.	Communicating, Focusing
	Information Handling	Sorts and groups play items (by colour/size/type) and talks about the rule.	MTH 0-13a	Co-create labels/baskets; ask, “What’s your sorting rule?”	Organising, Sense-making
	Developing Skill	Number, Money and Measure	Applies number to solve real play problems (equal groups, simple combining/separating, small budgets in role play).	MNU 1-01a / 1-03a	Add authentic reasons to use number (price tags, orders).
Measures with standard tools (length/mass/capacity/time) and records simple results to inform choices (e.g., ramp length vs. speed).			MNU 1-11a	Encourage estimate → measure → check; help choose the right tool.	Organising, Focusing

		Works with familiar coins/notes/totals in play contexts (pricing, giving change with support).	MNU 1-09a	Keep coins/price lists visible; re-use “till time” in role play.	Sense-making, Communicating
	Shape, Position and Movement	Uses positional language and simple routes (maps/signs in small world or outdoors; gives/follows directions).	MTH 1-17a	Provide simple grids/symbols; prompt refinement of directions.	Communicating, Organising
		Explores properties of 2D/3D shapes through building/making (faces/edges/corners; stability).	MTH 1-16a	Offer mixed shapes; ask children to justify choices for strength/fit.	Critical Thinking, Sense-making
	Information Handling	Collects and represents simple data (tallies, pictograms/bar charts) to inform decisions (menus, best ramp, popular choice).	MNU 1-20a	Co-design quick recording frames; discuss “what the data shows.”	Communicating, Sense-making, Critical Thinking
Extended Skill	Number, Money and Measure	Plans and optimises with number/measure (choose the most efficient design; allocate resources within a set “credit” budget; schedule turns fairly).	MNU 1-01a / 1-11a / 1-09a	Add real constraints (budget, time, limit).	Critical Thinking, Organising, Sense-making
	Shape, Position and Movement	Designs navigable spaces/routes with symbols or simple coordinates; explains choices.	MTH 1-17a	Provide map keys & simple grids; support peer-testing of routes.	Communicating, Reflecting, Leading
	Information Handling	Interprets data to act (changes stock/menu/layout based on charts/surveys/test tallies).	MNU 1-20a	Prompt action from evidence; hold a quick stand-up review.	Reflecting, Leading, Sense-making
Adults Role			Environment and Provocations		
<ul style="list-style-type: none"> Spotlight the maths already happening; use in-the-moment language. Offer the right tool at the point of play (balances, jugs, timers, rulers, coins). 			Environment <ul style="list-style-type: none"> Ten-frames, number lines, counters; coins/tokens/price tags; rulers/tapes/balances/jugs/timers; clipboards with tally/pictogram templates; simple grids/maps. 		

- Structure authentic reasons to use number/measure/money/data (budgets, orders, races, surveys).
- Prompt explanations and justifications (“Which option is best? Why?”).
- Enable sustained play so children can gather data, test ideas and iterate designs.

Provocations

- “Plan a build with a budget - prove it.” (NMM)
- “Which ramp is fastest? Test, tally, show.” (IH)
- “Make a map & give directions so others can find the treasure.” (SPM)
- “Create a timetable so everyone gets a turn in 20 minutes.” (NMM/Time)