



Common Play Behaviours:

Pouring

Emergent: Hands, Jugs

Mid: Spades, Shovels

High: Funnels, Tubing

Filling & Emptying

Emergent: Hands, Buckets

Mid: Cups, Various container shapes

High: Use manipulative skills to turn out buckets to create sandcastles

Digging

Emergent: Hands, Large shovels, Buckets

Mid: Spades, Large spoons

High: Teaspoons, forks, measuring spoons

Mould and manipulate

Emergent: Hands, Large buckets, large spades

Mid: Cups, moulds, scoops, serving spoons

High: Teaspoons, lolly sticks, fingers, adding water to sand to aid, paintbrushes, sticks

Pure Skills:

Sand texture exploration- wet and dry sand

Facilitative Skills:

Take turns, share and work co-operatively

Respond to others in their play, including instructions

Develop explanations

Develop descriptive vocab e.g. wet, cold, smooth, and rough

Physical development skills, including fine motor skills (common play behaviours)

Design and create

Language of size, space and shape

Matching, sorting and comparison

Counting

Capacity vocabulary

Investigation

Prediction- which holds the most/ least?

Explore and represent familiar objects in 3D form.

Identify, name and describe the patterns they make.

Develop observational skills

Resources

- Various digging materials- spades, spoons (metal/ wooden, variety of sizes), forks, scoops, sticks
- Various 'holding' utensils- jugs, buckets, egg cups, cups, bottles, etc.
- Water to change the texture of the sand- wet, dry, add more, etc.
- Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns
- Appropriately themed/linked fiction and non-fiction books

Adult Role

- Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
- Provide different materials- enhance play through supporting tool and material use
- Model the use of various equipment
- Ask open ended questions

Questioning

- What could you do differently?
- What bucket could you use to make a taller/ shorter etc. castle?
- What would happen if you...?
- Have you used a . . . before? What for?

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Vocabulary

- Size- big, small, long, short, tall, etc.
- Comparative- bigger, smaller, largest, fewest, longer, less than
- Shape- non-standard e.g. round, standard e.g. labelling 2D/3D and describe e.g. curved, straight, etc.
- Descriptive- rough, smooth, cold, dry, warm, wet,
- Sand Specific – scoop, push, pat, mould, pour, build, dig, imprint, sieve
- Prediction- I think.....because
- Explain- "XXX because XXX"



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Indoor Continuous Provision



Provision Area - Water



Common Play Behaviours:

Filling & Emptying

Emergent: Jugs, Buckets,

Mid: Cups, Bowls, Smaller buckets

High: Bottles, Syringes, Capacity measurers

Transportation/Pouring

Emergent: Jugs, teapots, bottles

Mid: Buckets, Large Syringes, Cups, Funnels, Using accuracy

High: Syringes, Pipettes, Creating own ways of transporting e.g. gutter, funnels, etc.

Floating & Sinking

Emergent: Boats, stones, sticks, shells

Mid: Different utensils e.g. plastic tubs, bottles, etc.

High: Pumice Stone, Loose parts to fill floating containers

Absorption

Emergent: Sponges

Mid: Flannel, Cloth types

High: Paper towel types, Natural Sponge

Mark Making

Emergent: Large paintbrushes for marking (gross motor skills- shoulder pivot)

Mid: Developing fine motor skills- sponges on sticks, smaller paintbrushes, etc.

Resources

- Guttering, funnels, buckets, jugs, cups, bottles, teapots
- Sponges, Cloths, Paper Towels
- Syringes, pipettes
- Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
- Bubbles, soap, colouring etc.
- Appropriately themed/linked fiction and non-fiction books.

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Pure Skills:

Changes of state- freezing, melting, evaporating

Viscosity- changes uses flour, cornflour etc.

Sinking and floating

Absorbency

Water pressure

Facilitative Skills:

Take turns, share and work co-operatively.

Respond to others in their play, including instructions

Develop explanations

Develop descriptive vocab e.g. wet, cold, warm, and bubbly

Physical development skills, including fine motor skills (common play behaviours)

Investigation

Prediction- which holds the most/ least?

Develop observational skills

Estimation

Mathematical skills- fractions, capacity, counting

Adult Role

- Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
- Provide different materials- enhance play through supporting tool and material use
- Model the use of various equipment
- Ask open ended questions

Questioning

- What could you do differently?
- What bucket could you use to pour a larger/smaller amount?
- What would happen if you...?
- Have you used a . . . before? What for?

Vocabulary

- Size- big, small, long, short, tall, etc.
- Comparative- bigger, smaller, less water, more water, capacity words
- Descriptive- smooth, cold, warm, wet, icy, freezing, boiling, hot
- Water Specific - splash, drip, sink, float, pour, measure, fill, empty, full, stir
- Prediction- I think.....because
- Explain- "XXX because XXX"



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Provision Area - Construction



Common Play Behaviours:

Manipulating

Emergent: Large blocks to balance, Flat edges, Towers, Whole hand grip

Mid: Interlocking cubes, various shapes (e.g. curved sides and manipulating blocks into place)

High: Small blocks, ranges of shapes and sizes, Finger and thumb- one-handed grip

Joining

Emergent: Interlocking blocks e.g. Duplo, Lego

Mid: Developing intricacy in interlocking parts e.g. Clix, tape (masking/ sellotape), hammer and nails

High: Different join types e.g. hinge, paperclips, paper fasteners, screws, nuts and bolts

Patterns

Emergent: Basic linear ABAB patterns, using colour, shape and size

Mid: More complex patterns using cyclical, symmetrical patterns incorporating several features (colour, shape, size, mathematical similarities, etc)

High: Think about 3D patterns e.g. brick patterning for stability, Develop and explain complex patterns

Designing

Emergent: Discussing basic designs orally, talking about what they want to build

Mid: Explain how something might be built, creating written/ drawn designs, following set designs

High: Adapting and improving designs, predicting what may happen due to changes

Resources

- Large and small scale wooden blocks
- Various construction equipment e.g. Lego, Duplo, K'nex, Stickle bricks etc.
- Cardboard boxes/ junk modelling
- Tyres, guttering and large scale construction equipment
- Appropriately themed/linked fiction and non-fiction books and related writing frames e.g. design plans, material/equipment lists/evaluation sheets

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Pure Skills:

Transporting larger objects

Early building – horizontal and vertical stacking.

Bridging – using two blocks to support a third.

Enclosing – using bridging techniques to create an enclosed space.

Facilitative Skills:

Take turns and work co-operatively, sharing space and equipment.

Taking others ideas and resolving conflict

Communicate- predict, explain, compare and describe

Fine motor and gross motor control and precision

Labelling designs with signs and captions

Developing special awareness.

Counting and counting on.

Exploring how shape and weight effects movement and motion.

Experiencing scale.

Investigating what happens to an object as you manipulate it.

Exploring trajectory.

Exploring stability.

Collecting information through observation.

Problem solving – is this brick the right length/shape for the structure, do I need one that it longer/shorter to balance.

Adult Role

- Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
- Ask open ended questions

Questioning

- How can you fix that?
- What could you do differently?
- Can you create a design for what you want to build? What will it show?
- What would happen if you...?
- How can you use this block differently?

Vocabulary

- Size- big, small, long, short, tall, wide, narrow, thin, thick etc.
- Comparative- bigger, smaller, largest, fewest, longer, shorter, less than
- Descriptive- rough, smooth, tall tower, long bridge
- Construction Specific – build, design, measure, join, slot, plan, fix, connect, construct
- Prediction- I think....because....
- Explain- “XXX because XXX”



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Provision Area - Malleable



Common Play Behaviours:

Rolling

Emergent: Hands, rolling pin

Mid: Fingers/ hands with purpose e.g. making a "worm"

High: Developing finger manipulation when rolling- different shapes e.g. worm, sphere, etc.

Cutting

Emergent: Splitting using hands (tearing)

Mid: Roller cutter, shape cutter

High: Plastic knife and fork, scissors

Shaping & Moulding

Emergent: Hands, Cake tins e.g. muffin, large

Mid: Cutters, Shape cutters, loose parts, mini cake tins

High: Stampers, noodle makers, mould to shape, straws, and pipe cleaners

Imaginative Play

Emergent: Starting to pretend that their creations are something else e.g. this is a biscuit, cake, etc.

Mid: Developing creations using loose parts e.g. candles for cakes

High: Using the malleable area to develop props to support imaginative play

Pure Skills:

Shape and mould

Add materials for decoration/ detail

Use of tools

Joining- water (clay)

Techniques e.g. rolling, moulding, wrapping, etc.

Creating shapes

Adding texture

Facilitative Skills:

Mathematical skills- fractions, printing of shape faces, exploration of shapes

Selecting tools and resources

Using language and vocabulary- describe, predict and explain

Experimentation linked to modelling, moulding, shape and space

Representing shapes, artwork by famous artists, etc.

Improve and adapt designs

Fine Motor development

Labelling- mark making

Resources

- Dough, clay, gloop, foam, slime, mud, messy food play e.g. mashed potato, jelly etc.
- Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, acorns, etc.
- Cake tins of various sizes
- Rolling pins (different sizes and textures)
- Knife, fork, scissors
- Shape cutters and Roller cutters
- Appropriately themed/linked fiction and non-fiction books and related writing frames e.g. design plans/evaluation sheets

Adult Role

- Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.
- Provide commentary that helps children to see what they are doing
- Engage in role play with children's creations

Questioning

- How could you cut that?
- How did you make that?
- Why did you choose x?

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Vocabulary

- Size and Shape- big, small, long, short, tall, non-standard e.g. round, standard e.g. labelling 2D/3D, curved, straight, flat, solid etc.
- Comparative- bigger, smaller, largest, fewest, longer, shorter, less, more
- Descriptive- rough, smooth, cold, soft, hard, shiny, stretchy
- Malleable Specific - squeeze, squish, mould, poke, manipulate, press, sculpt, pinch, twist, flatten, roll, indent
- Prediction- I think...because.....
- Imaginative
- Explain- "XXX because XXX"



Provision Area – Role Play



Common Play Behaviours:

Communicate

Emergent: Playing alongside others, engaging when invited, limited vocabulary

Mid: Engaging with others and asking questions, child centre vocabulary

High: Full engagement, using language as a tool to engage and engage others, wide ranging vocabulary linked to experiences and familiar stories/ non fiction

Recreate

Emergent: Basic home roles from their familiar lived experiences including pets etc.

Mid: Linked to more real life experience e.g. visit to the shops, taking a pet to the vets, trip to the zoo

High: Using a book/ TV/ film stimulus e.g. princesses and dragons, paw patrol, familiar class story

Innovate

Emergent: Pretending objects are items from their own direct experiences e.g. this box is my house

Mid: Develops a story within their role play linked to familiar events and props (see above)

High: Develops and builds on a story, acting out a narrative with others

Co-operate

Emergent: Play alongside others and engage in similar play.

Mid: Extend and elaborate play ideas and engage in conversations. Take steps to negotiate and problem solve

High: Create a story line by acting out narratives together, Build on other's ideas, Solve conflict through negotiation

Pure Skills:

Communication based skills developed- no pure skills

Facilitative Skills:

Co-operate, take turns and share demonstrating negotiation skills

Develop confidence, self-esteem and self-control.

Re-enacting real life situations and familiar experiences

Work independently and access the resources needed.

Work as part of a group, taking on different roles.

Respect others ideas and accommodate them within play.

Show initiative when developing ideas.

Reflect on feelings as part of that role e.g. in a hospital.

Use language and extend vocabulary

Develop fine motor skills and co-ordination through

Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc.

Use imagination to develop stories.

Develop mark-making skills by creating menus, diaries, pictures, price lists.

Exploring mathematical concepts relating to money, capacity

Problem solving e.g. how much money for this item?

Develop concept of time e.g. breakfast, dinner, bed time.

Explore and recognise features of how things work.

Resources

- Cardboard boxes and a range of different materials
- Mark making equipment and appropriately themed writing media/frames
- Enhancements accessible as appropriate to themes and interest
- Costumes/Clothes/Props related to themes and interest
- Multicultural resources e.g. Wok and chopsticks/noodles/ Indian serving dishes etc.
- Open ended resources e.g. faceless peg dolls and wooden blocks
- Domestic play resources such as home corner and dolls etc.
- Appropriately themed/linked fiction and non-fiction books

Adult Role

- Facilitate play- help to create a "story" through commentary and mapping
- Model vocabulary and language
- Support children in how to effectively resolve conflicts
- Develop the use of props e.g. materials for costumes, boxes for vehicles etc.

Questioning

- What do you think we might need to create a . . . ?
- Which character are you going to be?
- Have you ever been to . . . /seen a . . . ?
- How could you make a . . . ?
- What might happen next?

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Vocabulary

- Descriptive, imaginative, negotiation, questioning
- Vocabulary associated with the particular role the child is trying to portray.
- Role Play Specific - Character, role, setting, emotions vocabulary, prop, costume, till, money, specific vocabulary related to role play topics, imagine, place, visit, environment, shop, restaurant, home, clothing vocabulary, write, record, non-fiction book, story.



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Provision Area – Creative



Common Play Behaviours:

Cutting

Emergent: Ripping with hands, beginning of scissor grip but not secure

Mid: Scissors, Shaped scissors

High: Confident use of scissors e.g. cutting out a shape, sticking to a line, supervised use of more complex cutting tools e.g. Stanley knife, etc.

Joining

Emergent: Glue (PVA or glue stick), generally joins flat surfaces successfully

Mid: Joining surfaces of different shapes, tape, bands, stitching, paperclips, staples, tags, hole punch

High: Combining resources. Developing joining techniques, e.g. Tabs for gluing and hinges

Painting

Emergent: Hands, Large paint brushes, upright easels, large paper

Mid: Smaller paintbrushes, different tools e.g. cotton buds/ sticks, various paints

High: Self-selection, creating textured paint, using different techniques e.g. dabbing, strokes

Printing

Emergent: Sponges, stampers, hands

Mid: Pompoms, imprinting in dough, fruit and vegetables,

High: Patterns, symmetry, cotton buds, dabbers, straws

Colour Mixing

Emergent: Mix all the colours together and experiment with colour mixing

Mid: Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange

High: Explore tone through colour mixing

Resources

- Paintbrushes, palettes, sponges, cotton buds, sticks and Various Paint types- self selection
- Different art tools e.g. pens, pencils, chalks, etc.
- Paper for self-selection
- Scissors and glue for self-selection
- Loose parts/ texture add on media and materials
- Appropriately themed fiction and non-fiction books and related writing frames e.g. design sheets and evaluation forms

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Pure Skills:

Exploring Paint and its textures/ composition

Powder Paint- adding water

Ready Mixed Paint/ Water Colour

Exploring artist tools and using for different purposes e.g. chalk, pastels, pencils, junk modelling etc.

Colour Mixing

Facilitative Skills:

Selecting tools and resources

Using language and vocabulary- describe, imagine, and explain

Experimentation linked to colour, form and function

Representing artwork by famous artists, etc.

Improve and adapt designs

Fine Motor development

Labelling- mark making

Observational skills

Developing artistic techniques

Adult Role

- Modelling
- Teaching skills
- Providing famous works of art and discussing techniques

Questioning

- How else could you use that?
- How can you make the colour ?
- What will you use to paint with?
- Which materials have you selected? Why?
- How are you going to join those materials?
- How could you improve your model?
- What have you shown on your plan?
- Can you tell a friend what you have done?

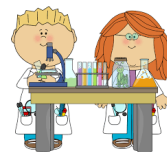
Vocabulary

- Descriptive and imaginative
- Creative Specific – mix, join, paint, cut, thread, stick, mark, dab, press, print, combine, create, sketch, draw etc.
- Prediction- I think... because.....
- Explain- “XXX because XXX”



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Provision Area – Investigation/Scientific Station



Common Play Behaviours:

Observation

Emergent: Observes immediate world around them, Comments on what they can see.

Mid: Observes with interest, notices and comments on change, asks questions

High: Closely observes over a number of days, Discusses observations & seeks out things to observe & find things out.

Investigate & Experiment

Emergent: Explores cause and effect.

Mid: Uses appropriate resources to carry out a test. Formulates a hypothesis about what they think will happen and why.

High: Records findings, makes decisions about what will be the most effective resources to use

Test

Emergent: Explores cause and effect but changes a variable (e.g. floating and sinking will it float if there is more water?).

Mid: Plans a test considering what it is that they want to find out. Thinks about how they can find out the answer to their question.

High: Tests ideas and theories. Plans what they will do next based on their findings.

Pure Skills:

Scientific skills are the main focus- no pure skills

Facilitative Skills:

Observational skills- looking closely, magnifying

Exploration-sensory- touch, smell, sight, sounds

Using scientific equipment

Fine Motor Skills- tweezers etc.

Mark Making skills- recording and drawing

Making Predictions

Testing Ideas

Showing curiosity and interest

Developing explanations

Asking questions

Spotting patterns

Finding answers and solutions

Making discoveries

Sharing and explaining findings

Resources

- Items of interest- enhancement e.g. stick, magnets, circuit equipment, mirrors, coloured water, etc. natural objects
- Tweezers
- Paper and pens
- Magnifying glass, binoculars, microscopes, slides
- IPads (to record and research)
- Garden tools, gardening gloves, mud box
- Fossil excavating kit, trays, tuff spots
- Bugs- play bugs, bug pots, habitat boxes, books, posters
- Windmills, scarves, umbrellas, rain gauge etc.
- Appropriately themed/linked fiction and non-fiction books and related writing frames e.g. investigation logs, checklists, exploration hunt forms etc.

Adult Role

- Supporting understanding
- Language development
- Language modelling
- Introduce appropriate scientific language

Questioning

- What do you think will happen? What is your prediction?
- When you change.... What happens?
- Why do you think that happened?
- Can you explain your findings? Your results?
- Encourage children to make explanations related to observations, investigations and tests.

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Vocabulary

- Comparative, descriptive and imaginative
- Investigation Station Specific – explore, investigate, discover, experiment, describe, examine, probe, search, observe, question, answer, inspect, sense, look, feel, touch, smell, listen, research
- Prediction- I think.....because.....
- Explain- “XXX because XXX”



Writing
Area

Reading
Area

Maths and Literacy

- Maths and Literacy skills to be encouraged across all areas of Continuous Provision
- Maths and Literacy Station available for children to access resources independently as required.

Fine Motor
Area

Maths
Area

Resources Maths Station

- Loose part manipulatives e.g. shells, sticks, pebbles, stones, pine cones, conkers, etc.
- Maths boxes - to move around the room in provision
- Maths books including non-fiction and themed fiction books as appropriate
- Maths frames as appropriate e.g. The Part-Whole Model etc.
- Number Lines
- Number Fans
- Dice
- Counters
- Tens Frames
- Numicon
- Counting Objects e.g. animals, dinosaurs, fruit etc.
- Pattern Beads
- 100 squares
- Squared paper
- Basic selections of shapes – 2D and 3D
- Money
- Calculators
- Scales, rulers, capacity and measuring equipment, etc.



Resources Literacy Station/Writing Area

- Little Wandle Grapheme Mats
- Paper of different sorts
- Pencils, pens, felts, crayons, etc. (as many as possible for interest)
- Writing boxes- to move around the room in provision
- Whiteboards and pens
- Notebooks
- Envelopes
- Letter formation support
- Finger space prompts
- Post-its
- Tracing paper
- Tricky Word Mats
- Themed Paper e.g. invitations, menus, shopping lists
- Writing frames



Resources Fine Motor Station

- Elastic bands, therapy putty, scrunched up paper/tissue balls, coins and counters, blue tac, dough, cubes, resources for squeezing and manipulating
- Threading resources e.g. beads and string
- A range of one handed tools e.g. scissors, pencils, markers, dabbers etc.
- Pegs and peg boards
- Tweezers and Helping Hands fine motor tools
- Pipe cleaners, pompoms, masking tape etc.



Resources Reading Area

- Selection of books – fiction and non-fiction (not too many to be overwhelming and changed regularly to reflect key themes, child interest, current affairs and seasonal change etc.)
- Well displayed familiar texts e.g. stories and books being read in class or past favourites
- Linked texts
- Related writing frames e.g. book reviews and frames linked to key texts
- Readable and phonic decodable texts
- Puppets/ small world enhancements
- Audio books and iPads if possible
- Comics/ magazines
- Story baskets
- Reading games/ jigsaw puzzles



Adult Role

- Encourage independence. How could we find that out? What from our maths/ literacy toolbox would help us?
- Share stories and books
- Model mark making, fine motor activities/exercises and writing
- Model maths resource use
- Ensure children are familiar with the areas and how to use them



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Provision Area – Small World



Common Play Behaviours:

Communicate

Emergent: Playing alongside others, engaging when invited, limited vocabulary

Mid: Engaging with others and asking questions, child centre vocabulary

High: Full engagement, using language as a tool to engage and engage others, wide ranging vocabulary linked to experiences and familiar stories/ non fiction

Recreate

Emergent: Basic home roles from their familiar lived experiences including pets etc.

Mid: Linked to more real life experience e.g. visit to the shops, taking a pet to the vets, trip to the zoo

High: Using a book/ TV/ film stimulus e.g. princesses and dragons, paw patrol, familiar class story

Innovate

Emergent: Pretending objects are items from their own direct experiences e.g. this box is my house

Mid: Develops a story within their role play linked to familiar events and props (see above)

High: Develops and builds on a story, acting out a narrative with others

Co-operate

Emergent: Play alongside others and engage in similar play.

Mid: Extend and elaborate play ideas and engage in conversations. Take steps to negotiate and problem solve

High: Create a story line by acting out narratives together, Build on other's ideas, Solve conflict through negotiation

Pure Skills:

Communication based skills developed- no pure skills

Facilitative Skills:

Co-operate, take turns and share demonstrating negotiation skills

Develop confidence, self-esteem and self-control.

Re-enacting real life situations and familiar experiences

Work independently and access the resources needed.

Work as part of a group, taking on different roles.

Respect others ideas and accommodate them within play.

Show initiative when developing ideas.

Reflect on feelings as part of that role e.g. in a hospital.

Use language and extend vocabulary

Develop fine motor skills and co-ordination through manipulating real life

Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc.

Use imagination to develop stories.

Develop mark-making skills by creating menus, diaries, pictures, price lists.

Exploring mathematical concepts relating to money, capacity, size, weight.

Problem solving e.g. how much money for this item?

Develop concept of time e.g. breakfast, dinner, bed time.

Explore and recognise features of how things work.

Resources

- Mark making equipment and appropriately themed writing media/frames
- Enhancements accessible as appropriate to themes and interest
- Appropriately themed/linked fiction and non-fiction books
- Various themed mats
- Farm animals, wild animals, bugs and insects
- Dolls house and furniture
- People including for example 'people who help us' – firefighters etc.
- Vehicles e.g. cars and garage, train track and trains, wooden vehicles etc.
- Fantasy characters and dinosaurs
- Loose parts

Adult Role

- Facilitate play- help to create a "story" through commentary and mapping
- Model vocabulary and language
- Support children in how to effectively resolve conflicts
- Develop the use of props e.g. materials for costumes, boxes for vehicles etc.

Questioning

- What might happen next to...?
- Why does....?
- How could we...?
- How are you going to...?
- Why are you using that?

Observations and Next Steps (including Support and Stretch and Challenge):

We have noticed that children use the area in the following ways and these adaptations are required:

Vocabulary

- Descriptive, imaginative, negotiation, questioning
- Small World Specific - Various vocabulary to be introduced according to themes etc. - Build/building, design, make, join, construct - Tall, short, long, wide, deep, slide, roll, turn, push, pull - City, zoo, farm, land, island, world, place, countryside - Vehicle names - Drive, travel, steer, move, fix, fly - Fast, slow, high, low, forwards, backwards