



Area of Provision: Small World

Learning Intentions Y1 National Curriculum

English

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Maths

- Count, read and write numbers in numerals.
- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).

Science

- Identifying and classifying
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

RSE

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Resources	Organisation
Loose parts- pine cones, pebbles, corks, leaves. Diverse range of small world people. A collection of small world animals both wild and farm animals. A selection of dinosaurs. A selection of small vehicles. Peg Doll people for more open-ended play. Chalk houses.	Clearly labelled resources that can be accessed independently. Resources labelled with text and picture where appropriate. Resources organised into open baskets where possible.



<p>Dolls house and assorted furniture. Post it notes and labels to support recording opportunities.</p>	
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Vocabulary
<p>Character, setting, plot, beginning, middle, end, first, next, then, last, after that, finally, eventually, meanwhile. Classify, group, sort, compare, contrast, describe, mammal, reptile, bird, amphibian, fish, carnivore, herbivore, omnivore. Before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.</p>
Recording opportunities
<ul style="list-style-type: none"> • Creating labels and signs for characters and settings. • Create a book or comic of their story. • Create a labelled map of their setting. • Create a story map.
Enhancement Ideas
<ul style="list-style-type: none"> • Small world figures linked to current text or topic. • Fiction and non-fiction books linked to current learning or children's interests. • Examples of different settings. • Different fabrics that can be used when creating settings and scenery.
Role of the adult in provision
<ul style="list-style-type: none"> • Model language and how to use resources. • Develop and extend vocabulary (see vocab listed above) • Extend learning through use of open-ended questions. • Follow lead of child (interacting or interfering?) • Address any misconceptions.