



Area of Provision: Small world/ construction
Early Learning Goals
<p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with materials.</b></p> <ul style="list-style-type: none"> <li>· Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>· Share their creations, explaining the process they have used.</li> <li>· Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being imaginative and expressive.</b></p> <ul style="list-style-type: none"> <li>· Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul> <p><b>Literacy</b></p> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>· Use and understand recently introduced vocabulary.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>· Talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>· Explore the natural world around them, making observations.</li> </ul> <p><b>PSED</b></p> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> <p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>· Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p>Demonstrate strength, balance and coordination when playing.</p>
Characteristics of effective learning
<b>Playing and exploring</b> - children investigate and experience things, and 'have a go'



**Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### EYFS Development Matters

##### EAD

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills
- Develop storylines in their pretend play.

##### UTW

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community. • Recognise some environments that are different to the one in which they live.

##### PD

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

##### C&L

- Learn and use new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

##### PSED

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Resources	Organisation
<p>Lego, Duplo, Magnetic shapes, wooden bricks, k-nex, super gears, farm, dolls house, building cogs, animals, popoids, car garage, dinosaurs, train set, puppets, hexiflex, diverse characters.</p> <p>Mini me's created so children can see themselves in the small world.</p>	<p>Open baskets easily accessible to children. Resources labelled with both image and word. Large construction in boxes.</p>

#### Vocabulary



Designing – planning, selecting, choosing, investigating, improving, drawing, sketching,  
Building – joining, fixing, balancing, enclosing, stacking, positioning, connecting, secure  
Size – big, small, bigger, smaller, larger, largest, short, tall  
Positional Language – on top, next to, besides, under, middle, between  
Directional Language – left, right, up, down, forwards, backwards.  
Describing – rough, smooth, cold, curved, straight, highest, slope, surface, angle, length.  
Language of imagination – role play, storytelling, act out, pretend, real, perform, invent.  
(Vocabulary will vary according to the focus of the small world play)

**Examples of Enhancements**

- Addition of resources linked to current text.
- Building materials and resources linked to topic.

**Look, listen and note.**

- Safely design and build with a purpose in mind and explain the process.
- Evaluate what they have built to improve it
- experiment with a range of materials
- Work and play cooperatively and take turns with others.
- Use the correct vocabulary to give and understand instructions.
- Explore joining, balancing, stacking and fixing materials with co-ordination.
- Hold conversations, commenting and asking relevant questions.
- Talk about the real world and their experiences.