



## Small world Area.

**AIM** – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

## Stocksbridge Nursery Infants School

### Long Term Planning – F1

#### THE UNIQUE CHILD

**Assessment** Look, listen & note 2Simple

#### ENABLING ENVIRONMENT

Provision – Permanent resources

#### POSITIVE RELATIONSHIPS

Possible Adult interactions;  
ITMP

- Talk to children about their friends, their families, and why they are important.
- Tell stories about places and journeys.
- Arouse awareness of features of the environment in the setting and immediate local area.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Help children to find out about the environment,
- Observe and encourage children's make-believe play in order to gain an understanding of their interests.
- Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest.
- Be aware of the link between imaginative play and children's ability to handle narrative.
- Carefully support children who are less confident.
- Join in play sensitively, fitting in with children's ideas.
- Model pretending an object is something else, and help develop roles and stories.

(22-36mnths)

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- In pretend play, imitates everyday actions and events from own family and cultural background
- Beginning to make-believe by pretending.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.

(30 – 50 mnths)

- Can play in a group, extending and elaborating play ideas.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Shows interest in different occupations and ways of life.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses available resources to create props to support role-play.
- Builds stories around toys,

(40 – 60)

- Uses language to imagine and recreate roles and experiences in play situations
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.