

# Small World Area Progression Map



| Progression of Skills  | Resources  |
|--|--|
| <ul style="list-style-type: none"> <li>• Imitates sounds (e.g. vehicles and animals)</li> <li>• Represents objects as what they are.</li> <li>• Represent an environment that they are familiar with.</li> <li>• Explains their actions in small world play (e.g. the girl is going on the train)</li> <li>• Re-enacts their experiences through a narrative.</li> </ul>   | <ul style="list-style-type: none"> <li>• Small and large construction bricks</li> <li>• Floor mats, large activity trays, sand trays</li> <li>• Coloured scarves and fabric</li> <li>• Story books</li> <li>• Hand, stick and finger puppets with a puppet theatre</li> <li>• Cars and vehicles, such as boats, road, train track and road signs</li> <li>• Familiar buildings and places, such as a farm, zoo, park and rockets</li> <li>• Threading and posting toys</li> <li>• Construction sets</li> <li>• Dinosaurs</li> <li>• Small world characters from familiar story themes, such as pirates, superheroes and emergency services.</li> <li>• Range of familiar animals, such as jungle animals, ocean animals, arctic animals and pets.</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Represents objects as different objects .</li> <li>• Explains what they are (e.g. - this is my car)</li> <li>• Talks expressively about the object they have represented as something else.</li> <li>• Represent/create environments from stories.</li> <li>• Uses some story language in their play - familiar lines from stories, familiar story themes.</li> <li>• Articulates thoughts and feelings through narrative.</li> </ul>   | <ul style="list-style-type: none"> <li>• Junk materials</li> <li>• Boxes, crates, tyres, cable drums, den-building materials</li> <li>• Fabric, hats, material Loose parts</li> <li>• Foliage, artificial flowers</li> <li>• Small world characters from familiar stories, fairy tales, TV or films</li> <li>• Doll's house, doll's house furniture, such as tables, chairs, beds, bath or cooker</li> <li>• Photographs, including small photos of the children</li> <li>• Pictures of different settings as stimulation<br/>Artificial grass, lino, tin foil, carpet</li> <li>• Paper, sticky tape and lolly sticks for children to make their own stick puppets</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Represents a range of resources as chosen objects.</li> <li>• Able to find a resource for a given purpose to fit in with their narrative.</li> <li>• Create an environment that they have created/imagined.</li> <li>• Children design and imagine their own story setting.</li> <li>• Uses story language and story features to create a narrative of their own.</li> <li>• Uses new vocabulary learned within their narrative.</li> <li>• Able to intertwine their own experiences with the experiences of others.</li> <li>• Creates shared narratives.</li> </ul> | <ul style="list-style-type: none"> <li>• Open-ended resources, such as shells, pine cones, twigs, stones, log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks</li> <li>• Peg dolls</li> <li>• Animals organised into animal groups</li> <li>• Themed small world resources, such as stethoscope, x-rays, prescription notepads and thermometer</li> <li>• Story cards and images from familiar stories<br/>Money, tills, purses, wallets</li> <li>• Clipboards, pens and paper</li> <li>• Recording devices, such as a camera or tablet</li> <li>• Variety of maps and plans for children to use when constructing</li> <li>• Drawing materials for children to enhance their play, for example to make flags, create roads and maps</li> </ul> |

# Small World Area Progression Map



| Area-Specific Vocabulary  | Key Questions   |
|---|---|
| <p><b><u>Core</u></b></p> <p>Build, building, make, join, fix, mend, change, together, tall, short, long, wide, deep</p> <p>Pattern, shape, corner, side, wall Push, pull, pick up, carry</p> <p>Travel, road, move, fly, drive, turn</p> <p>Story, retell, first, once upon a time, end</p> <p>Name of settings, e.g. airport, zoo, park, space, farm Inside/outside, light/dark</p> <p>Feelings vocabulary, e.g. happy, sad, angry, worried</p> <p>Directional vocabulary, e.g. in, on, under, up, down, forwards, backwards, behind, high, low</p> <p>Character, people, animal, place, setting, job</p> <p><b><u>Extended</u></b></p> <p>Pretend, imaginary, adventure, retell, beginning, describe</p> <p>Design, construction, construct, assemble, connect, circuit, mechanic, separate, thread, unthread, attach, enclose, edge, border, fence, surround, entrance, exit</p> <p>Place, local, nearby</p> <p>Transport journey, maneuver, emergency</p> <p>Name of areas, e.g. town, village, hamlet, city, world</p> <p>Compass directions, left, right, besides, between, reverse, underneath, rotate, map, steer, track, route, path, course, footpath, bridleway, runway, plough, sail, float, orbit</p> <p>Language associated with different situations, e.g. sorting out problems, enquiring, complaining</p> | <ul style="list-style-type: none"> <li>• Can you tell me about what you're doing?</li> <li>• How shall we set it up/where shall we put...?</li> <li>• Do you need anything else?</li> <li>• How could we make...?</li> <li>• What do you know about...?</li> <li>• What might happen next?</li> <li>• What would you like me to do?</li> <li>• I wonder if we could create....</li> <li>• Tell me about the parts of a...</li> <li>• How could we organise the...?</li> <li>• Could you find a different way to...?</li> <li>• How could we create the ocean? What would we need?</li> <li>• Could you tell me about these characters?</li> <li>• What is this character doing?</li> <li>• Can we draw a map of the forest?</li> <li>• Do you recognise this character?</li> <li>• Do you know the story of...?</li> <li>• What can you tell me about...?</li> <li>• How are your castles the same? How are they different?</li> <li>• I want to build a theme park. What parts would I need? What could help me with my ideas?</li> <li>• What might happen in the castle?</li> <li>• How could you make it even better?</li> <li>• What else could you add to that?</li> <li>• I can see you are building a bridge. How could you make it strong and secure?</li> <li>• What might happen if...?</li> <li>• What do you think we could call this town? Why?</li> <li>• What might the dinosaurs do today? How could we make a rocket for the astronauts?</li> </ul> |