



Progression of Skills



Small World				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences. Understand simple questions about 'who', 'what' and 'where' Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Make connections between the features of their family and other families. Notice differences between people.	Use a wider range of vocabulary. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Continue developing positive attitudes about the differences between people. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Talk about members of their immediate family and community. Develop storylines in their pretend play	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on



Progression of Skills



							their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	
Skills Developed	Explores and moves characters and objects in	Begins to associate small world characters	Develops play with others, portraying different	Retells familiar stories using small world characters.	Plans and builds settings for small	Creates complex narratives when working with others,	Uses learning and vocabulary from stories to inform play.	Develops a narrative into play, building on play with



Progression of Skills



	a variety of ways	with appropriate sounds and movements.	characters, using increasing language and vocabulary to describe actions.		world characters.	negotiating roles and compromising with others.		others and uses this to write a story.
Enabling Environments	Vehicles, Car mat, Garage Farm animals, Fences, Dinosaurs, Rocks, Trees, dinosaur books, Characters from familiar stories.				A variety of people and community people, photographs and texts of a variety of settings, Characters from familiar stories, Pebbles, trees, small block sets.			Empty paper books, sharp pencils
Specific Vocabulary	Dinosaur specific names, Big, Small, Tall, Short, Heavy, Light, Fast, Slow, Fierce, Friendly, Sharp teeth, Scaly, Smooth, Strong, Mighty, Gentle, swamp, volcano, rivers, mountains, rocky, Jungle, Roar, Stomp, Chomp, Hunt, Run, Fly, Climb, Hide, Sleep, Eat, Swim, Fight, Chase, Nest, Lay eggs, Farm Animals Specific Names, Farmyard, Barn, Stable, Field, Cowshed, Paddock, Pasture, Pen, Chicken coop, Farmhouse, Feed, Milk, Groom, Tractor Car, Van, Bus, Lorry, Motorbike, Bike, Taxi, Ambulance, Fire engine, Police car, Helicopter, Aeroplane, fast, slow, big, small, Drive, Zoom, Fly, Reverse, Stop, Go, Turn, Speed, Brake, Crash, Park Accelerate							
Potential Questioning	Level 1: Directing the child's attention to the physical objects in front of them. "What is this?" (Holding up a person, animal, or vehicle). "Show me the [character/animal].". "Where is the [car/animal] sleeping?". "Who is sitting in the house?". "Point to the [specific object, e.g., tree or fence]." Level 2: Analysing what is happening or describing specific properties. "What is the [character] doing?". "Which animal is the biggest?". "Tell me more about where the [character] lives.". "Where does the [animal/object] go—in the water or on the grass?".				Level 3: Thinking Beyond (Reorganization & Prediction) <i>Focus: Following complex directions and identifying similarities or differences.</i> "Find something that is the same color as the tractor." * "How are the [lion] and the [cat] the same?" "What will happen if the [character] goes across the bridge?" "Can you find a character who looks frustrated or worried?" "Which of these things are crunchy and which are soft?" Level 4: Explaining "Why" and solving problems within the play scenario. "Why does the [character] need to be careful near the water?". "What could the [animals] do if their house is too small?" "Why is it important for the characters to take turns on the slide?"			



Progression of Skills



	• "What do we use this [miniature tool/object] for?".	• "How do we know the [character] is feeling proud of their work?" • "What would happen if it started boiling or freezing in the small world?"
--	---	--