


Callington Primary EYFS Skills Progression

Small World Play

 Emergent Developing Secure		
Vocabulary		
Nursery		
Build, make, object names, animal noises, animal names	Building, place, river, journey, animal, story, people, happy, sad, angry, scared, garden, path	Together, entrance, exit, job, pretend, fence, positional language: on, in, under
Reception		
Town, village, side, corner, shape, wall, adventure, drive, fly	Retell, edge, border, pattern, construct, imaginary, attach, push, pull, connect, stream, upset, worried, scary, terrified, fierce	Enclose, habitat, travel, first, turn, once upon a time, end, next, after, directional language: forwards, backwards, left, right, setting names: zoo, farm etc.
Imitate		
Imitates sounds. Uses objects as what they are. Represent an environment they are familiar with (home, park).	Selects a resource to represent a known object (e.g. this is my car). Represents/creates environments from familiar stories. Represents characters from familiar stories.	Represent settings & characters and retells a familiar story with accuracy (repeated refrains, key vocabulary, names).
Invent		
Uses a familiar story and changes (innovates) a character.	Creates an environment that they have imagined. Creates a character from prior knowledge with adapted features & characteristics. Represents a range of resources as chosen objects.	Design and imagine own setting and story. Able to find a resource for a given purpose to fit with their ideas/theme.

Recalls Past Events

Draws on their personal experiences and real-world knowledge during play. Repetitive story-telling of familiar events.	Articulates thoughts and feelings through narrative. Draws on their own and others' feelings and emotions of events and demonstrates these during play.	Intertwine their own experiences with the experiences of others in order to extend play. Creates shared narratives by drawing on real-world experiences.
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Create a Narrative

Explains their actions in small world play (e.g. pretend the dragon breathes fire). Plays independently without vocalising narrative. Plays alongside others with their own narrative.	Uses some story language in play. Plays independently, beginning to vocalise narratives. Plays alongside others in narrative without vocalising ideas. Acts out a familiar narrative with a group. Plays in a new narrative with others but doesn't share own ideas.	Builds on story language to extend narrative. Plays in a new narrative with a known friend. Responds to comments made by peers in order to extend narrative further.
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Resources to Facilitate

Widgeted Vocabulary

Animal characters House/home small world objects Fantasy characters	Peg people Story characters Story specific objects	Loose parts which fit together
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Continuous Provision – Loose Parts

Key Questions/Discussion Prompts

Nursery

I can see you have the.... Shared Attention Response	Tell me about what you are doing. What do you need next? How can you create the...	What parts do we need for...? How does ... Feel? What story does this sound like?
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Reception

I wonder if you can create...? What idea does your friend have?	Tell me about these characters. What is going to happen next? What would happen if...?	I can see you are making... What features does it need? What is the name of the town/place?
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