

## Top Tips Role Play and Small World

Role Play & Small World		Contexts and activities
	<b>Key observation- the child:</b>	
<b>Counting</b>	<ul style="list-style-type: none"> <li>- Talks about <i>a lot</i> or <i>more</i> and <i>not many</i> or <i>less</i></li> <li>- Counts objects accurately, without skipping any</li> <li>- Says how many there are after counting</li> <li>- Counts out a number from a larger group of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Counts resources, one at a time, using fingers to count. For example, <i>how many baby cubs does mummy lion have, how many baby piglets does daddy pig have?</i></li> <li>- Counts out loud and uses counting for purpose in play.</li> <li>- Compares quantities and amounts in play: <i>There is a lot of cars and not many bikes.</i></li> </ul>
<b>Relative size of numbers : e.g. 5 is a larger number than 3</b>	<ul style="list-style-type: none"> <li>- Compares two numbers e.g. <i>5 is more than 3</i> and <i>10 is a lot more than 3;</i></li> </ul>	<ul style="list-style-type: none"> <li>-Have we got the right amount of plates for everyone for the tea party?</li> </ul>
<b>Adding (or subtracting) one results in the next (or previous) counting number</b>	<ul style="list-style-type: none"> <li>- Predicts how many there will be after adding one</li> <li>- Predicts how many left after taking one away</li> <li>- Using one more/one less to solve problems in play</li> </ul>	<ul style="list-style-type: none"> <li>- Putting trains in the station: <i>There's only 4 trains, we need one more to make 5</i></li> <li>- <i>5 pounds each to spend in the pound shop. You've spent 3, how much left to spend?</i></li> </ul>
<b>Understanding number symbols</b>	<ul style="list-style-type: none"> <li>-Recognises numerals</li> <li>-Matches objects to a numeral</li> <li>-Writing numerals</li> </ul>	<ul style="list-style-type: none"> <li>- Finds/recognises numbers on labels cars, doors and clothing etc.</li> <li>- Gets the correct amount of things matching it to a numeral, for example a shopping list, mud kitchen recipe or putting numbered scooters into the corresponding parking bays.</li> <li>- Makes mathematical marks or represents numerals using mark making resources available. For example, writing out price tags.</li> </ul>

<p><b>Pattern</b></p>	<p>-Spots and creates patterns</p>	<ul style="list-style-type: none"> <li>- Notices and talks about pattern. For example patterns on fabric in the dress up box.</li> <li>- Role playing using familiar routines, for example putting the baby to bed at night - into their bed clothes, giving them a bottle, singing a lullaby and tucking them into bed.</li> </ul>
<p><b>Shape</b></p>	<ul style="list-style-type: none"> <li>- Selects shapes for a purpose e.g. boxes for beds.</li> <li>-Describes shape properties: e.g. <i>curvy, pointy, straight, corners</i></li> </ul>	<ul style="list-style-type: none"> <li>- Identifies and describes resources using shape language. For example, <i>a windy road, a pointy hat.</i></li> <li>- Building castles, beds, etc. using a range of resources for story characters.</li> </ul>
<p><b>Spatial Awareness</b></p>	<ul style="list-style-type: none"> <li>-Understands and uses e.g. <i>in, on, under, in front of, behind, next to, between</i></li> <li>- Navigates, creates routes <i>and</i> follows directions <i>through, around, along, forwards, backwards</i></li> </ul>	<ul style="list-style-type: none"> <li>-Using a range of positional language in play; <i>put the baby in the bed, the car is inside the garage, the dinosaur is next to the volcano.</i></li> <li>- Creating road and rail tracks</li> <li>-Creating dens</li> <li>- Using space and moving resources to suit their purpose. For example redesigning the home corner</li> </ul>
<p><b>Measures</b></p>	<ul style="list-style-type: none"> <li>-Comparing size, length, weight, capacity</li> <li>- Talking about <i>before, after, then</i></li> </ul>	<ul style="list-style-type: none"> <li>- Comparing measures - <i>That bed is too small for you, I need a bigger bowl, How much, I want more, I haven't got enough.</i></li> <li>- Discussing size or weight of objects while playing – <i>This rock is heavy it will need to go on the bottom.</i></li> <li>- Re-enacting familiar experiences or stories.</li> <li>- Including references to time in play – <i>see you tomorrow.</i> Playing with clocks, watches and timers.</li> </ul>