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| **Progression of Skills** | **Vocabulary** | **How to support?** |
| • Imitates sounds (e.g.vehicles and animals)• Represents objects as what they are. • Represent an environment that they are familiar with. • Explains their actions in small world play (e.g. the girl is going on the train) • Reanacts their experiences through a narrative. | • Vocabulary associated with feelings 'happy', 'sad', 'angry', 'worried', 'frightened', etc.• Vocabulary linked to props & resources relatedto theme — homes, rooms, shops, medical services, transport & travel, animals, etc.• Vocabulary linked to rhymes and stories.• Language associated with different roles —family members, different jobs, etc.• Giving instructions and directions.• Language associated with different situations — sorting out problems, enquiring, complaining, etc. | Open ended resources - pinecones, rocks, pebbles,buttons, lollipop sticks, smallpieces of fabric, sticks, pegs, foliageMini me character photosAnimals, figures, mini trees, flowers, vehicles, fences  |
| • Represents objects as different objects .• Explains what they are (e.g. - this is my car)• Talks expressively about the object they have represented as something else. • Represent/create environments from stories. • Uses some story language in their play - familiar lines from stories, familiar story themes. • Articulates thoughts and feelings through narrative. |
| • Represents a range of resources as chosen objects.• Able to find a resource fora given purpose to fit in with their narrative. • Create an environment that they have created/imagined.• Children design and imagine their own story setting. • Uses story language and story features to create a narrative of their own.Uses new vocabulary learned within their narrative.• Able to intertwine their own experiences with the experiences of others.• Creates shared narratives. |  |  |