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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 related  to 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 - pine  cones, rocks, pebbles,  buttons, lollipop sticks, small  pieces of fabric, sticks, pegs, foliage  Mini me character photos  Animals, 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 for  a 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. |  |  |