



Area of Provision: Role Play
Early Learning Goals
<p>Expressive Arts and Design ELG: Creating with materials.</p> <ul style="list-style-type: none"> · Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being imaginative and expressive.</p> <ul style="list-style-type: none"> · Invent, adapt, and recount narratives and stories with peers and their teacher. <p>Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> · Use and understand recently introduced vocabulary. <p>ELG: Writing</p> <ul style="list-style-type: none"> · Write recognisable letters, most of which are correctly formed. · Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> · Talk about the lives of the people around them and their roles in society. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> · Explore the natural world around them, making observations. <p>Personal, Social and Emotional Development ELG: Managing self.</p> <ul style="list-style-type: none"> · Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. · Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building relationships.</p> <ul style="list-style-type: none"> · Work and play cooperatively and take turns with others. <p>Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> · Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. · Make comments about what they have heard and ask questions to clarify their understanding. · Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
Characteristics of effective learning



Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Development Matters

EAD

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills
- Develop storylines in their pretend play.

UTW

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community. • Recognise some environments that are different to the one in which they live.

Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

C&L

- Learn and use new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

PSED

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Resources	Organisation
Small table and chairs – Selection of cutlery, plates, cups, teapot, milk jug, food – Selection of familiar utensils such as pans, wooden spoons, oven trays, cake tins – Babies, cot, blanket, dolls, animals/soft toys, puppets – Telephone pad, post it notes for shopping lists, clipboards – Catalogues, recipe books, instruction manuals.	Role play corner which starts as a home corner and transforms through the year. Also, a basket of dressing up clothes with a mirror.



– A range of open-ended / neutral dressing up artefacts / clothes such as bags, hats, glasses etc.	
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Vocabulary

Describing what they are doing.

Language of imagination – role play, storytelling, act out, pretend, real, perform, invent, character.

(Vocabulary will vary according to the focus of the role play)

Examples of Enhancements

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| <ul style="list-style-type: none"> • Set up as a shop when looking at toys past and present. • A flower shop when exploring plants. • Majority of enhancements will be linked to UTW topics. |
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Look, listen and note

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| <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Use the correct vocabulary to give and understand instructions. • Handling resources appropriately and making decisions about resources they need. • Hold conversations, commenting and asking relevant questions. • Talk about the real world and their experiences. • Understand potential feelings associated with the real-life situations re-enacted. |
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