

EYFS Long Term Plan Continuous Provision - Role Play

Characteristics of Effective Learning - How a child is learning

Playing and Exploring		Active learning		Creating and Thinking Critically			
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error. 		<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 		<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 			
<p style="text-align: center;">Permanent Resources</p> <p>Child height home corner furniture Utensils - pans, crockery, cutlery, tray Tea towel, table cloth, oven gloves Dressing up clothes and accessories Dolls, clothing and Baby clothes/Cot with bedding Recipe books, magazines, newspapers Note pad, shopping lists, envelopes, cards... Telephone x2/Telephone book and catalogues Real resources - packages/ Take away/menus</p> <p>Resource enhancements throughout the year Resources for extended role play - prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Pirates Chinese New Year/Diwali Dark den/ Fabric for creating dens</p>		<p style="text-align: center;">Possible Experiences</p> <p>Create real life and imaginative play and story making Making links between their play and events, past and present, in their lives/ Reflecting on feelings Exploring a range of roles Discussing experiences, ideas and negotiating roles, delivering messages Celebrating special events and festivals Children contribute to planning and setting up Making props to support role play Respecting and caring for resources Dressing up Selecting and using resources Taking risks Responding to stimuli</p>		<p style="text-align: center;">Adult Role</p> <p>Positive Relationships Support children to co-operate and take turns Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things Support children's imaginary worlds by encouraging inventiveness, offering support and ensuring they have experiences that stimulate Engage and model appropriate role play with the children Offer a story stimulus by suggesting an imaginary event or set of circumstances Support children to reset the area when they have finished playing ready for someone else</p> <p style="text-align: center;">Enabling Environments</p> <p>Well resourced home corner to re-enact real life scenarios with real props (cereal boxes, food packaging, take away menus) Provide additional prop boxes (hairdressers, vets, hospital) to extend thinking Extend children's experience and expand their imagination through provision of pictures, paintings, poems, music, dance and story</p>		<p style="text-align: center;">Appropriate Vocabulary</p> <p>Related to resources - cup, saucer, wok, fork, fridge, cooker, table cloth ... Related to emotions - happy, sad, cross, frightened, worried, angry Related to social convention - please/ thank you Good morning/ afternoon How can I help you? Vocabulary of negotiation Story language - first, then, next, suddenly</p> <p style="text-align: center;">Questions and Phrases</p> <p>I wonder what you will need to use to make.....</p> <p>How do we make a cup of tea?</p> <p>How can we make spaghetti bolognaise?</p> <p>What would you like for dinner?</p> <p>How can we stop the baby from crying?</p>	

Role Play - A Unique Child - Observing what a child is learning 36-60+ months

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Enjoys responsibility of carrying out small tasks Explains own knowledge and understanding, and asks appropriate questions of others Takes steps to resolve conflicts with other children, e.g. finding a compromise Can select and use activities and resources with help Welcomes and values praise for what they have done Confident to talk to other children when playing, and will communicate freely about own home and community Shows confidence in asking adults for help Confident to speak to others about own needs, wants, interests and opinions Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Can express their own feelings such as sad, happy, cross, scared, worried</p>	<p style="text-align: center;">Communication and Language</p> <p>Listens to others one to one or in small groups, when conversation interests them Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Responds to simple instructions, e.g. to get or put away an object Listens and responds to ideas expressed by others in conversation or discussion Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Uses vocabulary focused on objects and people that are of particular importance to them Builds up vocabulary that reflects the breadth of their Experiences Uses talk in pretending that objects stand for something else in play, e. g. 'This box is my castle.' Links statements and sticks to a main theme or intention Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play</p>	<p style="text-align: center;">Physical Development</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Shows a preference for a dominant hand Holds pencil between thumb and two fingers, no longer using whole-hand grasp Can copy some letters, e.g. letters from their name Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	
<p style="text-align: center;">Literacy</p> <p>Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Knows information can be relayed in the form of print Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Knows that information can be retrieved from books and computers Ascribes meanings to marks that they see in different places Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and other things such as labels, captions</p>	<p style="text-align: center;">Mathematics</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects Uses positional language Uses some number names and number language spontaneously Uses some number names accurately in play Recognises numerals 1 to 5 Orders and sequences familiar events Counts objects to 10, and beginning to count beyond 10 Says the number that is one more than a given number Finds one more or one less from a group of up to five objects, then ten objects Uses everyday language related to time Beginning to use everyday language related to money</p>	<p style="text-align: center;">Understanding the World</p> <p>Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life Enjoys joining in with family customs and routines Looks closely at similarities, differences, patterns and change Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Plays cooperatively as part of a group to develop and act out a narrative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Engages in imaginative role-play based on own first-hand experiences Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' Uses available resources to create props to support role-play</p>

Role Play - A Unique Child - Observing what a child is learning 0-36 months

<p align="center">Personal, Social and Emotional Development</p> <p>Interested in other's play and starting to join in Seeks out others to share experiences May form a special friendship with another child Expresses own preferences and interests Seeks comfort from familiar adults when needed Can express own feelings such as sad, happy, cross, and scared, worried Responds to the wishes and feelings of others Aware that some actions can hurt or harm others Tries to help or give comfort when others are distressed Shows understanding & cooperates with some boundaries & routines Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't Growing ability to distract self when upset, e.g. engaging new activity</p>	<p align="center">Communication and Language</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Single channelled attention. Can shift to a different task if attention fully obtained - using child's name to focus Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) Developing understanding of simple concepts (e.g. big/little) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' Uses a variety of questions (e.g. what, where, who) Uses simple sentences (e.g. 'Mummy gonna work.' Beginning to use word endings (e.g. going, cats)</p>	<p align="center">Physical Development</p> <p>Squats with steadiness to rest or play with object on the ground, rises to feet without using hands. Climbs confidently and is beginning to rest or play with object on the ground, and rises to feet without using hands. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. May be beginning to show preference for dominant hand. Beginning to recognise danger and seeks support of significant adults for help. Holds own bottle or cup Attempts to use spoon: can guide towards mouth but food falls off Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt</p>	
<p align="center">Literacy</p> <p>Repeats words or phrases from familiar stories Distinguishes between the different marks they make</p>	<p align="center">Mathematics</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' Begins to make comparisons between quantities Uses some language of quantities, such as 'more' and 'a lot' Knows that a group of things changes in quantity when everything is added or taken away Beginning to categorise objects according to properties such as shape or size Begins to use the language of size Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' Anticipates specific time-based events such as mealtimes or home time</p>	<p align="center">Understanding the World</p> <p>Has a sense of own immediate family and relations In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others Notices detailed features of objects in their environment Seeks to acquire basic skills in turning on and operating some ICT equipment</p>	<p align="center">Expressive Arts and Design</p> <p>Creates sounds by banging, shaking, tapping or blowing Beginning to use representation to communicate, e.g. drawing a line and saying that's me' Beginning to make-believe by pretending</p>