

## West Ashton C of E Primary School and Nursery Long Term EYFS Planning for **Role Play**



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

**Key learning opportunities offered in this area of provision including the Characteristics of Effective Learning and EYFS aspects of learning and development**

**Playing and Exploring:** demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.

**Active Learning:** being involved and concentrating, persevering and taking pride in achieving what they set out to do.

**Creating and Thinking Critically:** having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.

**Prime Areas:** Personal, Social and Emotional Development, Physical Development, Communication and Language

**Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts and Design

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| <p><b>Key aspects promoted:</b> Communication and language: listening, attention and understanding and speaking, PSED: self-regulation, managing self, building relationships, Expressive Arts and Design: being imaginative and expressive</p>   |  |
| <p><b>Learning experiences. Some of the things that children may do...</b></p> <p><b>PSED:</b><br/>           Begin to play co-operatively with others.<br/>           Make choices as they select resources.<br/>           Negotiate space, make contributions, discuss, listen and offer suggestions.<br/>           Begin to talk about similarities and differences between themselves and others in a positive context e.g. differences in appearance and home experiences.<br/>           Explore conflict/ difficult situation within a secure environment e.g. visit to the doctor, a burglary.<br/>           Care for dolls, pets, people, equipment and themselves.<br/>           Recall their family life and experiences- such as visits to a café, use the phone.</p> <p><b>Communication and Language:</b><br/>           Talk about their experiences as they make connections through play.<br/>           Interact through language and gestures to collaborate on ideas.<br/>           Begin to use language appropriately and develop vocabulary e.g. ask questions, follow instructions, resolve disagreements and problems, make requests, use polite speech conventions please/ thankyou, would you like...? etc.<br/>           Develop specific vocabulary related to role play scenario- e.g. the names of objects and activities relevant to that experience at the green grocers, outside/ train to the sea-side, space rocket etc.</p> <p><b>Physical development:</b><br/>           Manipulate materials to achieve a planned effect- making a sandwich, setting the table.<br/>           Rehearse self-care skills such as dressing babies, putting on their own dressing up clothes<br/>           Talk about hygiene, healthy food choices in a meaningful context.</p> <p><b>Literacy:</b><br/>           begin to record their ideas using mark making and other media.<br/>           Use marks and writing to convey meaning in roles e.g. shopping list, memo boards and books, cards, telephones books such as 'Phone A Teacher'<br/>           Refer to information, fiction books and technology to find out more and to stimulate ideas.</p> | <p><b>Adult response to support children's learning...</b></p> <p>Praise, encourage and show interest in children's ideas and fascinations.<br/>           Provide a range of equipment which enable children to develop their ideas with satisfaction.<br/>           Anticipate and provide what they might need to represent their ideas.<br/>           Support, supervise and interact sensitively as children develop their awareness of others space and their social communication skills. "What shall we make to eat today?"<br/>           Encourage children to return to play over a number of days and enjoy repetition to develop skills and story lines in their play.<br/>           Speculate and ask open ended questions: Why are you putting a bandage on the cat?<br/>           Observe what they are doing and use this to assess and plan for individuals and groups of children.<br/>           Adults will encourage, observe, support and extend children's role play.<br/>           Adults will make use of additional resources to extend children self- initiated role play (role play, resource boxes).<br/>           Adults will model writing for a purpose e.g. a shopping list<br/>           Adults will provide activities during which children will experiment with mark-making for a purpose- e.g. writing a list/ reminder message<br/>           Listen and tune in to children's role play, interacting as appropriate.<br/>           Extend children's language and thinking skills through, for example, open ended questions and responding to children play.<br/>           Being aware of and sensitive to children personal situations e.g. family situations<br/>           Adults will provide a variety of resources reflecting diversity eg food containers, clothing, photographs<br/>           Adults will introduce new scenarios and offer guidance in explaining particular equipment- eg blood pressure monitor, appointment diary.<br/>           Adults will respond to children's ideas by creating new areas and will encourage children's involvement in this- e.g. setting up together, making decisions about where to put new equipment<br/>           Support role play outdoors on a bigger scale, using found objects and planned resources effectively in response to children's ideas- e.g. to build pirate ships.</p> |

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| <p><b>UTW:</b><br/>recreate familiar scenes and talk about their family and home life.</p> <p><b>Mathematics:</b><br/>learn about differences between quantities, use some number language such as :more, a lot, many, not as many, different, same.<br/>Develop use of positional language: next, along, in between, behind, in front, on top, beneath, below, under, over,<br/>Use a range of mathematical skills and knowledge in role play e.g. making tea.</p> <p><b>EAD:</b><br/>make props to support their role play and imaginary play<br/>Act out and talk about experiences from their own lives e.g. dressing up, eating dinner, acting out familiar roles.<br/>Begin to act out less familiar roles and experiences e.g. doctor, builders, going on holiday, going in to hospital, preparing for a new baby.</p> | <p>Ensure that children feel ownership of their role play environments by offering sensitive amount of support to build settings, encouraging them to experiment with their own designs.</p> <p>Encourage children to assess risks as they build and design role play settings for e.g. when den building make comments and ask questions. I like the way you have....have you checked if it is safe to move across? etc.</p> |
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