

Key Learning Opportunities

Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspective of others.

Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To understand how to listen carefully and why listening is important
- To ask questions to find out more and to check they understand what has been said to them
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Physical Development

- To develop their small motor skills

Mathematics

- To count objects
- To compare numbers

Expressive Arts and Design

- To develop storylines in their pretend play

Resources

- Small table and chairs
- Selection of cutlery, plates, cups, teapot, milk jug
 - Selection of familiar utensils such as pans, wooden spoons, oven trays, cake tins
 - Babies, cot, blanket, dolls
 - Telephone pad, post it notes for shopping lists
 - Catalogues, recipe books, instruction manuals
 - Cleaning cloths, dustpan and brush, broom, rubber gloves, washing up liquid bottle
 - A working clock, at child height
 - A current calendar to mark on important events
 - A range of open-ended / neutral dressing up artefacts / clothes such as bags, hats, glasses, walking stick, dressing gown, scarves, etc

Enhancements

Think about the time of the year and how this can naturally link to festivals, communities, seasons e.g. picnic - summer, Christmas tree etc

Intended Experiences

- Making decisions about the resources they need
- Handling and using resources appropriately
 - Managing and organising resources, getting things out and tidying away
 - Playing alongside and with others
 - Communicating, sharing ideas, negotiating and co-operating
 - Recreating familiar, real-life scenarios: being a family, being mum, dad, siblings, pets
 - Acting out common scenarios such as mealtimes, feeding baby, watching TV, reading, birthdays, coming and going in and out, etc
 - Pretending to be characters, real-world and imaginary; play in character, with different voices and expressions
 - Making notes, lists, reading food labels, postcards, recipe books, birthday cards, telling the time
 - Talking about what they are doing, describing their actions, what they see happening, sharing their ideas

Role of the Adult

Play alongside

- Observe children and take note of their key interests
- Respond to their requests and ideas
- Suggest possibilities to extend their play/thinking
- Consider additional stimulus and add this immediately if to hand or the following day/week
- Play alongside children to take play forwards, suggest ideas and show what's possible
- Play alongside, or in small organised groups to show how to play imaginatively and in character

Role model / direct teach

- Model pretend play, speaking in character and acting out scenarios
- Model language, correct and/or extend vocabulary
- Model and manage behaviours, self-regulation and the characteristics of effective learning

Raise questions to stimulate ideas and add challenge

- What else do you know about?
- What do you notice about?
- Who else might?

Use appropriate language linked to key learning

- Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid)
- Seasons (autumn, winter, spring, summer)
- Family (mum, dad, aunt, uncle, sister, cousins, neighbours)