

Continuous Provision Planning

Domestic Role Play Area

Anything highlighted in yellow is to be implemented or improved

Key learning opportunities likely to occur in this area of provision	
Children are learning to...	
Personal, Social and Emotional Development <ul style="list-style-type: none">- To develop confidence in their own ability and to share ideas- To speak confidently in a familiar group- To take account of one another's ideas about how to organise their activity- To develop perseverance and concentration skills- To work as part of a group or class and understand and follow the rules- To play co-operatively, taking turns with others Communication and Language <ul style="list-style-type: none">- To observe, think, talk and express ideas- To give attention to what others say and respond appropriately, while engaged in another activity	Physical Development <ul style="list-style-type: none">- To show good control and co-ordination in large and small movements- To increase control and accuracy of movements- To handle equipment and tools effectively, including pencils/ chalk for writing Maths <ul style="list-style-type: none">- To use a developing range of vocabulary to describe size, shape, space and measure- To use mathematical language in their play, including measure on scales, time of the clock and dates on the calendar Literacy

<ul style="list-style-type: none"> - To listen to conversations and respond to what they hear with relevant comments, questions and actions - To use language to create narratives - To develop their own narratives and explanations by connecting ideas or events - To use past, present, and future forms accurately when talking about events that have happened or are to happen 	<ul style="list-style-type: none"> - To use tools to make marks - To read text using a range of strategies <p>Understanding the World</p> <ul style="list-style-type: none"> - To begin to make sense of their physical world - To make links between experiences <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To respond in a range of ways to experiences - To observe, think, communicate, talk and express ideas 		
Resources	Organisation	Children are learning by...	Role of the Adult
<ul style="list-style-type: none"> ● 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 ● Notepad and post it notes for shopping lists with pencils ● Weekly planner and chalk ● Food take away menu leaflets ● Cleaning cloths, dustpan, brush, broom, rubber 	<ul style="list-style-type: none"> ● Distinct area sectioned off by units with vinyl floor of the class ● Dressing up resources available to select ● Kitchen units lined up to access ● Seats around the dining table with highchair also ● Cot and bedding to one side ● Separate table for keyboard and phone and remote control places on ● Dog and mat basket in kitchen area 	<ul style="list-style-type: none"> ● Making decisions about the resources they need ● Handling and using resources appropriately ● Managing and organising resources, getting things out and tidying away ● Playing alongside with others ● Communicating, sharing ideas, negotiating and co-operating ● Recreating familiar, real-life scenarios; being a family, being mum, dad, siblings, pets 	<p>Play alongside</p> <ul style="list-style-type: none"> ● 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 to enhance ● Play alongside children to take play forwards, suggest ideas and show what's possible ● Play alongside, or in small organised groups to show

<p>gloves, washing up liquid bottle</p> <ul style="list-style-type: none"> ● Pegs and ailer / line ● Working clock at child height ● Current calendar to mark on important events ● Open-ended/ neutral dressing up artefacts ● Pet to look after ● Pet resources - food box and food and water bowl, pet blanket <p><i>Enhancements</i></p> <p>Naturally link to festivals, communities, seasons throughout the year</p> <ul style="list-style-type: none"> - picnic equipment in the summer - christmas tree at Christmas - hats, gloves and scarves during the winter 		<ul style="list-style-type: none"> ● Acting out common scenarios such as meal times, feeding baby, birthdays, looking after the pets, coming and going in and out, shopping etc ● Pretending to be characters, real-world and imaginary; play in character, with different voices and expressions ● Making notes, lists, reading food labels or menus, telling the time, looking at the calendar ● Talking about what they are doing, describing their actions, what they see happening, sharing their ideas 	<p>how to play imaginatively and in character</p> <p>Role model/ direct teach</p> <ul style="list-style-type: none"> ● 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 <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> ● What else do you know about? ● What do you notice about? ● Who else might? <p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> ● Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid) ● Seasons (spring, summer, autumn, winter) ● Family (mum, dad, aunt, uncle, sister, brother,
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			grandparents, cousins, neighbours etc)
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