

Nursery Domestic Role Play

Progression Across the Year

Quality provision providing purposeful learning across the Prime Areas of Learning, Literacy and Mathematics.



Setting the Vision for High Quality Domestic Role Play – EYFS Pedagogy

Inclusive for all children
(including children with EAL & SEND)

Supports a broad and **balanced curriculum**, where children can apply and consolidate their learning within a familiar, real life context.

Needs to be developed through a **balance of: adult-led; and child-initiated learning**, which is well supported by a knowledgeable adult *(with a good understanding of child development)*.

Domestic Role Play in Reception...



Helps children to **build on what they already know**, from their home environment.

Supports the development of children's **executive function** and **self-regulation**.

Needs to be well organised, carefully planned and **progressive** to address **next steps in learning**

Facilitates the **Effective Characteristics of Teaching & Learning**, enabling children to: play & explore; be active learners; and create & think critically.

Supports children's Embodiment, Projection & Role (**EPR**) development



DOMESTIC ROLE PLAY

CONTINUOUS PROVISION

NURSERY



KEY LEARNING OPPORTUNITIES / OUTCOMES: Early Years Foundation Stage

Educational Programme Links: Communication & Language - Spoken language underpins all seven areas of learning and development. Interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations children have with adults and peers throughout the day in a language-rich environment is crucial. Personal, Social & Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Expressive Arts & Design - The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

A UNIQUE CHILD
Constantly learning, can be resilient, capable, confident & self-assured

POSITIVE RELATIONSHIPS
Children learn to be strong & independent through positive relationships

ENABLING ENVIRONMENTS
With teaching & support from adults, who respond to individual interests & needs & help to build learning over time

LEARNING & DEVELOPMENT
Children learn and develop at different rates – inclusive for all

Learning Outcomes ... what we want children to learn

Birth to Three	Three & Four Year Olds
<p>Prime Areas of Learning:</p> <ul style="list-style-type: none"> □ Start to develop conversation, often jumping from topic to topic □ Develop pretend play – putting the baby to sleep □ Understand and act on longer sentences □ Understand simple questions □ Develop friendships with other children □ Grow in independence □ Explore different materials and tools <p>Specific Areas of Learning:</p> <ul style="list-style-type: none"> □ Have and seek out favourite books □ Notice some print □ Make some marks and giving meaning □ Count behaviours - using some number names □ Compare size – big / small □ Make connections between own family and others □ Start to develop pretend play, pretending that one object represents another 	<p>Prime Areas of Learning:</p> <ul style="list-style-type: none"> □ Understand a question or instruction that has two parts □ Understand 'why' questions □ Use a wider vocabulary □ Use longer sentences – 4 / 6 words □ Start a conversation with friend / adult □ Use talk to organise selves and play □ Talk with others to solve conflicts □ Talk about feelings □ Select and use resources / activities □ Play with one or more other children, extending and elaborating ideas □ Collaborate with others to manage large items □ Use one handed tools and equipment □ Show preference for a dominant hand □ Use a comfortable pencil grip <p>Specific Areas of Learning:</p> <ul style="list-style-type: none"> □ Understand the five concepts of print □ Use some print and letter knowledge in writing □ Write some or all of name □ Write some letter accurately □ Solve real mathematical problems with numbers up to 5 □ Compare quantities – fewer than / more than □ Understand position through words alone □ Make comparisons between objects □ Talk about identify patterns □ Begin to describe a sequence of events and begin to use some language of time □ Begin to make sense of own life story and family history □ Show interest in different occupations □ Take part in simple pretend play, using an object to represent something else even though they are not similar □ Respond to what they have heard, expressing their thoughts and feelings

CHARACTERISTICS OF EFFECTIVE TEACHING & LEARNING

Playing & Exploring
For children to:

- ✓ Make independent choices
- ✓ Plan and think ahead about how they will explore or play with objects
- ✓ Share own interests and experiences

Active Learning
For children to:

- ✓ Begin to predict sequences
- ✓ Show goal-directed behaviour
- ✓ Keep on trying when things are difficult

Creating & Thinking Critically
For children to:

- ✓ Take part in simple pretend play
- ✓ Begin to solve real problems
- ✓ Use pretend play to think beyond the 'here and now'
- ✓ Make links across ideas

ROLE OF THE PRACTITIONER

ORGANISATION / PERMANENT RESOURCES

- Defined Domestic Role Play Area appropriate in size to promote collaborative pretend play □ Kitchen units, height appropriate – sink, cooker, cupboard, washing machine □ Table and chairs to sit 4 □ Shelving unit for dressing up baskets - hats / bags □ Chair / sofa □ Four pots and pans □ Kettle □ Crockery set for 4 - plate, bowl, cup □ Cutlery set for 4 – knife, fork and spoon □ Range of different foods □ Soft furnishings – plant, framed portraits / landscapes □ Basket of familiar books □ Cot, blankets, two dolls, a basket of baby clothes, two bottles and two toys □ Teddy bears □ Telephone with pencil / pen pot and paper

PRACTITIONER COMMUNICATION AND INTERACTIONS:

- To support children to access, explore and use provision purposefully ■ Comment on what children are interested in or doing, and echo back what they say with new vocabulary added. Engage in back-and-forth interactions (CL Educational Programme). Encourage children to speak in full sentences; developing vocabulary linked to resources, actions and feelings ■ Develop strong, warm and supportive relationships with children to support them to: □ manage emotions □ develop a positive sense of self □ set selves simple goals □ have confidence in own abilities □ understand their own feelings and those of others (PSE Educational Programme) ■ Be a co-payer, supporting children to engage in pretend play, imitating what they know, develop simple narrative and be a part of collaborative play ■ Model to children how to engage in purposeful mark making / early writing with a focus on audience, purpose and form ■ Support children to solve real problems, including mathematical

ASSESSMENT: LOOK, LISTEN AND NOTE

Practitioners to: Observe children's learning to inform planning / next steps in learning: ◆ Interests / fascinations ◆ Relationships with others ◆ Characteristics of Effective Teaching and Learning ◆ Learning and Development, seven areas of learning ...holistic links ◆ Possible schema(s)

Role of the Adult

Adult-led:
Adult leads the learning

Child-initiated:
Child leads the learning

- Prior
- Current
- Future

Context of learning

Observe /
assess

Model

Be a co-player to model:

- Simple pretend play
- Key vocabulary and language structures
- Collaborative play
- How to use equipment and resources
- Engagement in purposeful reading, writing and maths opportunities

- Identify
 - Links to learning, including Characteristics of Effective Learning
 - Next steps in learning

Praise /
Celebrate



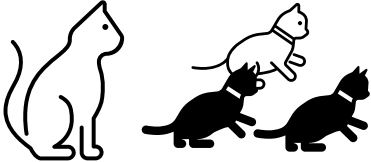
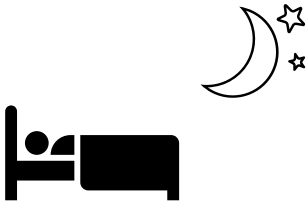
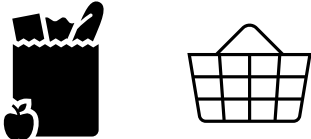

Scaffold

- Summarise Learning
- Give specific praise
- Support children to share and celebrate their learning with others

- Make links to prior learning / home life
- Comment on what children are interested in doing and echo back what they say, adding new vocabulary
- Engage in back-and-forth interactions and take on the role of co-player
- Use sensitive questioning to encourage children to elaborate on what they are doing / thinking
- Encourage children to listen to one another's ideas
- Support children to
 - Engage in pretend play / purposeful reading, writing and maths opportunities
 - Share and take turns
 - Take on roles
 - Use recently learnt vocabulary / language structures
 - Understand their own feelings and those of others
 - Understand and talk about the sequencing of routines / events
 - Begin to develop a simple narrative within their play
 - Talk about their lives and communities

Frequently engaging as a co-player, enables practitioners to model: role play, use of recently learnt vocabulary and help children to practise and consolidate high value next steps in learning.

Progressive Themes Across the Year

	Autumn	Spring	Summer
Overarching Theme:	All About Me	Looking After Family	Growing / Journeys
First half-term:	<ul style="list-style-type: none"> ▪ Snack Time 	<ul style="list-style-type: none"> ▪ Cleaning & Washing 	<ul style="list-style-type: none"> ▪ New Kittens 
Second half-term:	<ul style="list-style-type: none"> ▪ Bed Time 	<ul style="list-style-type: none"> ▪ Shopping 	<ul style="list-style-type: none"> ▪ Picnic Time 

AUTUMN TERM - Learning Outcomes

Prime Areas of Learning			
Communication & Language Children learn to: <ul style="list-style-type: none"> Understand simple questions - 'who', 'what' and 'where' & understand some 'why?' Recount simple events with support <i>e.g. home events</i> Enjoy listening to linked stories and begin to remember key events <input type="checkbox"/> join in with text retell using some actions <input type="checkbox"/> name key characters Begin to talk about a familiar book one-to-one, comment on an <input type="checkbox"/> illustration <input type="checkbox"/> character <input type="checkbox"/> event Follow an instruction with one part Begin to use a wider range of vocabulary, linked to domestic role play / home events Learn new rhymes and begin to develop a repertoire of songs <input type="checkbox"/> join in with actions / props <input type="checkbox"/> fill in some missing words Develop communication <input type="checkbox"/> use different tenses <input type="checkbox"/> begin to use longer sentences of 4/6 words Begin to use talk to organise selves / play 		PSE Children learn to: <ul style="list-style-type: none"> Talk about their feelings using words <i>e.g. 'happy', 'sad' 'angry' or 'worried'</i> Begin to select and use activities and resources, with help when needed Begin to follow role play rules Begin to develop greater independence within self-care routines <i>e.g. getting dressed for bed</i> Play with one or more children Begin to see themselves as a part of the nursery community 	
Physical Development Children learn to: <ul style="list-style-type: none"> Increase independence getting dressed and undressed Use some one-handed tools and equipment <i>e.g. writing / mark making tools, knife and fork</i> Continue to develop a comfortable grip with increased control when holding pens/pencils * See Literacy – Mark-making / Handwriting 			
Specific Areas of Learning			
Literacy... including Phase 1 Phonics Children learn to: <ul style="list-style-type: none"> Distinguish between a variety of <input type="checkbox"/> environmental sounds <i>e.g. microwave, doorbell, toaster, telephone</i> <input type="checkbox"/> voice sounds <i>e.g. eating and snoring</i> Understand some of the five key concepts about print: <input type="checkbox"/> confidently handle books the right way up and turn pages <input type="checkbox"/> recognise the difference between illustration & text <input type="checkbox"/> begin to realise that in English text is read from left to right Gain confidence in mark making <input type="checkbox"/> make vertical lines (top to bottom) and begin to make horizontal lines (left to right) and circles <input type="checkbox"/> Use a comfortable grip and begin to have some control of the pen/pencil Recognise use of print in the home <i>e.g. labelling on food packaging</i> Ascribe meaning to marks – verbally labelling and using some full sentences Recognise own name and make marks to represent own name <input type="checkbox"/> write initial letter of own name * See CL for comprehension skills	Mathematics Children learn to: <ul style="list-style-type: none"> Begin to sort & match objects accordingly <i>e.g. size / shape / colour / purpose</i> Begin to compare quantities using language <i>e.g. more than / fewer than</i> Use some number names in play Begin to recite numbers to 5 – in correct order Use fingers to represent numbers Fast recognition / subitise objects up to 2 Begin to count up to a set of 3 objects (1-1) Begin to identify and name patterns in the environment Show an interest in some shapes in the environment Begin to compare objects using appropriate vocabulary according to size - <i>big / little / smaller</i> Begin to use some spatial prepositions Begin to describe a sequence of events 	Understanding the World Children learn to: <ul style="list-style-type: none"> Begin to make sense of own life story and family history Begin to develop positive attitudes about the differences between people Use all their senses in hands on exploration of natural materials Talk about what they see, begin to use a wider vocabulary Begin to understand the need to respect and care for the natural environment <i>e.g. plants</i> Begin to explore collections of materials with similar and/or different properties <i>e.g. metal pots and pans / wooden utensils</i> Begin to explore how things work Begin to develop vocabulary of time in the context of daily routines <i>e.g. snack time / bedtime / day / night, later, next, after</i> Begin to develop their curiosity and interest in weather, using <input type="checkbox"/> vocabulary <input type="checkbox"/> comparing <input type="checkbox"/> appropriate clothing <input type="checkbox"/> awareness of typical autumn weather 	Expressive Arts & Design Children learn to: <ul style="list-style-type: none"> Begin to take part in simple pretend play, using an object to represent something else even though they are not similar Begin to create closed shapes with continuous lines and begin to use these shapes to represent objects Begin to listen with increased attention to sounds Begin to sing linked rhymes / songs Begin to respond to what they have heard, expressing their thoughts and feelings
Characteristics of Effective Teaching & Learning			
Play & Exploring <ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Begin to guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	Active Learning <ul style="list-style-type: none"> ✓ Participate in routines ✓ Begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	Creating & Thinking Critically <ul style="list-style-type: none"> ✓ Take part in simple pretend play ✓ Sort materials ✓ Begin to solve real problems ✓ Use pretend play to think beyond the 'here and now' ✓ Make links across ideas 	

Autumn: Me and My Family / Autumn Time

Snack and Story Time		Bedtime	
<p>Enhanced Provision</p> <p>□ Drinks – milk / juice bottle or carton □ Food – bowl of fruit / breadstick box / yoghurt pots □ Food packaging □ Tidy up utensils – bin, cloth to clean the table, sponge for washing the pots and a tea towel <u>Reading & writing opportunities:</u> □ Basket of familiar books □ Telephone message pad □ Snack placemats – with plate / cutlery / cup silhouettes and children’s name □ Blank card to make place labels □ Snack sequence cards</p> <p><u>Linked text:</u> Happy to be Me – Emma Dodd / Time to Eat – Penny Tassoni</p> <p><u>Linked Rhyme:</u> Polly Put the Kettle On</p>		<p>Enhanced Provision</p> <p><u>Getting ready for bed:</u> □ Bed and bedding □ 3 teddy bears (of different size) □ Pyjamas and dressing gowns □ Slippers □ 3 pairs of bed socks □ Alarm clock □ Bedside lamp □ Bedtime lullaby music</p> <p><u>Celebrations:</u> □ Battery operated candle (Diwali) □ Christmas Stockings <u>Reading & writing opportunities:</u> □ Basket of bedtime books □ Large post-it to write a reminder for the next day</p> <p><u>Linked text:</u> Wow! Said the Owl – Tim Hopgood / Time to Go to Bed - Penny Tassoni / Time for Bed Fred – Yasmeen Ismail / Good Night Moon – Margaret Wise Brown / Peppa Pig’s Diwali / Babies First Diwali – DK Books / Dear Santa – Rod Campbell <u>Linked Rhyme:</u> Twinkle, Twinkle / Rock-a-Bye-Baby</p>	
<p>Linked vocabulary ■ snack ■ food and drink ■ pour ■ share ■ wipe ■ clean ■ wash / dry ■ drink ■ eat ■ cut ■ read ■ telephone ■ message ■ write ■ placemat</p> <p>Linked questions ■ What would you like for snack? ■ Where is the ...? ■ Who is coming for snack? ■ How do we ...? ■ Who is going to wash the dishes?</p>		<p>Linked vocabulary ■ day ■ night ■ sleep ■ wake up ■ bed ■ blanket / duvet ■ pillow ■ teddy bear ■ bedtime ■ light / lamp – on / off ■ storytime ■ teeth / toothbrush / tooth paste ■ bath time – wash / dry / soap ■ pyjamas, nightie, dressing gown, slippers ■ alarm clock ■ Diwali ■ candle ■ Christmas ■ Stocking Linked questions ■ What time is it? (bedtime, bath time, wake up time) ■ What story should we read? ■ Who is going to bed? ■ How do you brush your teeth?</p>	
Role of the Adult – being a co-player, modelling and scaffolding key skills			
ACROSS THE TERM	<p>What are we learning? Prime Areas of Learning: □ How to select and use resources □ Play with one or more children □ Develop vocabulary – key objects / actions □ Use full sentences with correct use of tenses □ Start conversations □ Join in with linked rhymes / songs – using actions □ Use talk to organise play Specific Areas of Learning: □ How to handle a book / identify pictures and words □ Recognise name □ Recognise / write initial letter of name □ Match, sort and begin to count objects □ Use objects to represent something else □ Imitate home experiences</p>		
Activities to Support Learning			
AUTUMN 1	<p>□ Make a snack for self / others □ Sequence snack time – recount □ Set the table □ Hold and carry a plate / cup □ Pour and stir drinks □ Cut & share food □ Find name place mat & set table □ Spot initial letter of name on food packaging / place mat □ Write place label using initial letter of name □ Write a message on the telephone message pad e.g. <i>who is coming for snack</i> □ Use 1:1 correspondence - one plate / cup / spoon □ Match colours – cup and plate □ Sort and tidy away crockery and snack □ Count children having snack □ Spot, match and name circles □ Use vocabulary of time – <i>now, next, after</i></p>	AUTUMN 2	<p>□ Get ready for bed □ Sequence bed time - recount □ Help a friend □ Share a book □ Make the bed □ Read a story to a friend / teddy bear □ Match, sort and count bed socks □ Count and order teddies by size □ Use spatial prepositions to describe where objects are e.g. <i>on the bed, under the bed, in the bed</i> □ Write a reminder or list of jobs for next day □ Turn candles / light on and off for night time, daytime and Diwali □ Hang up stockings and talk about Christmas Eve □ Get dressed for different weather □ Sing a lullaby</p>

SPRING TERM - Learning Outcomes

Prime Areas of Learning			
Communication & Language	Personal, Social & Emotional Development	Physical Development	
<p>Children learn to:</p> <ul style="list-style-type: none"> Understand simple questions - 'who', 'what' and 'where' Understand some 'why' questions related to own experiences Enjoy listening to linked stories and remember some key events Begin to retell a simple past event relating to role play / home life Begin to express a point of view Begin to shift attention from one thing to another when needed / given a prompt Begin to follow a two part instruction linked to familiar home routines / experiences Continue to develop use of a wider range of vocabulary, linked to role play / home events Continue to learn new rhymes / songs and develop a repertoire Continue to develop use of different tenses, not always correct Begin to use longer sentence of 4/6 words Begin to join sentences using 'and' Use talk to organise selves / play 	<p>Children learn to:</p> <ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad' and begin to other words e.g. tired, pleased and proud With support begin to understand and talk about how others might feel and the reasons why Begin to select and use activities & resources to achieve a set goal Play with one or more other children Take part in pretend play with one or more children Begin to share and take turns Begin to extend and elaborate play ideas Begin to help to find solutions to conflicts, suggesting some ideas 	<p>Children learn to:</p> <ul style="list-style-type: none"> Use large-muscle movements e.g. filling, emptying and carrying shopping bags; using a feather duster Increase independence getting dressed and undressed Use some one-handed tools and equipment e.g. writing / mark making tools, using washing up brush / sponge Continue to develop a comfortable grip with good control when holding pens/pencils 	
Specific Areas of Learning			
Literacy... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <ul style="list-style-type: none"> Distinguish between a variety of environmental sounds e.g. Hoover, washing machine, water voice sounds e.g. imitating environmental sounds, singing Begin to identify initial sounds in words e.g. b -b – brushing, w-w- washing Continue to develop an understanding of the five key concepts about print: handle books carefully & correctly name some book parts print has meaning & recognise some new logos begin to understand the difference between a word and a letter follow print from left to right begin to use 1-1 correspondence know where to start reading Read own name without visual prompt Add some marks to their drawings, which they give meaning to. Begin to use some print/letter knowledge in writing e.g. symbols - lines, circles recognisable letters left to right & top to bottom Engage in purposeful writing e.g. To do / shopping list Attempt to write name with some recognisable letters, using name card, forming some letters correctly e.g. signing up to cleaning job <p>* See CL for comprehension skills</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> Continue to sort & match objects accordingly e.g. size / shape / colour / purpose Compare quantities using language e.g. more than / fewer than Use some number names in play with some accuracy Recite numbers to 5 – in correct order Use fingers to represent numbers with increasing accuracy Begin fast recognition / subitise objects up to 3 Begin to count up to a set of 5 objects (1-1) Represent numbers with marks Begin to link numeral with amount up to 5 Begin to problem-solve up to 5 Identify and name patterns in the environment Show an interest and talk about some shapes in the environment Compare objects using appropriate vocabulary according to size - big / little / smaller / heavy / heavier Begin to use some spatial prepositions e.g. in / on / in front / behind Describe a sequence of events and begin to use appropriate vocabulary e.g. before, after, then, first 	<p>Children learn to:</p> <ul style="list-style-type: none"> Begin to make sense of own life story and family history Develop positive attitudes about the differences between people Show an interest in different occupations e.g. cleaners / shop assistants / delivery people Use all their senses in hands on exploration of materials e.g. wooden cleaning equipment / food packaging Begin to explore collections of materials with the same or similar properties Talk about what they see, continuing to use a wider vocabulary Understand the need to respect and care for the natural environment Begin to know that there are different countries in the world Explore how things work Begin to explore and talk about different forces they can feel Develop curiosity and interest in weather, using vocabulary comparing appropriate clothing awareness of typical winter / spring weather 	<p>Children learn to:</p> <ul style="list-style-type: none"> Take part in simple pretend play, begin to use an object to represent something else even though they are not similar Begin to develop a simple narrative within role play Create closed shapes with continuous lines and begin to use these shapes to represent objects Listen with increased attention to sounds Sing linked rhymes / songs Begin to sing a pitch of a tone sung by another person Begin to sing the melodic shape of familiar songs Respond to what they have heard, expressing their thoughts and feelings
Characteristics of Effective Teaching & Learning			
<p>Play & Exploring</p> <ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Begin to guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	<p>Active Learning</p> <ul style="list-style-type: none"> ✓ Participate in routines ✓ Begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	<p>Creating & Thinking Critically</p> <ul style="list-style-type: none"> ✓ Take part in simple pretend play ✓ Sort materials ✓ Begin to solve real problems ✓ Use pretend play to think beyond the 'here and now' ✓ Make links across ideas 	

Spring: Looking After the Family

Cleaning & Washing

Enhanced Provision

Washing the dishes: □ Cloths / brushes / sponges □ Washing up liquid □ Draining board □ Tea Towel Cleaning the floor: □ Dustpan and brush / Hoover □ Feather duster □ Mop and bucket Laundry: □ Laundry basket □ Washing machine □ Washing powder □ Clothes mangle / washing line □ Clothes pegs □ Ironing board and iron Reading & writing opportunities: □ Jobs board to add name □ To do list – with images and key words □ Washing up sequence

Linked text: Time to Tidy Up – Penny Tassoni; Time to Clean Up by Carly Gledhill

Linked Rhyme: This is the Way We Wash the Floor / Socks / Pots; Five Little Socks Hanging on the Line ..

Linked vocabulary ■ correct names of objects ■ clean / cleaning / cleaned ■ wash / washing / washed ■ dry / drying / dried ■ scrub ■ squeeze ■ brush / sweep ■ iron / ironing ■ fold ■ sort ■ match ■ tidy ■ hang up / peg up ■ list **Linked questions** ■ What needs cleaning? ■ How are we going to clean? ■ Who can clean the ... ? Where do the clean dishes / clothes go? ■ Why do we need to clean? When can we clean?

Shopping

Enhanced Provision

Shopping for breakfast / dinner / tea : □ Familiar food (boxes / tins / cartons) representing a variety of cultures and countries □ Shopping bags / baskets □ Range of purses □ Money □ Mobile phone □ Coats □ Hats □ Keys Shopping for pancake day: □ Bowl and wooden spoon □ Frying pan and spatula □ Whisk □ Flour box / sugar / milk carton / lemon / egg box □ Card / fabric pancakes Reading & writing opportunities: □ Familiar logos (on paper bags / boxes) □ Food catalogues □ shopping list to read □ Memo board □ Shopping list proforma □ Shopping / pancake sequence cards □ Pictorial pancake recipe / ingredients □ Take away menu □ Recipe book

Linked text: Pete the Cat & His White Shoes – Eric Litwin & James Dean / Maisy Goes Shopping – Lucy Cousins **Linked Rhyme:** Let's Go Shopping (verse 1); Mix a Pancake

Linked vocabulary ■ correct names of objects / actions ■ shopping ■ food & drink ■ basket / bag ■ purse ■ money ■ pay ■ list ■ dress ■ coat ■ hat ■ keys ■ mobile phone ■ meals – breakfast, dinner, tea ■ pancake ■ mix / stir / cook / fry **Linked questions** ■ What do we need to buy? ■ Who is coming shopping? ■ How do we put the shopping away? ■ Where can we go shopping? ■ When can we go to the shop? ■ Why do we need to go to the shop?

Role of the Adult – being a co-player, modelling and scaffolding key skills

ACROSS THE TERM

What are we learning? Prime Areas of Learning: □ Engage in pretend play with one or more children □ Share & take turns □ Develop sustained play following their own interests □ Elaborate on play ideas □ Develop vocabulary – key objects / actions □ Use of full sentences with correct use of tenses □ Use the word 'and' when talking about shopping list □ Start conversations and take turns to talk □ Join in with linked rhymes / songs – using actions □ Use talk to organise play, sharing ideas **Specific Areas of Learning:** □ How to handle a book / identify pictures and words / recognise familiar logos / realise that in English print is read from left to right / begin to follow words 1-1 □ Spot letters from own name on packaging □ Match, sort and count objects up to 4 □ Use comparative language for size and weight □ Use objects to represent something else □ Imitate home experiences using simple narrative

Activities to Support Learning

SPRING 1

□ Take turns □ Wash / dry dishes □ Clean the floor (brush, Hoover & mop) □ Hang clothes on the line □ Iron □ Dust □ Fill laundry basket / machine □ Match talking tin environmental sounds to equipment □ Read jobs boards & find name to put on the board □ Write to do list □ Sort, match and count washing / crockery / cutlery □ Explore and talk about how things work □ Talk about forces used in cleaning e.g. *push, pull*

SPRING 2

□ Pack and unpack shopping □ Talk about what they are going to buy □ Sing pancake song □ Carry shopping bags / boxes □ Getting dressed to go shopping □ Put money in and out of purse □ Mix / toss pancake □ Phone mum to get shopping list □ Check cupboard to see what they need from the shops □ Read catalogues □ Follow pictorial pancake recipe □ Write shopping list – making marks for numbers □ Sort shopping into cupboards / fridge

SUMMER TERM - Learning Outcomes

Prime Areas of Learning		
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <ul style="list-style-type: none"> Enjoy listening to linked stories, recalling key events in sequence Talk about familiar books Use a wider range of vocabulary linked to: domestic role play / home events Understand a question / instruction with two parts linked to familiar home routines / experiences Understand who / what / where / why questions Begin to understand 'when' questions Sing and know a range of rhymes / songs Develop accuracy with tenses Begin to use longer sentences of 4 / 6 words Use talk to organise themselves and their play Start a conversation with others and continue it for many turns Begin to join words and phrases using and / or / because 	<p>Children learn to:</p> <ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad' and begin to use other words <i>e.g. excited, surprised</i> Develop confidence within the domestic role play area Select and use activities and resources with developing independence (familiar and new) Engage in sustained learning within activity of choice Play with one or more children, extending and elaborating play ideas Share and take turns Help to find solutions to conflicts, suggesting some ideas Begin to understand how others might be feeling 	<p>Children learn to:</p> <ul style="list-style-type: none"> Continue to develop their movement skills, travelling in a variety of ways <input type="checkbox"/> hop <input type="checkbox"/> stand on one leg <input type="checkbox"/> climbing Develop ball skills: <input type="checkbox"/> kicking <input type="checkbox"/> rolling <input type="checkbox"/> throwing Begin to develop catching Become increasingly independent in dressing and undressing themselves Use large upper body movements <i>e.g. packing, unpacking and carrying the basket, laying down the picnic baskets</i> Use a range of one-handed tools with dominant hand Develop a comfortable pencil grip

Specific Areas of Learning			
Literacy... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <ul style="list-style-type: none"> Distinguish between a variety of <input type="checkbox"/> environmental sounds <i>e.g. cat / kittens, vehicles, insects / animals, weather</i> <input type="checkbox"/> voice sounds <i>e.g. imitating environmental sounds and singing</i> Identify some initial sounds in words <i>e.g. k-k-kitten, b-b-basket</i> Understand the five key concepts about print: <input type="checkbox"/> print has meaning <input type="checkbox"/> recognise some new logos <input type="checkbox"/> different purposes <input type="checkbox"/> name some book parts <input type="checkbox"/> understand the difference between a word and a letter <input type="checkbox"/> follow the print from left to right and top to bottom <input type="checkbox"/> begin to use 1-1 correspondence Read own name Begin to write own name with correct letter formation Begin to use letter / print knowledge when mark making / writing for a range of purposes <i>e.g. sign up to look after kitten</i> <p>* See CL for comprehension skills</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> Sort & match objects accordingly <i>e.g. size / shape / colour / purpose</i> Compare quantities using language <i>e.g. more than / fewer than</i> Use some number names in play with some accuracy Recite numbers to 5 – in correct order Use fingers to represent numbers with accuracy Fast recognition / subitise objects up to 3 Count up to a set of 5 objects (1-1) Represent numbers with marks Link numeral with amount up to 5 Problem-solve up to 5 Identify, name and talk about patterns in the environment Talk about some shapes in the environment Compare objects using appropriate vocabulary according to size - <i>big / little / smaller / heavy / heavier</i> Use some spatial prepositions <i>e.g. in / on / in front / behind</i> Describe a sequence of events and use appropriate vocabulary <i>e.g. before, after, then, first</i> 	<p>Children learn to:</p> <ul style="list-style-type: none"> Begin to make sense of own life story and family history Continue to develop positive attitudes about the differences between people Show an interest in different occupations <i>e.g. pet sitter, shop assistant (pet shop)</i>, Use all senses in hands on exploration and explore collections of materials with similar properties <i>e.g. ball of wool and woollen blanket for the cats</i> Explore how things work Explore and talk about different force they feel Develop curiosity and interest in weather, using <input type="checkbox"/> vocabulary <input type="checkbox"/> comparing <input type="checkbox"/> appropriate clothing <input type="checkbox"/> awareness of typical summer weather Talk about what they see using a wide vocabulary Understand the key feature of the lifecycle of an animal – mothers and babies Begin to understand the need to respect and care for the natural environment and all living things <i>e.g. looking after a pet</i> 	<p>Children learn to:</p> <ul style="list-style-type: none"> Take part in simple pretend play, use an object to represent something else even though they are not similar Develop a simple narrative within role play Create closed shapes with continuous lines and use these shapes to represent objects Listen with increased attention to sounds Sing linked rhymes / songs Sing a pitch of a tone sung by another person Sing the melodic shape of familiar songs Respond to what they have heard, expressing their thoughts and feelings

Characteristics of Effective Learning		
Play & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Begin to guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	<ul style="list-style-type: none"> ✓ Participate in routines ✓ Begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	<ul style="list-style-type: none"> ✓ Take part in simple pretend play ✓ Sort materials ✓ Begin to solve real problems ✓ Use pretend play to think beyond the 'here and now' ✓ Make links across ideas

Summer: Growing / Journeys

New Kitten

Enhanced Provision

New Kittens: □ One soft toy cat and 3 or 4 kittens (mother and babies) □ Basket / bed / blanket □ Food and water bowls □ Food / cat biscuits □ Scratching post □ Three toys e.g. mouse, ball, wool □ Cat brush □ Talking tin with cat sounds **Going to the vets:** □ Cat carrier □ Vet kit / outfit

Reading & writing opportunities: □ Kitten rota – add name to look after kitten □ pictorial routine for kittens □ kitten bed labels □ Shopping list

Linked text: Matilda's Cat – Emily Gravett / Busy Kittens – John Schindel / Mog and the Vet – Judith Kerr / The Everything Book of Cats and Kittens (DK) – photos for talk **Linked Rhyme:** Three Little Kittens Lost Their Mittens / Pussy Cat, Pussy Cat Where Have You Been?

Linked vocabulary ■ correct names of objects ■ cat / kitten ■ mother/ babies ■ pet/s ■ feed ■ drink ■ scratch ■ play / playing ■ meow / purr ■ claw ■ lick / tongue ■ whiskers ■ tail ■ paw ■ fur ■ soft ■ big / small / smaller ■ long / longer / short / shorter ■ throw / ing ■ catch ■ roll ■ hide ■ stroke **Linked questions** ■ What should we call the kittens? ■ What will they eat? ■ Where will they sleep? ■ Who will they play with? ■ How many kittens are in the basket? ■ How do they clean themselves? ■ Why do they lick themselves? ■ When should we feed them?

Picnic Time

Enhanced Provision

Pack a picnic □ Picnic basket □ Blanket / table cloth □ Teddy bears □ Set of 4 plates / cups / cutlery / serviettes □ Food / fruit □ Water bottle □ Rucksac / bag □ Flask **Go on a picnic:** □ Hats / sunglasses □ Empty bottle of sunscreen □ Balls / toys □ 4 or 5 teddy bears □ Large cardboard boxes and felt tips to make vehicles □ Purse and money / mobile phone **Reading & writing opportunities:** □ Picnic list □ Choice of picnic site – with photos (labelled) □ Picnic invitation □ Bus tickets and numbers

Linked text: We're Going on a Picnic – Pat Hitchins / Picnic – Mick Inkpen

Linked Rhyme: Teddy Bear's Picnic

Linked vocabulary ■ correct names of objects ■ picnic ■ garden / park / woods / beach ■ pack / unpack ■ full / empty ■ grass ■ travel / journey ■ place ■ sunny / cloudy ■ protect (sun) ■ invite ■ time / morning / afternoon **Linked questions** ■ What can we eat? ■ What time is the picnic? ■ Who is going on the picnic? ■ How can we share the food? ■ How are we going to travel? ■ Where are we going? ■ Why do we need our hats?

Role of the Adult – being a co-player, modelling and scaffolding key skills

ACROSS THE TERM

What are we learning? Prime Areas of Learning: □ Engage in pretend play with one or more children □ Share & take turns □ Develop sustained play following their own interests □ Elaborate on play ideas □ Develop vocabulary – key objects / actions □ Use of full sentences with correct use of tenses □ Use words – and / or / because □ Start conversations with others and continue it for many turns □ Join in with linked rhymes / songs – using actions □ Use talk to organise play, sharing ideas **Specific Areas of Learning:** □ How to handle a book / identify pictures and words / realise that in English print is read from left to right & top to bottom / begin to follow words 1-1 □ Write own name □ Match, sort and count objects up to 5 □ Understand how to look after living things □ Use objects to represent something else □ Imitate home experiences developing narrative

Activities to Support Learning

SUMMER 1

□ Look after a kitten – put it in its basket, stroke it, feed it, play with it □ Name kittens □ Talk to the cats □ Tell the cats a story □ Sing a rhyme to the cats □ Write name on kitten rota □ Write kitten names beds □ Write shopping list for cat food □ Draw and label kitten portraits □ 1-1 correspondence kitten / bowl / toy □ Count and compare size of cats & kittens / bowls □ Talk about how to look after the kittens □ Take cats to the vets □ Shop for cat food

SUMMER 2

□ Talk about planning the picnic □ Pack and unpack the picnic basket □ Get dressed to go □ Play picnic games □ Talk about their feelings □ Read picnic site cards □ Write picnic invitation – signed with name □ Write name on ticket □ Talk about weather and what clothes to wear □ Set picnic blanket for 4 or 5 □ Pay for ticket □ Match ticket to seat number □ Share food / plates / cups □ Talk about where to go and how to travel □ Make a car or bus to travel in