



Long Term Continuous Provision Plan For: Role Play Areas (Indoor and Outdoor)

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide a role play area resourced with materials reflecting children's family lives and communities. • Provide materials for a variety of role play themes. • Set up shared experiences that children can reflect upon. • Help children to predict and order events coherently by providing props and materials that encourage children to re-enact, using talk and actions. • Introduce, alongside books, story props, such as pictures, puppets and objects to encourage children to retell stories and to think about how the characters feel. • Provide for, imitate and join in imaginative play and role play, encouraging children to talk about what is happening and to act out the scenarios in character. • Set up collaborative tasks for example construction, food activities or story making through role play. • Help to identify the main events in a story and to enact stories as the basis for further imaginative play. • Resource the area with listening and writing equipment to ensure that it encourages writing of signs with real purpose. • Include counting money and change in role play games. • Provide story props children can use during their play. • Provide role play areas with a variety of resources reflecting diversity. • 	<ul style="list-style-type: none"> • Encourage children to choose friends from all backgrounds, so that everybody in the group experiences being included. • Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Intervene when children need help with difficult situations. • Prompt children's thinking and discussions through involvement in their play. • Show interest in the words children use to communicate and describe their experience. • Support children's ability to express their feelings orally and talk about their own experiences. • Encourage conversation with others and appropriate conversations. • Be aware of the link between imaginative play and children's ability to handle narrative. • Help children communicate through their bodies by encouraging expressive movement linked to imaginative ideas. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Vocabulary associated with 'feelings', such as 'happy', 'sad', 'angry', 'worried', 'frightened', etc. • Vocabulary linked to props & resources related to a theme - homes, rooms, shops, medical services, transport & travel, animals, etc. • Vocabulary linked to rhymes & stories. • Language associated with different roles - family members, different jobs, taking messages, using the telephone. • Giving instructions and directions. 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity about an object, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests • 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>Active Learning - motivation</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy • Paying attention to detail <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience • Testing their ideas



Role Play Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• Creates roles based on first hand experiences• Talk about people in their immediate family and community• Uses technology such as phones, tills, to recreate roles• Selects resources independently• Plays alongside other children	<ul style="list-style-type: none">• Acts out a storyline with others (from books, experiences)• Dresses and undresses with minimal support• Takes turns with others• Can negotiate with peers and use talk to work through problems• Plays as part of a group following the same theme/idea• Talk about healthy food choices• Understand and respect that there are many different families	<ul style="list-style-type: none">• Takes into account others thoughts and ideas about how a storyline should continue• Expresses their own feelings appropriately• Takes on roles using their imagination• Dresses and undresses independently• Can talk about their storyline/narrative• Recognise that families celebrate special events in different ways