



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	Intended Experiences	Role of the Adult
<p>Small table and chairs</p> <ul style="list-style-type: none"> - 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 <p>Enhancements</p> <p>Think about the time of the year and how this can naturally link to festivals, communities, seasons e.g. picnic - summer, Christmas tree etc</p>	<p>Making decisions about the resources they need</p> <ul style="list-style-type: none"> - 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 	<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 - 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 <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 (autumn, winter, spring, summer) - Family (mum, dad, aunt, uncle, sister, cousins, neighbours)