

**St Michael's Nursery and Infant School – Core Provision Planning – Role Play**

**Nursery**

Common Play Behaviour	Expresses feelings and emotions	Acts in a role	Creates narrative around play	Recalls past events		
Skill: What could the children do?	Use common emotions e.g. pretending to be a baby and crying for attention because they are hungry. Show awareness of the feelings of others e.g. someone pretends to be sad and another child will comfort them.	Acts out familiar scenes from home, the classroom etc. Wants to dress up in different costumes. Act out imaginative scenarios.	Talks about what they are doing e.g. 'I am the teacher and I will...' Use story language that they have heard/familiar with.	Will reenact their own experiences. Will begin to talk about how they feel and what they are thinking within the role play area.		
What could the children use?	<ul style="list-style-type: none"> <li>• Dolls</li> <li>• Stuffed animals (pets)</li> </ul>	<ul style="list-style-type: none"> <li>• Police, nurse, princess etc outfits</li> <li>• Handbags</li> <li>• Eyeglasses</li> </ul>	<ul style="list-style-type: none"> <li>• Items found in the home e.g. food</li> <li>• Hairdressing equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Items to use as presents and wrapping paper</li> <li>• Kitchen utensils</li> </ul>		

**Development Matters Links to Long Term Plan**

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Select and use resources with help when needed. Be increasingly independent as they get (un)dressed. Take part in simple pretend play	Develop their communication. Use one-handed tools.	Play with one or more other children, extending and elaborating play ideas. Develop their own ideas and then decide which materials to use to express them.	Start a conversation with an adult or friend and continue it for many turns. Show an interest in different occupations.	Use talk to organise themselves and their play e.g. use chairs to make a 'bus' and decide who is driving/where the passengers will sit.	Writing for pretend/marks as representations. Help to find solutions to conflicts and rivalries e.g. accepting that not everyone can wear an outfit.
Enhancements	Start off with the 'core provision' and observe how the children use the equipment.	<ul style="list-style-type: none"> <li>• Blank t-shirts.</li> <li>• Fabric pens.</li> </ul>	<ul style="list-style-type: none"> <li>• Empty cardboard boxes.</li> <li>• Role play items that</li> </ul>	<ul style="list-style-type: none"> <li>• 'Professional' fancy dress and accessories e.g. Police</li> </ul>	<ul style="list-style-type: none"> <li>• Extra chairs.</li> <li>• Role-play items linked to the 'Super 6' texts e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Remove duplicate costumes/items leaving only one.</li> </ul>

			link to the children's interests e.g. dinosaur masks or pop-culture.	tabard, hat and toy handcuffs.	red capes when reading 'Little Red Riding Hood.'	
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**Reception**

Common Play Behaviour	Expresses feelings and emotions	Acts in a role	Creates narrative around play	Recalls past events		
Skill: What could the children do?	Express a wider range of emotions e.g. anger, sympathy etc.	Take on a variety of different roles. Use their voices and expressions to add character and/or depth.	Create their own narratives. Use familiar story features to develop their own narratives.	Be able to intertwine their own experiences with those of others.		
What could the children use?	<ul style="list-style-type: none"> <li>● Dolls</li> <li>● Baby clothes</li> <li>● Nappies</li> <li>● Bottles</li> </ul>	<ul style="list-style-type: none"> <li>● Fancy dress and relevant props</li> <li>● Mirrors</li> <li>● Facepaint</li> <li>● Wigs</li> <li>● Shoes</li> </ul>	<ul style="list-style-type: none"> <li>● Pillow cases or sheets (to create their own outfits)</li> </ul>	<ul style="list-style-type: none"> <li>● Calendars</li> <li>● Photos/pictures of events</li> </ul>		

**Development Matters Links to Long Term Plan**

objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop social phrases. Name/describe people familiar to them.	Build constructive and respectful relationships. Create collaboratively, sharing ideas, resources and skills.	Identify and moderate their own feelings-socially and emotionally.	Watch and talk about dance and performance art (outdoor stage). Learn about the importance of getting a good night's sleep.	Recognise that some environments are different to the one they live in. Comment on images of familiar situations in the past. Learn about the importance of dental hygiene.	Show resilience and perseverance in the face of challenge. Develop storylines in their pretend play.

<p>Enhancements</p>	<ul style="list-style-type: none"> <li>● 'Family' attire e.g. caps, baby bonnets etc.</li> <li>● Family photographs</li> </ul>	<ul style="list-style-type: none"> <li>● Blank fabric and fabric pens</li> </ul>	<ul style="list-style-type: none"> <li>● Only one of each outfit</li> </ul>	<ul style="list-style-type: none"> <li>● Dance clothing e.g. tutu, tap shoes (in the outdoor provision)</li> <li>● Bedtime story books</li> <li>● Pyjamas</li> <li>● Toothbrushes</li> </ul>	<ul style="list-style-type: none"> <li>● Dental surgery role play items and equipment</li> <li>● Images of homes in different countries</li> <li>● Equipment used in different countries of cultures e.g. chopsticks</li> </ul>	<ul style="list-style-type: none"> <li>● Intricate costumes that contain more/smaller buttons or require assistance to put on e.g. fastens at the back</li> </ul>
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