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| **Reception EYFS: Autumn Term Developing Imagination & Communication** | **Reception EYFS: Spring Term Extending Play & Building Language** | **Reception EYFS: Summer Term Leadership, Imagination & Real-World Contexts** |
| Role Play Themes Home Corner Doctor’s Surgery Shop/Supermarket | Role Play Themes Post Office Fire Station Building Site Vets Surgery | Role Play Themes Travel Agents / Airport Restaurant / Café Zoo / Safari Park Beach / Holiday Hut |
| Focus Area: To introduce role play as a space where children explore real-life experiences, develop social skills, use new vocabulary, and build confidence expressing themselves in imaginative contexts. | Focus Area: To deepen children's imaginative thinking, extend vocabulary and storytelling, and support collaborative role play with increasingly complex ideas, settings, and roles. | Focus Area:To enable children to confidently lead, extend, and adapt their own imaginative play. Role play becomes a tool for rich storytelling, problem-solving, and expressive communication as children draw on all previous learning and experiences. |
| **Aims:**   * Settle children into role play routines. * Encourage basic imaginative play with familiar settings. * Begin using themed vocabulary and simple narratives. | **Aims:**   * Encourage children to take on roles and build sustained narratives. * Introduce new themes that extend knowledge and language. * Foster collaborative play and negotiation. | **Aims:**   * Enable children to lead their own imaginative scenarios. * Apply real-world understanding in role play. * Use extended vocabulary and storytelling skills. |
| **Key Vocabulary:**  Hello, goodbye, please, thank you Home, dinner, cook, baby, clean Shop, buy, money, basket, till Doctor, patient, sick, better | **Key Vocabulary:**  Fire engine, emergency, rescue Post, letter, parcel, deliver Builder, bricks, plan, tools Vet, pet, poorly, medicine | **Key Vocabulary:**  Travel, ticket, journey, suitcase Restaurant, menu, order, chef, waiter Zoo, animals, keeper, visitor Holiday, airport, passport, map |
| **Activities & Resources:**  - Dress-up clothes (aprons, coats) - Toy food, baby dolls, kitchen sets - Notepads, clipboards, pretend money - Doctor’s kits, bandages, phones | **Activities & Resources:**  - Uniforms and themed props (fire hats, tool belts) - Parcels, envelopes, stamps, post bags - Toy pets and vet kits - Construction blocks, blueprints, signs | **Activities & Resources:**  - Suitcases, globes, tickets, maps - Menus, notepads, trays, table settings - Animal figures, enclosures, binoculars - Sunglasses, towels, sand play, travel brochures |
| **Enhancements for Continuous Provision:**   * Labels and picture-word cards * Real food packaging and empty containers * Mark-making tools for prescriptions/lists * Photos/posters of real-life settings (shops, homes) | **Enhancements for Continuous Provision:**   * Writing cards, checklists, and story prompts * Maps, labelled signs, safety posters * Role play ‘job’ boards * Phones and walkie-talkies for communication | **Enhancements for Continuous Provision:**   * Theme-linked books and story props * Real-world photos (e.g., airports, cafés) * Writing tools for signs, maps, lists, menus * Digital role play (e.g., booking screens) |
| **Assessment Opportunities:**   * Are children engaging in simple role play alone or with others? * Can they use themed vocabulary independently? * Do they stay in role and respond appropriately to others? | **Assessment Opportunities:**   * Are children building more complex storylines? * Do they take turns and negotiate roles? * Are they using role play to solve problems or explore ideas? | **Assessment Opportunities:**   * Can children create and adapt stories independently? * Do they work together on shared scenarios and stay in role? * Are they drawing on real-life experiences and vocabulary? |
| **EYFS Areas of Learning Covered:**  ELG: Communication and Language - Participate in small group, class and one-to-one discussions. - Offer explanations and express ideas. - Use recently introduced vocabulary appropriately.  ELG: Personal, Social and Emotional Development (PSED) - Show resilience and perseverance. - Work and play cooperatively. - Show sensitivity to their own and others’ needs.  ELG: Expressive Arts and Design - Safely use and explore a variety of materials. - Invent, adapt and recount narratives and stories. - Role-play and pretend using props and imagination. | | |
| **Prompts and Questions for Adults During Role Play in EYFS** ****Encouraging Communication & Language****  * “Who are you today?” * “What’s happening in your role play?” * “What might you say if you were really a \_\_\_\_?” * “Can you tell me what’s going to happen next?” * “What do you need to help you do your job?”  ****Supporting Imagination & Storytelling****  * “What is your story about today?” * “Who else is in your story?” * “What will happen if...?” * “Can you make up a problem and solve it?” * “What would happen next if we added a new character?”  ****Encouraging Collaboration & Social Skills****  * “Who else could join in with you?” * “Can you ask your friend to help?” * “How can you work together?” * “What’s your job? What’s their job?” * “How will you take turns or share?”  ****Extending Ideas****  * “What else might you find in a real \_\_?” * “Could we add anything to make it more like the real thing?” * “Can you think of something we could pretend this is?” * “What do we need to open your shop/hospital/post office?” * “How can we make it more exciting?”  ****Linking to Real-World Experiences****  * “Have you been to a place like this before?” * “What did you see/hear/do when you were there?” * “Can you remember what the people there wore?” * “What kind of things did they say?” * “What rules do people follow in this place?”  ****Encouraging Mark-Making and Early Writing****  * “Can you write a menu/list/invitation/ticket for this?” * “Would you like to make a sign for your area?” * “Can you take notes like a real vet/waiter/doctor?” * “Shall we make labels for these items?”  ****Exploring Maths in Role Play****  * “How much will that cost?” * “Do you have enough money?” * “Can you count how many you need?” * “Who is first in the queue?” * “Can you set the table for 4 people?”   **General Prompts to Deepen Thinking**   * “What might happen if…?” * “How will you fix that?” * “Why do you think that happened?” * “Can you show me how that works?” * “What could you do differently next time?” | | |