

Role Play

Learning

Learning across all areas of the Early Years Foundation Stage can take place in the role-play area. It is an area that offers opportunities for children to:

- Work as part of a group, taking turns and co-operating
- Increase their vocabulary through conversations and discussions
- Use developing mathematical ideas to solve practical problems
- Develop their creativity and imaginative play

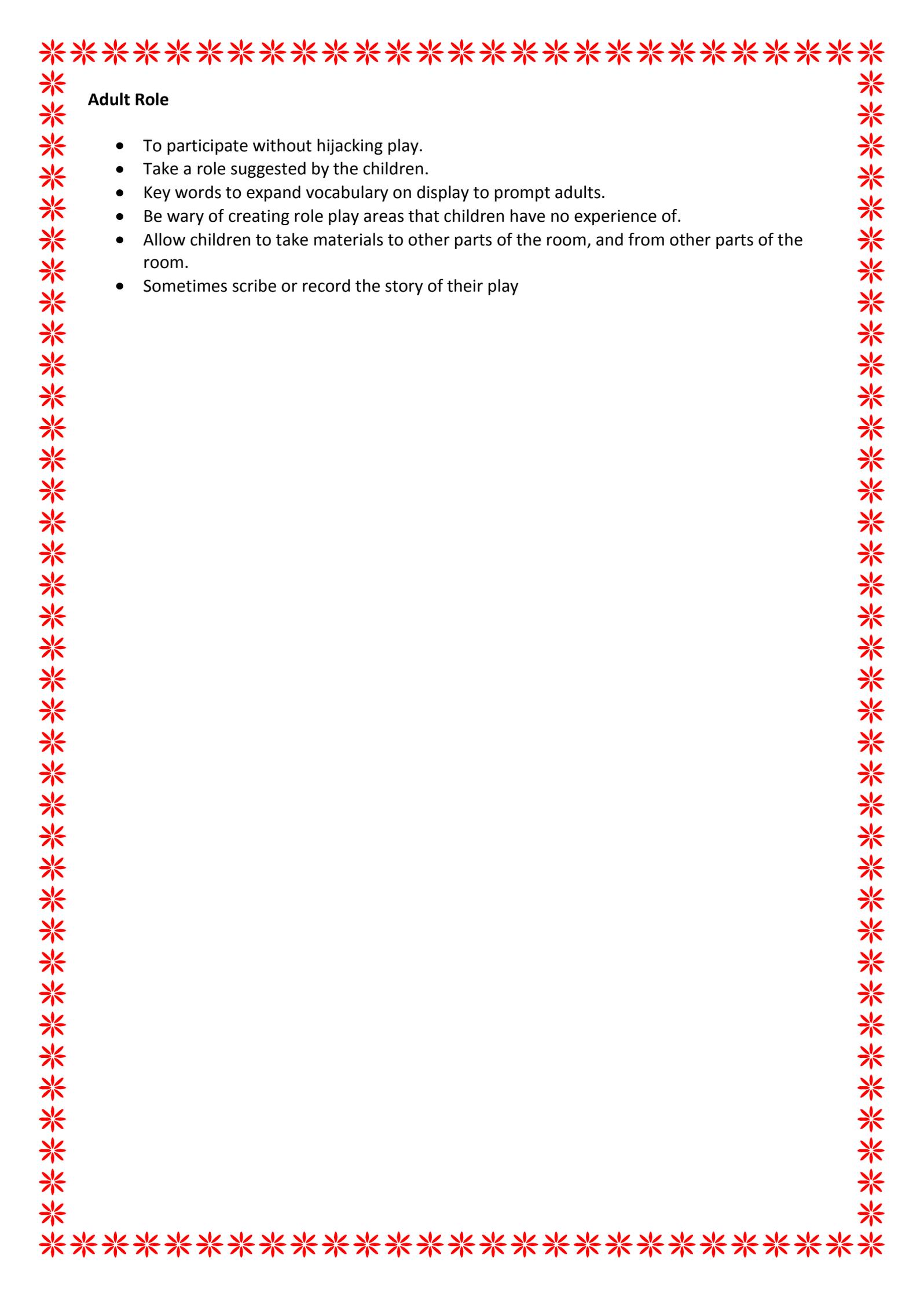
Location

- Have a home corner in some form at all times as children need domestic play.
- It should be set up to look attractive when children arrive.
- Other role play eg café, tent, shop. Can be in a resource box to be set up outside or in a small area.
- Size doesn't matter!
- Offer indoor and outdoor role-play opportunities.
- Enable children to create their own role-play areas with drapes, bricks etc.
- NOT ENCLOSED, NO SCREENS - open access but defined by low boundaries eg wooden units.



Resources

- Use real items eg dog bowls, potatoes, lemons, pasta, metal pans, wooden spoons, china cups, washing up items.
- Allow water - for washing up / making tea etc.
- Include a television, microwave oven, toaster, kettle - items that 'work' i.e. battery operated.
- Include reading materials - catalogues, story books, newspaper, recipe books etc.
- Allow for 'writing' materials and notice board to display 'notes', clipboards and paper.
- Allow for number recognition - calculator, clock, diary, calendar, phone, directories.
- Label storage with pictures and words so children can return items to the correct place.
- Well looked after 'babies' and cots and equipment for them.
- QUALITY not quantity.
- Dressing up clothes - less is more; attractive and child influenced. Not gender specific, open ended eg fabric pieces, tabards, capes, hats, scarves.
- Hooks to enable children to hang up clothes easily onto pegs.
- Photos to inspire.
- 'Communication Friendly Spaces' training will provide ideas and opportunities to extend role play.

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Adult Role

- To participate without hijacking play.
- Take a role suggested by the children.
- Key words to expand vocabulary on display to prompt adults.
- Be wary of creating role play areas that children have no experience of.
- Allow children to take materials to other parts of the room, and from other parts of the room.
- Sometimes scribe or record the story of their play