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| **Resources** | **How is it organised and why** | **Link to EYFS / Research / C of EL** | **Adult Role** |
| * Role play furniture (fridge, sink, washing machine, etc) * Soft elements/ rugs/cushions/ * Basket chair * Dolls cot * Baby dolls * Baby clothes and accessories * Kitchen utensils * Kitchen crockery * Cutlery * Kitchen timers * Play food * Tea towels * Phones * Recipe books * Note pads * Menus (English/ Chinese) * Baskets * Movable furniture pieces: camping chairs and tables * Three- hole dress-ups * (e.g. animal prints/textures/bright primary colours) * Deconstructed dressing up: fabric, scarves, ribbons * Hats, shoes and accessories * Mirror * Bags, and everyday items- wallets that reflect children’s homes/ experiences * Cash register * Calendar   **Small World Area**   * Dolls house * Small furniture * Animals (farm, jungle, insects, dinosaurs) * Vehicles | * Accessible shelving contains items labelled in baskets for easy access * Kitchen items on shelves, organised as if to mimic the real world. * Area containing writing implements in labelled baskets * Dress-ups on coat hangers and accessories in baskets with clear picture/ word labels * Dolls house organised in an area with floor space around it for children to kneel and play. * Furniture and dolls organised in baskets for open access | * Negotiating different roles and themes, linked to PSE * Cooperating to keep the play going, linked to PSE * Acting out roles and situations, linked to EAD * Using large and small muscles to put on costumes and manipulate props, practicing eye-hand coordination, linked to PD * Creating clothes, costumes using deconstructed dressing up, linked to EAD * Thinking of and acting out a story, linked to CD * Organising and expressing ideas, paying attention to how other people see the world, linked to UW * Asking and answering questions, using language related to a role they are playing (e.g., “I need to follow a recipe”), linked to CL * Engaging in early literacy and writing skills, linked to Literacy * Moving furniture to create different scenarios, linked to PD & EAD * Develop the ability to reflect and make decisions in regards to additional provision, linked to PSE, Maths & UW | * Find out what children already know * Observe and reflect on how you can extend the best ways to scaffold learning * Provide provocations linked closely to children’s interests * Prepare the environment to relaunch children's interests (current play) * Encourage children to experiment with a range of images and print * Co-construct with children to make signs and other resources that support play * Reflect with children after play, and write down a list of support their current investigations |