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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
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