# DRAMATIC PLAY

## Early Experiences in Science & Technology

- explore and recognise features of living things e.g. through hospital, vets, garden centre role-play
- explore and recognise feature of how things work through garage, toy shop role-play
- explore and select materials and equipment appropriate to the role-play
- develop scientific skills, knowledge and concepts through role-play – topics may include babies, holes, wheels
- use technology e.g. a shopping till, calculator
- select appropriate materials to make models e.g. wheeled vehicles, prams, furniture etc., for use in role-play area
- develop skills of cutting, folding, joining

## Language Development

- talk about what different people do in role-play situations
- talk in the language of different roles e.g. shopkeeper, mummy, Little Red Riding Hood
- role-play nursery rhymes, stories
- use language to plan and create real-life or imaginary situations
- develop the language of dialogue e.g. listen to and respond to what other children/adults say
- extend vocabulary associated with imaginary/role-play e.g. hospital, airport, artists studio, garden centre
- have access to related books fact/fiction in role-play area
- develop writing skills e.g. writing shopping lists, prescriptions, Get Well cards, record sheets, forms, bills, leaflets, menus, letters
- develop ICT skills through office role-play – telephones, keyboards, photocopier, computer

## Early Mathematical Experiences

- explore various mathematical concepts related to money, capacity, size, weight, one-to-one correspondence
- use language related to all of the above e.g. how much, full, empty, need more/less, heavy, light
- problem solve through imaginative play e.g. how much money will I need for this item? How many cups will I need for the family?
- develop concept of time in house play – breakfast, dinner, bed-time, time in doctors surgery. Refer to clocks, watches
- order, sort, match in role-play area

# SAND (Wet/Dry)

## Early Experiences in Science & Technology

- explore the properties of dry/wet sand – compare
- look at similarities, differences, patterns in dry/wet sand
- use their senses to observe changes in sand e.g. adding water to dry sand
- select appropriate equipment for different types of sand play
- use building skills

## Early Mathematical Experiences

- explore various mathematical concepts e.g. capacity, size, weight
- understand and use mathematical language e.g. full, empty, need more/less, heavy, light, straight/curved lines, names of common shapes
- make shapes and patterns in the sand
- solve problems associated with sand e.g. how much will a specific container hold? Pouring dry sand into a variety of different sizes of containers

## Language Development

- describe the properties of sand e.g. rough, smooth, sticky, wet
- extend vocabulary associated with sand play e.g. pour, fill, empty, full, soft, bucket, sand wheel, sieve, mould dig, tunnel, rake, smooth, names of sand toys
- describe their actions and the actions of others e.g. pushing, pulling, scooping
- ask and answer questions
- recall and report back at group times
- develop pre-writing skills e.g. making patterns, marks
- make up stories using additional props such as play people, farm animals, vehicles
- talk about their experiences in the sand from displays of photographs or books about sand play
- have access to a variety of stories e.g. The Beach, Lucy and Tom at the Seaside

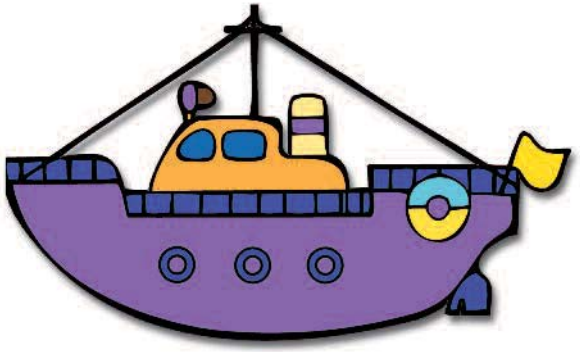
# WATER

## Early Experiences in Science & Technology

- explore the properties of water e.g. pour, run, drips
- ask questions about how things work and why they happen e.g. stones in water, water wheels, flow of water, floating, sinking
- use their senses to investigate water e.g. colour – sight, baby bath – smell, hot/cold – touch, bottled water – taste.
- recognise the importance of water in personal hygiene
- observe how objects behave in water
- make predictions
- use cutting, folding, joining and building skills to make boats for water play
- explore ice in water

## Early Mathematical Experiences

- compare the amount of water in different containers by pouring from one to another
- understand and use mathematical language e.g. full/empty, need more/less, heavy/light
- compare the size of containers e.g. which is the biggest? which holds most?
- talk about the shape of containers – straight sides, curved sides, circle at bottom etc.
- understand & use positional words e.g. pouring through, floating on top of etc.



## Language Development

- describe the properties of water e.g. wet, cold
- describe their actions and the actions of others e.g. pouring, emptying, splashing
- extend vocabulary associated with water play
- describe similarities, differences and changes e.g. which objects float/sink?
- explain what is happening when the water wheel is turning
- engage in role play as a fireman, plumber, adult washing clothes, dolls
- children have access to books and rhymes connected to water e.g. Going to the Seaside, Mr Plug the Plumber, Rain
- children talk about their experiences in relation to display/books about water play

# LANGUAGE DEVELOPMENT FOR DOUGH AND CLAY

## Language of manipulation

- Push
- Pull
- Drop
- Squeeze
- Press
- Elastic
- Bend
- Twist
- Roll
- Stretch
- Squash
- Pinch
- Flatten
- Poke
- Scrape
- Smooth
- Smear
- Break apart

## Language about length/thickness

- Longer than
- Shorter than
- The same length as

## Language of colour and smells

## Language of texture

- Lumpy
- Grainy
- Shiny

Additions to dough e.g. feathers, lolly sticks, twigs

## Personal, Social & Emotional Development

- learn to work independently i.e. completing a puzzle on their own
- learn to work as part of a group e.g. playing a shop or lotto game
- learn to work collaboratively – take turns, share and co-operate
- develop concentration and perseverance
- enjoy the satisfaction of completing a puzzle or winning a game

## Early Mathematical Experiences

- explore mathematical concepts e.g. pattern, number, time, position
- understand and use language related to ordinal number e.g. first, second, third
- describe the position of people and objects e.g. in jigsaws

## Knowledge and appreciation of the Environment

- developing understanding of jobs people do, seasonal change, local environment through use of appropriate puzzles and games

## Early Experiences in Science & Technology

- learn how things join e.g. hammer and nails
- explore materials
- explore physical processes e.g. magnets

## Creative/Aesthetic Development

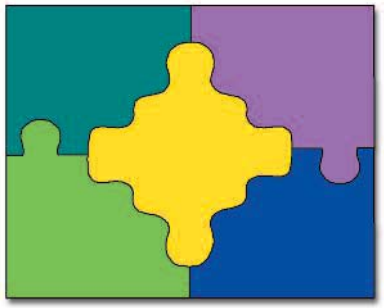
- create designs using peg-boards, pattern block tiles, geometrix etc.

## Physical Development

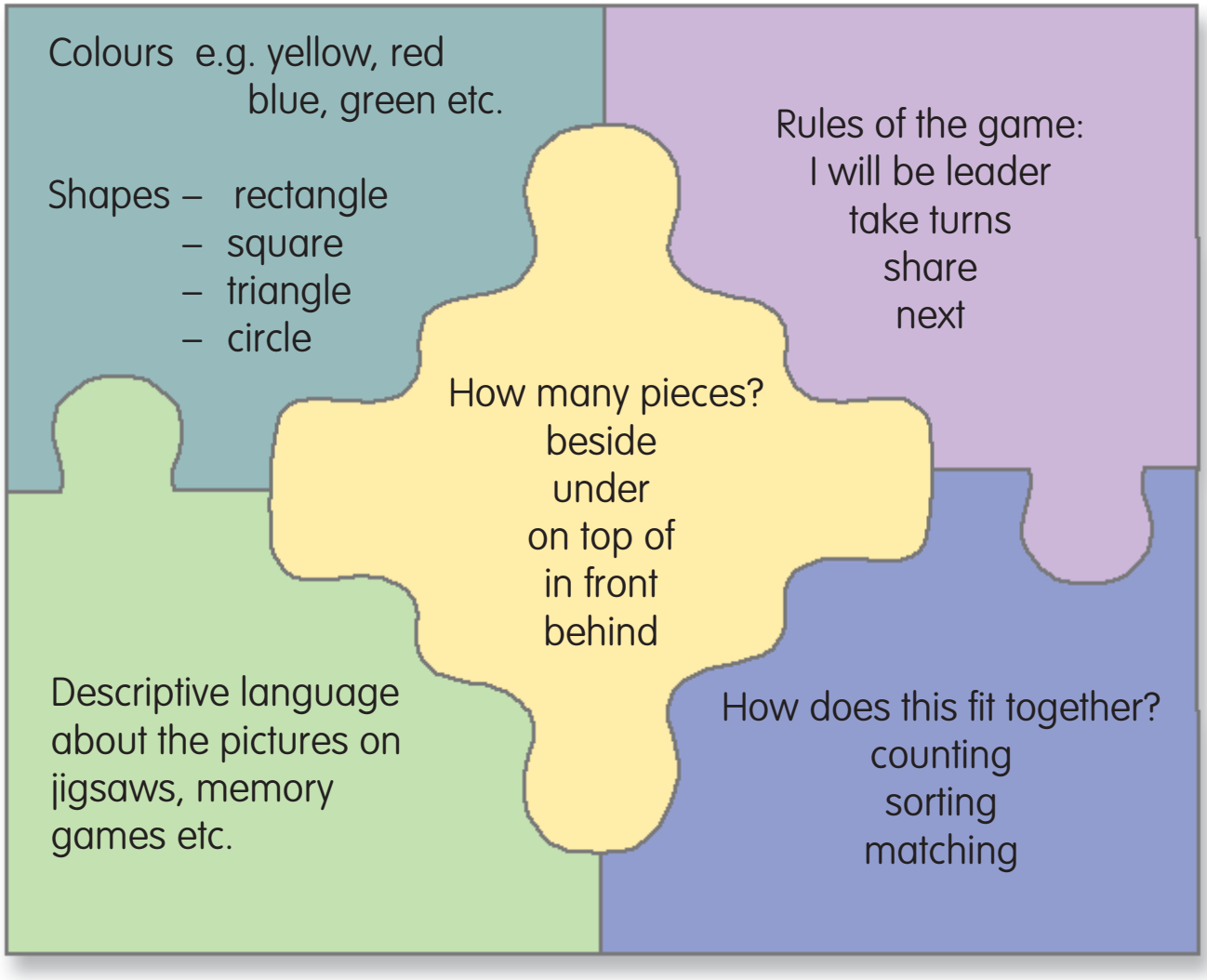
- develop fine motor skills and co-ordination through manipulating a range of materials e.g. pegs, threading, jigsaws etc.
- develop hand/eye co-ordination e.g. threading, beads

## Language Development

- extend vocabulary as they engage in table top play
- develop visual discrimination e.g. matching jig-saw pieces to picture
- describe the rules of a game



## Some Relevant Language;



# RELEVANT LANGUAGE

## Name of Construction Materials and Component Parts

## Names of Construction Tools

## Positional & Directional Language

Beside, behind, in front of, on top of, at the end of, middle, over, under, next to, below, inside, between, across, down, above, forwards, backwards, on, through, around, bottom

## Mathematical Language

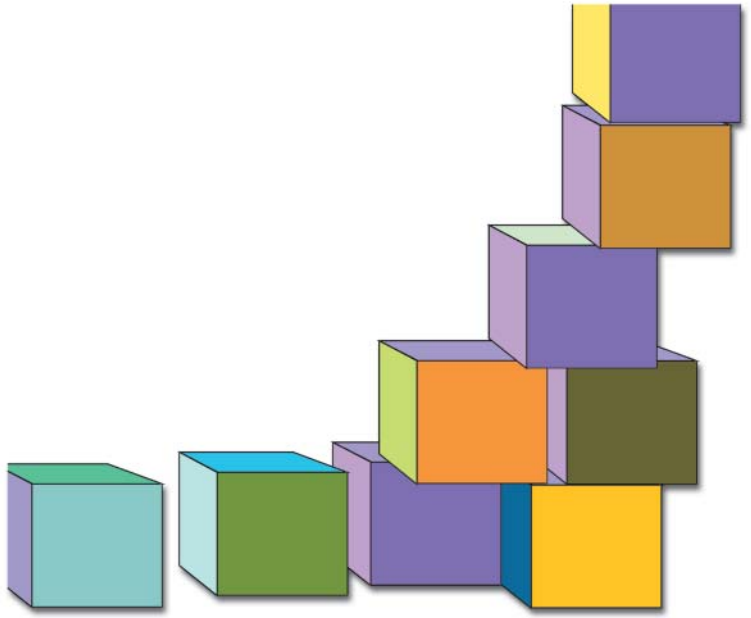
Shape, size, space
Names of 2-D and 3-D shapes
Roll, fits together, sides, edges, corners, curved, straight, moves, level
More, less, same as, how many, as much, too many, balance, enough, left over, inside, outside
High, low, tall, small, short, big, thick, thin, wide, narrow, heavy, light, ..... er/est
Count, numbers, sort, match, same as, pattern, space
Names of colours

## Language related to Construction

Build, join, break, apart, together, split, plan, design, stick, push, pull, press, squeeze, fall, model, make, hold, lift, carry, broken up, fit together, cover, pick up, tilt
Names of models e.g. castle, skyscraper

## Descriptive Language

Hard, bends, smooth, soft, sticky, solid, pointed, rounded, flat



# CONSTRUCTION

## Early Experiences in Science & Technology

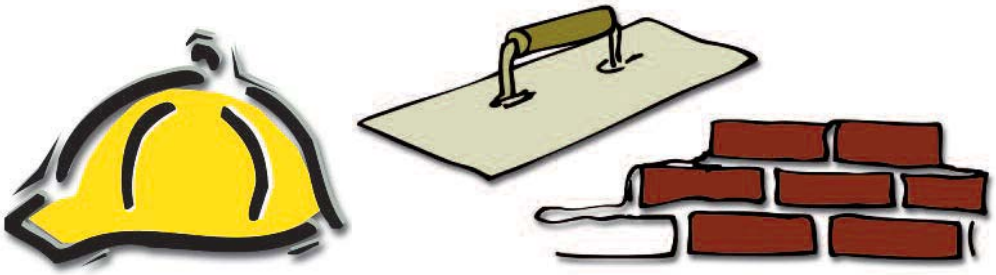
- select appropriate equipment for different types of construction play – natural/man-made
- compare different types of materials and their properties
- ask questions about how things work and why e.g. how do you make the ladder on the fire engine longer
- use a variety of tools to make models – hammers, scissors, masking tape
- explore joining materials together – tape, glue, pritt, blutac, staples
- build for a variety of purposes e.g make a truck that will carry some animals, a chair for teddy
- use playmats to represent some environments

## Early Mathematical Experiences

- explore mathematical concepts e.g. size, shape, number, space
- recognise and name shapes in equipment/objects
- understand and use a variety of positional words e.g. on top of, beside, under, below
- solve problems – what will I make? how will I make it move?
- order blocks by size – develop language of comparison, biggest, smallest
- compare the height, length and width of objects made
- estimate and predict e.g. how many more do I need?

## Language Development

- talk and listen with peers and adults about their work with construction materials
- listen to instructions
- explain the process of construction – what worked/didn't work?
- follow plans
- describe their actions and the actions of others
- extend their vocabulary associated with construction e.g. build, design, model, on top of, next to, in front of, wood, duplo mobilo, blocks, plastic
- use books as a source of ideas e.g. houses, Bob the Builder
- explain cause and effect e.g. the tower fell over because there were too many bricks
- talk in detail about what they have made
- use a variety of media (chalk, crayon, felt pen etc) to decorate models
- label models



# THE ROLE OF THE ADULT

## Key Questions

- What did you use to make your model?
- How did you make it?
- What did you do first?
- What do you need to make a car?
- What does the plan tell us?
- Can you find the parts shown on the plan?
- What is your model for?
- Which part do you think works the best?
- How could we make the tractor move?
- Will it go fast if we use bigger/smaller/more wheels?
- Is the garage big enough for the car?
- What will happen if a car knocks into it? – Can we make it stronger?
- Can you build a bridge tall enough for the bus to go under?

## Vocabulary

Big(ger)
Small(er)
Long(er)
Short(er)
Tall(er)
Circle
Square
Rectangle
Triangle
Positional language (next to, in front of, on, under, behind)
Sphere
Cube
Cuboid
Cone
Cylinder
Names of component parts
Number names (1–10)
Directional language (forwards, backwards)

# CREATIVE PLAY

## Personal, Social & Emotional Development

- learn how to work independently e.g. finding equipment and materials
- learn how to work as part of a group – collaborative art/dance
- learn to share resources and equipment
- express emotions, ideas and values through art and design, dance, music
- develop and value the concept of individuality and originality of thought
- learn to have respect for others ideas
- enhance self-esteem and confidence by valuing child's own work e.g. through display
- develop co-ordination by using a variety of tools and equipment e.g. paint brushes, scissors, modelling tools, musical instruments etc
- learn to use tools safely and with consideration for others
- develop creativity and self-expression through working with a range of materials
- experience the therapeutic value of the expressive arts
- perservere with the task at hand
- talk about what they have done with confidence and experience a sense of achievement

## Physical Development

- develop fine motor skills through using a range of tools and materials e.g brushes of different sizes, rollers, sponges, glue-sticks, spreaders and scissors
- develop fine motor skills e.g. cutting, tearing, holding, joining, moulding
- develop hand/eye co-ordination and become increasingly more accurate in making patterns, pictures and models
- develop co-ordination and skill in using a variety of instruments e.g. hitting, shaking, blowing and plucking
- begin to move in the rhythm of music
- move confidently with increasing control and co-ordination

## Creative/Aesthetic Development

- experience working with a wide range of materials and objects e.g. collage work, using paint brushes of different sizes and thickness, use rollers, combs, sponges
- explore colour, shape and texture
- make simple representations and pictures in a variety of situations e.g. individual, small, large group work
- create and explore sound and rhythm using musical instruments
- create and design 3D models using a range of materials and equipment
- experience the sensory nature of different materials
- explore the properties of malleable materials – rolling, squeezing, stretching etc
- experience clay artefacts from a range of cultures, emphasising the use of pattern and texture
- participate in simple musical activities e.g. singing and listening to music
- respond freely to music through movement and mime
- draw to fast/slow music

# RESOURCES

- Construction kits – interlocking bricks, equipment with connectors, cogs and wheels, screws and bolts. (It is better to provide three or four well stocked sets that will enable children to develop a range of skills than lots of poorly stocked sets which will lead to frustration)
- Large set of wooden 'unit' blocks (Community Playthings Catalogue)
- A range of appropriate fiction and non-fiction books
- Plans (e.g. architects' plans, 'flat pack' furniture plans), diagrams, instructions
- Photographs of constructions (e.g. Eiffel Tower, fairground wheels, houses from different cultures)
- Maps e.g. roads, underground
- Examples of mechanical toys, clock workings
- Train track and train
- Small world people, farm animals, zoo animals, dinosaurs, cars
- Mark-making equipment – basket containing rulers, pens, pencils, small blank folded card labels (for children to name their own work), clipboards, plain paper, simple planning 'frames'
- Measuring 'sticks'
- A4 file containing plastic pockets in which children can file their own work to create a central resource of children's plans for use by the whole group