



Pretend Play Environment Planning Aged Reception

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<ul style="list-style-type: none"> - Chinese cabinet - Lamp - Low shelving - Coffee table - Soft elements/ rugs/cushions fabric chairs - Child operated bulbs - Dolls house (dolls) - Small omni dolls - Wooden characters from popular stories - Chinese bamboo baby basket - baby monitor - utensils - Cutlery - Kitchen timers - Kitchen linen - Phones - Recipe books - Note pads - Menus (English/ Chinese) - Receipt/ books - Movable furniture pieces: camping chairs and tables 	<ul style="list-style-type: none"> - An authentic Chinese cabinet provides a focal point for this area. - Low shelving contains items labelled in baskets for easy access - Dolls are places as you would see in real life - Bamboo baskets on hooks for easy access - Baby monitor with visual instructions near dolls - Various sized tables are positioned in the area to provide different views/ perspectives - Dolls house positioned in the soft area with cushions and rugs - Kitchen items on shelves, mimicking the real world. 	<ul style="list-style-type: none"> - Negotiating different roles and themes, linked to PSE - Cooperating to keep the play going, linked to PSE - Acting out roles and situations, linked to EA - Using large and small muscles to put on costumes and manipulate props, practicing eye-hand coordination, linked to PD - Creating dolls clothes, costumes, 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 KU - Asking and answering questions, using language related to a role they 	<ul style="list-style-type: none"> - 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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<ul style="list-style-type: none"> - Stumps - Three- hole dress-ups - (e.g. animal prints/textures/bright primary colours) - - Fabric sample books - Mannequin - Velcro - Pegs - mirrors - - Bags, and everyday items- wallets that reflect children’s homes/ experiences (clean tins and packages) - Mirrors - Cash register - - A basket of blank signs - - Baskets of open-ended materials - Bird nests - Basket of feather/ bird/ peacock - - Soft items - - Cushions 	<ul style="list-style-type: none"> - Light transportable furniture positioned in a central position with instructions on how to assemble - - Desk containing writing implements in labelled baskets - - Mannequin, fabric, dress-ups positioned in front of a mirror - - Dress-ups in containers labelled with material sample 	<ul style="list-style-type: none"> - are playing (e.g., “I need to follow a recipe”), linked to CLL - - Engaging in early literacy and writing skills, linked to CLL - - 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 	
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<p>— Sheepskins rugs</p>			
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