

## Nursery School Progression Map: Role Play Area

| Progression of Skills  | Vocabulary  | Resources to support   |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Laughs and smiles in role.</li> <li>Pretends to cry in role (e.g. acting as a baby)</li> <li>Plays in role as themselves in situations that are within their experience (e.g. home corner).</li> <li>Acts out common scenarios.</li> <li>Talks about and explains their actions in role play (e.g. - pretend I am going to work)</li> <li>Re-enacts their experiences through a narrative.</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary associated with 'feelings', such as 'happy', 'sad', 'angry', 'worried', 'frightened', etc.</li> <li>Vocabulary linked to props &amp; resources related to a theme – homes, rooms, shops, medical services, transport &amp; travel, animals, etc.</li> <li>Vocabulary linked to rhymes &amp; stories.</li> <li>Language associated with different roles – family members, different jobs, taking messages, using the telephone.</li> <li>Giving instructions and directions.</li> <li>Language associated with different situations – sorting out problems, enquiring, complaining, etc.</li> <li>'pretend', 'character', 'role', 'act'</li> </ul> | <p>Selection of play food<br/>House hold objects – eg brush and dustpan, pots and pans, bowls, plates etc</p> <p>Role play outfits - eg police outfit, nurse outfit etc.</p> | <p>Accessible storage<br/>Clearly labelled resources (photo and word)<br/>Photographs/pictures of multi-cultural activities<br/>Photographs of children participating in routines and activities<br/>Seasonal/festival resources<br/>Display key vocabulary<br/>Mark-making tools/notepads<br/>Books</p> |
| <ul style="list-style-type: none"> <li>Expresses some emotions through role play.</li> <li>Shows an awareness of the feelings of other 'characters' feelings in joint role play.</li> <li>Chooses different outfits to become different characters.</li> <li>Uses props to develop their chosen character role.</li> <li>Acts out both familiar and imaginative scenarios.</li> <li>Uses some story language in their play - familiar lines from stories, familiar story themes.</li> <li>Describes what they are doing in their role play.</li> </ul> | <p><b>Adult interaction</b></p> <p>What is happening today? What are your plans?</p> <p>Who is here today?</p> <p>How can we set up...? How do I...?</p> <p>How is that making you feel?</p> <p>What would you like me to do? Who would you like me to be?</p>  | <p>Selection of play food<br/>Household objects<br/>Role play outfits<br/>Begin to introduce more open ended resources<br/>Babies and baby clothes</p>                       |  |

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|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Articulates thoughts and feelings through narrative.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>• Expresses a range of emotions through role play.</li> <li>• Responds to scenarios in role play with empathy.</li> <li>• Plays as different roles.</li> <li>• Uses different voices and expressions.</li> <li>• Takes on a range of roles confidently.</li> <li>• Creates different outfits to become different characters</li> <li>• Uses story language and story features to create a narrative of their own.</li> <li>• Creates shared narratives.</li> <br/> <li>• Able to intertwine their own experiences with the experiences of others.</li> </ul> |  | <p>Open ended materials/scarves/cloaks/hats to create own outfits</p> <p>Calendar<br/>Clock<br/>Phone book</p> |  |