



**Stocksbridge Nursery
Infants School
Long Term Planning – F1**

Home Corner Area.

AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

ENABLING ENVIRONMENT

Provision – Permanent resources

- Permanent 'Home corner'
- Home corner furniture
 - Dolls & dolls clothes
 - Dressing up, including bags & money.
 - Soft 'pet' toys
 - 'Home' commodities 'iron', 'vacuum cleaner' etc
 - Pretend food & cooking equipment
 - Table, chairs & table setting for four.
 - Bed area, cot.
 - Pram
- Permanent partitioned space for 'Home corner'.
- Carpeted and visible, with different levels/sections.
- Dressing up
- Doctor
 - Nurse
 - Police officer
 - Fire fighter

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Join in play sensitively, fitting in with children's ideas.
- Model pretending an object is something else, and help develop roles and stories.
- Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.
- Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.
- Support children in linking openly and confidently with others.
- Model being a considerate and responsive partner in interactions.
- Ensure that children listen to each other and explain their actions.
- Model and involve children in finding solutions to problems and conflicts.
- Add words to what children say, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.'
- Introduce new words in the context of play and activities.
- Draw attention to marks, signs and symbols in the environment and talk about what they represent.
- Observe and encourage children's make-believe play in order to gain an understanding of their interests.
- Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions
- Be aware of the link between imaginative play and children's ability to handle narrative.
- Carefully support children who are less confident.

THE UNIQUE CHILD

Assessment Look, listen & note 2Simple

- May form a special friendship with another child. (22 – 36)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Helps with clothing, e.g. takes off unbuttoned shirt.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Can play in a group, extending and elaborating play ideas. (30 – 50)
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Dresses with help, e.g. pulls up zipper once it is fastened at the bottom.
- Shows interest in different occupations and ways of life.
- Beginning to make-believe by pretending.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses available resources to create props to support role-play.
- Takes steps to resolve conflicts with other children. (40 – 60)
- Beginning to be able to negotiate and solve problems without aggression.
- Uses language to imagine and recreate roles and experiences in play situations.
- Enjoys joining in with family customs and routines.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.