






Continuous Provision Common Play Behaviours: Role Play

Behaviour	Role Play Development	Dressing Up	Domestic Role Play	Enhancements
<p>High Level</p> 	<p>Children at this age have a strong grasp of the difference between real and pretend. As a result of this you will often see a greater prevalence of more complex fantasy play. Because the play at this age is often more complex and involved, children will usually stick at it for longer periods of time. A great deal of play will be based around exploring and rehearsing social interaction in a variety of scenarios.</p>	<p>Children begin to create their own costumes linked to their play.</p> <p>Resources: material, pillow case blank tabards, washable pens, pegs, ribbons, scarves, belts etc. These resources should offer children opportunities to apply creativity and skills</p>	<p>Children will have the imagination and knowledge to be able to make their own props and resources. Resources should be ambiguous, open ended and allow children to make their own interpretations. These resources should offer children opportunities to apply creativity and skills</p> <p>Resources: Scarves, boxes, tins, tubes, materials, pegs, ribbons, loose parts which can simulate play food, steering wheels, currency, scales, clocks, crates</p>	<p>Enhancement resources can be added to the role play area and these should reflect children's interests or topic strands e.g., Children have been observed partaking in pirate play so staff have added in a variety of different maps or children have been observed playing hair dressers so staff have added mannequin heads. If enhancements are linked to topics that children have little or no experience of then an adult should be in the role play area with the children modelling the use. This would be adult directed play.</p>
<p>Mid-Level</p> 	<p>Around the age of three, play is often related to their real-life experiences. It will usually involve interaction with others and often includes props and lots of language. In the early stages of peer play, one child often assigns roles to the others - who may find creative ways to make up their own. Imaginary friends often appear around the age of three. Four-year old's role play often becomes more sophisticated and will contain a lot of reference to detail.</p>	<p>Children are able to use fine motor and gross motor skills to independently access dressing up clothes</p> <p>Resources: Dressing up clothes which offer different fastening e.g., buttons, zips, simple clasps, Velcro, accessories which require higher levels of dexterity e.g., gloves, bum bags with clasp fastening,</p>	<p>Children will use dressing up resources to become different characters, using props to develop their chosen character role. These props will be familiar household items as well as obscurities to develop their imagination and confidence. They will be able to act out both familiar and made-up scenarios. Children will be able to use some story language in their play and explain what they are doing to others.</p> <p>Resources: Familiar household items, cameras walking sticks, jewellery boxes, open ended resources, babies and clothes</p>	



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Low Level 	<p>Children will use their immediate and direct experience to prompt what they re-enact in their play. In their second year, children begin to engage in symbolic play. A doll will represent a baby, and blocks will become a garage or a house. More imaginative fantasy gradually emerges in the pretend play of twos. Two-year olds sometimes lose sight of the line between fantasy and reality - even in their own pretending</p>	<p>Children can access simple dressing up resources and use these independently</p> <p>Resources: simple dressing up clothes that can be pulled on and off (no fastenings) eg, ponchos, waistcoats, various hats: bowler hat, caps, bonnets, top hat etc. simple accessories that are simple to wear/use e.g., bags, purses, wigs, sun glasses etc</p>	<p>Children will use resources to re-enact known experiences in their play. These resources should reflect the diversity and culture of the class. Children play in role as themselves or act out common scenarios, talking about and explaining their actions in role play.</p> <p>Resources: Familiar household objects that children have experience of such as tea sets, telephones, mobile phones, pans, cutlery, simple utensils, cooker, pram, dust pan and brush etc.</p>	