

CORE SKILL: To be able to engage with purposeful symbolic play

Working towards curriculum ambition: To be able to take on a role during play

Possible sequence of learning:

- Explore items in the home corner and make connections with familiar household items or familiar stories
- Know to use one object to represent another e.g. a banana as a phone
- Play alongside other children
- Imitate adults, their roles and associated actions
- Repeat familiar refrains and phrases from stories
- Confidently take on a role as a fictional character
- Know how to take turns and play collaboratively with peers
- Understand the roles of adults e.g. vet and roles of characters within familiar stories
- Draws on prior knowledge to develop play imaginatively, creating new ideas and leading others

Things adults can do:

- Read a wide range of stories
- Model repeated refrains from familiar stories in role play
- Use props to support storytelling
- Discuss characters feelings and emotions
- Model making up stories
- Join in children's play to introduce new words in meaningful contexts
- Model purposeful and symbolic play

Possible literacy opportunities linked to this activity zone:

- Provide a wide a rich range of books for children to explore
- Ensure books are chosen to engage and inspire children
- Be mindful that books do not portay stereotypical roles
- Scribe children's imaginative ideas and stories. Support and encourage them to re-enact these

Links to statutory framework: ELG: Being imaginative and expressive:

- Invent, adapt and recount narratives and stories with their peers and teacher
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Links to MAGIC:

- **Communication and motivation**