



Open ended questions

Think Aloud

Naming actions/objects

Noticing

**Adult's Role**

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



# Home Area



The home area is an ideal place for children to practice the familiar and to feel comfortable. It can provide rich learning opportunities and is an excellent situation for children to develop their social skills and oral language. Try adding new things in to promote more play opportunities. It is important the area is not just exactly the same all the time to keep following the children's interests and stimulate new play experiences.



**Physical Skills** - drawing, folding, squeezing, pinching, cutting

**Emotional Skills** - resolving conflicts, naming feelings, describing feelings, confidence

**Creative Skills** - inventing, writing, designing, experimenting, storytelling, asking questions

**Social Skills** - sharing, listening, speaking, taking turns, good manners, being gentle

**Cognitive Skills** - Solving Problems, focusing, thinking, reasoning, pretending

**Continuous Provision Resources**

- Furniture- e.g. sofa, dining area, hob, oven, washing machine, microwave, storage, sink, shelves, cupboards, hooks
- Furnishings- mirrors, pictures, clock, tablecloths, vases, flowers, curtains, rugs, pillows, wall paper, lighting, cushions
- Utensils and Accessories- Pots and pans, dish drying rack, ladles, tongs, plates, cups, bowls, spoons, knives, forks, washing line and pegs, baby clothes, towels, bags, shoes, tea towels, apron, containers (different capacity), jewellery, teddies, magazines, ornaments, books, recipe books, iron and ironing board, scales, baking tray
- Other: plants, flowers and foods, technology such as phones, laptops or keyboards, notepads and writing materials

**Enhanced Provision - Provocations to Play**  
(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Phonics related play linked to the sounds from that week e.g. "t" Tesco shopping bag with tins of food, tea bags, tomatoes, tin foil, toothpaste, turnip, teddy, towel, toy, etc.** Through engaging with items, learners will get opportunities to use the sound and vocabulary naturally through play. Links with literacy.
- **Dough and rolling pins, loose parts, recipe books, pictures of breads, pizzas etc. dried herbs or other scented items (or could add scented oil to dough).** Learners likely to explore the scents and textures and to participate in cooking based play activities, engaging with books and pictures for ideas, they could also write or draw their own recipe ideas. Links with maths, literacy, technologies, science, HWB.
- **Some fresh fruit and vegetables with safety choppers or peelers (or bowls containing peelings, chopped veg/fruit), magnifying glasses, tweezers, etc.** Learners likely to explore the feel, smell and taste (check allergies), they could use the tweezers to pull apart and examine under the magnifying glass or microscope. They could find words to describe the feel/smell/taste. Cooking based play. Links with maths, literacy, technologies, science, HWB.
- **Lay out blank birthday cards, decorations, invitations, wrapping paper, scissors, Sellotape, coloured pens, ribbons etc.** Learners likely to create birthday themed play, writing cards and wrapping presents and decorating for party. Perhaps creating birthday cake or party food. Links with literacy, HWB, RME.
- **A bunch of flowers or wild flowers and some vases, tweezers, magnifying glasses, flower press (heavy books).** Learners likely to decorate vases with flowers or use the tweezers and magnifying glasses to pull apart and examine the parts. They could examine effects of time and press to preserve. Links with technologies, science, HWB.
- **Interesting Fabric, belts, hats, bags, shoes, costume jewellery, feathers, hair brushes, mirrors, books and magazines with different outfits, historical costumes etc.** Learners likely to engage in dressing up and creating different outfits and accessories. Looking at historical books may inspire talk of how people used to dress or why they are dressed that way. Children may wish to add decorations to the fabrics or find ways to secure them in place. Links with social studies, expressive arts, literacy, technologies.
- **A selection of purses, wallets, coins, credit card type cards, menus, catalogues, paper and mark making materials.** Learners may look at things they could buy from menus or catalogues, make lists or create their own menus/prices. They may count and play with coins, role play buying situations e.g. takeaway delivery or window cleaner. They may "go to the shops" and take purse with them. Links with maths, literacy, science.

**Potential CfE Es & Os**

**Literacy**

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Make lists through drawing and writing (LIT 021a, LIT 0-26a, LIT 0-31a)
- Use language to imagine and recreate roles, experiences and play situations (LIT 0-10a)
- Building stories around props (LIT 0-26a)
- In an imaginary situation, share feelings, ideas and information to communication a message (LIT 0-26a)
- Exploring letters, sounds and words in environment, books (LIT 013a)

**Numeracy/Maths**

- Shares groups of items equally into small groups (MNU 0-07a)
- Links daily routines to time sequences (MNU 0-10a)
- Describes common objects using measurement language e.g. tall, heavy, empty (MNU 0-11a)

**Other Curricular Areas**

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Use everyday home equipment (SCN 0-15a)
- Create imaginary settings (TCH 0-12a)
- Nurture others and recognise need for nurture (HWB 0-45a)

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

**Key Vocabulary**

Home, house, room names, family, baby, cooker, microwave, roles within the household, utensil names, food names, container names, tidy, wash, dry, feed, clean, link to time sequences e.g. bedtime, mathematical language- smaller container, fair amount.