



# Dishforth VC CE Primary School and Nursery – EYFS and KS1 Provision Progression Map

This document forms the basis of our continuous and enhanced provision. It is a working document that will be adapted depending on children’s emerging needs and interests.

PROVISION AREA: Role Play						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery 1</b>			<p>Expresses simple emotions, such as laughter, smiling or crying in role Plays themselves in role in situations that are within their own experience</p> <p><b>Resources</b> Role play kitchen/home corner resources e.g food, crockery and cutlery</p>	<p>Copies the actions of known adults in common scenarios e.g. making a meal, shopping. Re-acts their experiences through a narrative.</p> <p><b>Resources</b> Dressing up resources</p>		
<b>Nursery 2</b>	<p>Expresses some emotions through role play</p> <p><b>Resources</b> – Autumn 1 – Spring 2 Till and coins, selection of play foods, household objects, role play outfits, babies and baby clothes</p> <p><b>Vocabulary</b> Context specific</p>	<p>Dresses in different outfits to become different characters</p> <p><b>Vocabulary</b> Context specific</p>	<p>Shows an awareness of other ‘characters’ feelings in joint role play</p> <p><b>Vocabulary</b> Context specific</p>	<p>Uses props to develop their chosen character role Acts out both familiar and imaginative scenarios</p> <p><b>Resources</b> Spring 2 – Summer 2 Introduce more open-ended resources</p> <p><b>Vocabulary</b> Context specific</p>	<p>Describes what they are doing in their role play Articulates thoughts and feelings through narrative</p> <p><b>Vocabulary</b> Context specific</p>	<p>Uses some story language in their play - familiar lines from stories, familiar story themes</p> <p><b>Vocabulary</b> Context specific</p>
<b>Reception</b>	<p>Expresses a range of emotions through role play</p> <p><b>Resources</b> – full year A full range of open-ended resources e.g. Material, scarves, cloaks hats, ties, bags, purses, jewellery pillowcases (for children to create their own outfits with)</p> <p><b>Vocabulary</b> Context specific</p>	<p>Plays as different characters they have read about in stories shared in the classroom Uses different voices and expressions</p> <p><b>Vocabulary</b> Context specific</p>	<p>Responds to scenarios in role play with empathy</p> <p><b>Vocabulary</b> Context specific</p>	<p>Takes on a range of roles confidently</p> <p><b>Vocabulary</b> Context specific</p>	<p>Uses story language and story features to create a narrative of their own Uses vocabulary introduced and taught in literacy sessions</p> <p><b>Vocabulary</b> Context specific</p>	<p>Creates shared narratives Able to intertwine their own experiences with the experiences of others</p> <p><b>Vocabulary</b> Context specific</p>