




Home Corner Continuous Provision – Long-Term Plan
Class R Hartwell primary school



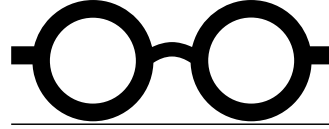
Overview: The home corner is a central element of continuous provision in Reception, providing rich opportunities for role play, imagination and social interaction. Through acting out familiar experiences, children develop language, emotional understanding, social skills and early literacy and mathematical concepts in meaningful, real-life contexts.

Intent	Implementation	Impact	Resources
<p>The home corner area is designed to:</p> <ul style="list-style-type: none"> • Develop communication and language through sustained role play and storytelling. • Support personal, social and emotional development, including cooperation, empathy and self-regulation. • Enable children to represent real-life experiences and make sense of the world. • Provide purposeful contexts for early literacy and mathematics. • Build confidence, independence and positive learning behaviours. 	<p>The home corner is available daily as part of continuous provision and evolves throughout the year to reflect children's interests, cultural experiences, seasonal events and curriculum focus.</p> <p>Organisation</p> <ul style="list-style-type: none"> • Clearly defined, inviting role-play space. • A balance of familiar household items and flexible props. • Resources accessible at child height and labelled with pictures and words. • Themes adapted in response to children's play and interests. <p>Adult Role</p> <ul style="list-style-type: none"> • Observe role play to identify language, social development and next steps. • Model rich vocabulary, dialogue and social interactions. • Join play sensitively to extend narratives and thinking. • Support turn-taking, negotiation and problem-solving. • Introduce reading, writing and maths naturally within play. 	<p>Children who regularly access the home corner area will:</p> <ul style="list-style-type: none"> • Use increasingly complex vocabulary and extended sentences. • Demonstrate confidence in social interactions and role play. • Show empathy, cooperation and understanding of others' perspectives. • Apply early literacy and numeracy skills in play. • Sustain imaginative play for longer periods. • Impact is evidenced through observations, learning journeys, photographs and practitioner 	<p>Core Resources (Available All Year)</p> <ul style="list-style-type: none"> • Play kitchen units (cooker, sink, fridge) • Pots, pans, utensils • Plates, cups, cutlery • Dolls, soft toys • Table, chairs • Dress-up clothes (varied roles) • Telephones, mirrors <p>Enhancements (Rotated/Seasonal)</p> <ul style="list-style-type: none"> • Baby care equipment (prams, bottles) • Writing materials (notepads, shopping lists) • Number cards, menus, labels • Cultural and seasonal items • Theme-based props

Vocabulary	Adult interactions		Common play behaviours
<p><u>Core Vocabulary</u> cook, eat, wash, clean, sleep, baby, home</p> <p><u>Mathematical Vocabulary</u> more, less, count, money, price, full, empty</p> <p><u>Language for role play</u> family, job, shop, café, restaurant, customer</p> <p><u>Language for Play and PSED</u> share, take turns, help, kind, feelings</p>	<p><u>Adult Interactions (Examples)</u></p> <p>“Who are you pretending to be today?”</p> <p>“What is happening in your family story?”</p> <p>“How could we solve that problem together?”</p> <p>“How many plates do we need?”</p> <p>“How do you think the baby is feeling?”</p>		<p><u>Imaginative play</u>: acting out family roles and routines.</p> <p><u>Symbolic play</u>: objects representing real-life items.</p> <p><u>Collaborative play</u>: shared roles and negotiated storylines.</p> <p><u>Repetitive play</u>: practising familiar routines.</p> <p><u>Schemas</u>: <u>Enveloping</u> (wrapping dolls) <u>Positioning</u> (setting tables) <u>Transporting</u> (moving items) <u>Sustained shared thinking</u>: extending narratives and solving social problems.</p>
<p>Characteristics of Effective Learning</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> • Children investigate roles and resources freely. • They show curiosity about real-life experiences. 	<p><u>Active Learning</u></p> <ul style="list-style-type: none"> • Children remain engaged and motivated in sustained play. • They show pride and enjoyment in their roles. 	<p><u>Creating and Thinking Critically</u></p> <ul style="list-style-type: none"> • Children plan and adapt storylines. • They solve problems and negotiate roles.
<p>Links to EYFS Areas of Learning</p>	 <p>Autumn Term – Exploration and Sensory Play</p>	 <p>Spring Term – Investigation and Collaboration</p>	 <p>Summer Term – Independence and Innovation</p>

<p><u>Communication and Language</u> Children listen and respond to others within role play scenarios. Children use a widening range of vocabulary linked to home life. Children develop speaking skills, taking on roles and engaging in sustained conversations.</p> <p><u>Physical Development</u> Children develop fine motor skills through handling small objects (cutlery, fastenings, dressing dolls). Children practise coordination and control when carrying, pouring, and manipulating resources. Children show independence in self-care.</p> <p><u>Personal, Social and Emotional Development</u> Children develop relationships through cooperative role play. Children take turns, negotiate roles, and share resources. Children express and manage emotions, often acting out real-life experiences. Children build confidence and independence in familiar and imaginative contexts.</p> <p><u>Literacy</u> Children engage in mark making and early writing Children use familiar story language within play. Children begin to recognise environmental print.</p> <p><u>Mathematics</u> Children count objects (plates, cups, food items). Children explore real-life maths (sharing, sorting, grouping). Children use language of measure and comparison (more, less, big, small). Children begin to understand simple problem-solving in context.</p> <p><u>Understanding the World</u> Children re-enact familiar experiences from home and community life. Children explore different roles and responsibilities within families. Children develop understanding of cultural differences and similarities (foods, routines, celebrations). Children make sense of their world through imaginative play.</p> <p><u>Expressive Arts and Design</u> Children engage in imaginative role play, creating narratives and scenarios. Children use props to represent ideas and experiences. Children express themselves through drama, storytelling, and pretend play. adventures)</p>	<p><u>Focus:</u> Settling in, confidence and familiar routines. Children act out simple family routines. Adults model language and social skills.</p>	<p><u>Focus:</u> Narrative development and cooperation. Children develop more complex storylines. Increased use of literacy and numeracy in play. Adults support negotiation and problem-solving.</p>	<p><u>Focus:</u> Sustained play, independence and creativity. Children independently plan and extend role play. They incorporate real-life experiences and vocabulary. Strong links to confidence and readiness for Year 1.</p>
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Review and Development:





















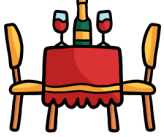





Provision is reviewed regularly using observation and assessment.

Enhancements reflect children's interests and experiences.

Adult interactions are refined to ensure appropriate challenge and progression.

This long-term plan ensures the home corner is a purposeful, engaging and progressive element of continuous provision throughout the Reception year.

<p>cook</p> 	<p>eat</p> 	<p>wash</p> 	<p>clean</p> 	<p>sleep</p> 	<p>baby</p> 
<p>home</p> 	<p>money</p> 	<p>Home Corner Area</p> 		<p>serve</p> 	<p>care</p> 
<p>family</p> 	<p>work</p> 			<p>roles</p> 	<p>price</p> 
<p>job</p> 	<p>shop</p> 			<p>feelings</p> 	<p>kind</p> 
<p>cafe</p> 	<p>restaurant</p> 	<p>customer</p> 	<p>share</p> 	<p>take turns</p> 	<p>help</p> 