- **Pyjama Drama** adventures are games that take place in imaginary worlds. Each adventure is topic-based and in each adventure, children imagine, pretend, and play

- The **Early Years Foundation Stage** (EYFS) sets standards for the learning, development, and care of children from birth to 5 years old in England. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries, and school reception classes

- The Statuary Framework for the EYFS (March 2021) states that, *'Educational programmes must involve activities and experiences for children, as set out under each of the **Areas of Learning'***

- Our adventures support all six Areas of Learning, helping parents and educators support their children in the development of key skills as they work towards their Early Learning Goals

AREA OF LEARNING: COMMUNICATION AND LANGUAGE

This Prime Area of Learning is split into two Early Learning Goals: **Listening, Attention and Understanding** and **Speaking**. In all adventures children listen to stories/rhymes, take on different roles, and engage in a range of discussions – sharing ideas/feelings, debating, investigating, and exploring ideas/concepts. I**n every adventure their are opportunities for children to work towards 100% of their ELGs in Communication and Language:**

ELG: Listening, Attention and Understanding	Opportunities in *every* adventure	Opportunities *most* adventures	Opportunities in *many/some adventures*
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	✓		
Make comments about what they have	✓		

	heard and ask questions to clarify their understanding			
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	✓		

ELG: Speaking	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	✓		
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate	✓		
Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher	✓		

AREA OF LEARNING: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This Prime Area of Learning is split into three Early Learning Goals: **Self-Regulation**, **Managing Self** and **Building Relationships**. Many adventures specifically focus on helping children recognise and regulate their emotions and in all adventures, children play games that require them to concentrate and listen (to their adult and each other), take turns, follow rules, and respond

appropriately to instructions. **In every adventure their are opportunities for children to work towards 89% of their ELGs in Personal, Social, and Emotional Development:**

ELG: Self-Regulation	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	✓		
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	✓		
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	✓		
ELG: Managing Self	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge	✓		
Explain the reasons for rules, know right from wrong and try to behave accordingly	✓		
Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and			✓

understanding the importance of healthy food choices			
ELG: Building Relationships	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Work and play cooperatively and take turns with others	✓		
Form positive attachments to adults and friendships with peers	✓		
Show sensitivity to their own and to others' needs	✓		

AREA OF LEARNING: PHYSICAL DEVELOPMENT

This Prime Area of Learning is split into two Early Learning Goals: **Gross Motor Skills** and **Fine Motor Skills**. Adventures are physical experiences of movement, dance, and opportunities for physical play. In Pyjama Drama we don't use write, draw, or colour so adventures help children work towards the development of **Gross Motor Skills** only. **There are opportunities for children to meet 50% of their ELGs in Physical Development:**

ELG: Gross Motor Skills	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some adventures*
Negotiate space and obstacles safely, with consideration for themselves and others		✓	
Demonstrate strength, balance and coordination when playing		✓	
Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing			✓

AREA OF LEARNING: LITERACY

This Specific Area of Learning is split into three Early Learning Goals: **Comprehension, Reading,** and **Writing**. Because stories and rhymes act as the stimulus for imaginative play, and adventures don't require children to read or write, **there are opportunities for children to meet 100% of their ELGs in Comprehension:**

ELG: Comprehension	Opportunities *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	✓		
Anticipate – where appropriate – key events in stories			✓
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play	✓		

AREA OF LEARNING: MATHEMATICS

This Specific Area of Learning is split into two Early Learning Goals: **Number** and **Numerical Patterns.** Many adventures place children in imaginary worlds where an understanding and application of numbers is required, contributing towards **opportunities for children to meet 100% of their ELGs in Number:**

ELG: Number	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Have a deep understanding of number to 10, including the composition of each number			✓

	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Subitise (recognise quantities without counting) up to 5			✓
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts			✓

AREA OF LEARNING: UNDERSTANDING THE WORLD

This Specific Area of Learning is split into three Early Learning Goals: **Past and Present, People, Culture and Communities** and **The Natural World**. Specific topic-based adventures will take children away to a range of worlds, in the past, the present, and to the natural world. **There are opportunities for children to meet 100% of their ELGs in Understanding the World:**

ELG: Past and Present	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Talk about the lives of the people around them and their roles in society			✓
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			✓
Understand the past through settings, characters and events encountered in books read in class and storytelling			✓

ELG: People, Culture and Communities	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps			✓
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class			✓
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps			✓
ELG: The Natural World	Opportunities in *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some adventures*
Explore the natural world around them, making observations and drawing pictures of animals and plants			✓
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in			✓

class			
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			✓

AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

This Specific Area of Learning is split into two Early Learning Goals: **Creating with Materials** and **Being Imaginative and Expressive**. Because we don't use props, costumes, or any other physical play equipment and instead imagine, pretend, and play, adventures support the ELG, **Being Imaginative and Expressive**. **There are opportunities for children to meet 100% of these ELGs:**

ELG: Being Imaginative and Expressive	Opportunities *every* adventure	Opportunities in *most* adventures	Opportunities in *many/some* adventures
Invent, adapt, and recount narratives and stories with peers and their teacher	✓		
Sing a range of well-known nursery rhymes and songs			✓
Perform songs, rhymes, poems, and stories with others	✓		
When appropriate – try to move in time with music			✓