

Pyjama Drama and Development Matters (England)



Development Matters is a guide for early years practitioners designing their own early years curriculum.

Dip into Drama is a monthly subscription that provides tried-and-tested drama resources to help practitioners design an 'effective early years curriculum', one that builds on the strengths and meets the needs of the children they work with.

DIP INTO DRAMA:

- ✓ **Online training**
Learn different approaches to help children learn through play
- ✓ **Ongoing support**
Learn from a group of other, likeminded professionals in our online support group
- ✓ **Topic-based 'Adventure Plans' and music**
Deliver high-quality play experiences without having to plan them yourself

OUR 'ADVENTURES':

- ✓ Meet the requirements of the educational programmes in the EYFS
- ✓ Helps every child develop their language
- ✓ Are topic-based – choose plans to either meet or ignite your child's interests
- ✓ Help children develop the characteristics of effective learning
- ✓ Are written by experienced teachers and have been tried-and-tested countless times

THE CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING: AREA OF LEARNING

Playing and Exploring

Playing and Exploring	
Children will be learning to:	How adventures can support this:
<p>Realise that their actions have an effect on the world, so they want to keep repeating them. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Adventures provide children with opportunities to experience a range of real and imagined scenarios, and investigate the world from different perspectives, e.g.:</p> <ul style="list-style-type: none"> ✓ In role as a fisherman, learn that when you get up early, you catch the biggest fish ✓ In role as a nurse, experience a busy day at work ✓ In role as a pet owner, learn that when you exercise your dog they get a good night's sleep ✓ In role as a spaceman, investigate different ways of mending your broken space craft <p>In every adventure, children play a fun, collaborate game. For the game to be successful, children are required to repeat certain actions, e.g.:</p> <ul style="list-style-type: none"> ✓ Share their ideas ✓ Listen to others' ideas ✓ Take turns <p>Children quickly learn that when they share, listen, and take turns they have fun. Regularly engaging in adventures helps them realise that their actions can have a positive effect on their world and therefore want to repeat them.</p>
<p>Plan and think ahead about how they will explore or play with objects. <i>Development</i></p>	<p>Every adventure starts with a 'drama' that children must, often in role, work together to resolve e.g.:</p>

<p><i>Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<ul style="list-style-type: none"> ✓ In role as wizards, create a spell to mend their pet frog's broken leg ✓ Decide what to wear before going outside to play in the (imaginary) winter garden ✓ Create a bedtime routine for their baby sister ✓ Choose to hop, skip, or jump over Crocodile Bridge
<p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>In every adventure, practitioners use simple Pyjama Drama techniques to create different imaginary worlds.</p> <p>Practitioners support children to investigate and explore each imaginary world by using and modelling both non-verbal (facial expression, body language, mime) and verbal aids.</p>
<p>Make independent choices. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>In every adventure children are encouraged to share their ideas, thoughts, and feelings and are given opportunities to make important decisions, e.g.:</p> <ul style="list-style-type: none"> ✓ <i>Should I read baby a story before bed?</i> ✓ <i>Should I use sticky tape or string to mend mum's broken glasses?</i> ✓ <i>Will it be quicker to walk over the wobbly bridge or fly swim across the river?</i> ✓ <i>Will I feel more relaxed if I play on Dad's phone or play hide-and-seek with my brother?</i>
<p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>In every adventure children play a game in a different imaginary world e.g.:</p> <ul style="list-style-type: none"> ✓ On the moon ✓ In the jungle ✓ At the bottom of the garden ✓ At the racetrack <p>Extend your child's interest by delivering new adventures and respond to current interests by choosing adventures you know will fascinate them.</p>

Respond to new experiences that you bring to their attention. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i>	<p>Adventures provide opportunities for children to explore and investigate both real, and imagined worlds e.g.:</p> <ul style="list-style-type: none"> ✓ In outer space ✓ On the farm ✓ At the hospital ✓ In a fairy glen <p>Every game is different – some are based around rhyme, some around song, some using music as a back-drop, some use storytelling as the stimulus.</p> <p>Practitioners deliver adventures using one of three different approaches – each with a different way of igniting children’s imaginations.</p> <p>In all adventures, children are encouraged to make decisions e.g.:</p> <ul style="list-style-type: none"> ✓ <i>What will happen to this cactus if it never rains?</i> ✓ <i>Why do you think fairy is feeling so frustrated?</i> ✓ <i>How will we know if our magic spell worked?</i>
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Active Learning	
Children will be learning to:	How adventures can support this:
Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i>	<p>The structure of each Adventure Plan follows an identical format that children quickly begin to anticipate.</p> <p>The repeated structure helps create a safe and supportive environment that means children:</p> <ul style="list-style-type: none"> ✓ Become increasingly confident making contributions/getting involved ✓ Are more likely to take risks ✓ Are more likely to develop their skills and build friendships

<p>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Every adventure provides opportunities to develop goal-directed behaviour within the framework of their imagination, e.g.:</p> <ul style="list-style-type: none"> ✓ Jumping to catch imaginary stars ✓ Crawling through an imaginary tunnel to rescue Dotty the Spider ✓ Making friends with the man on the moon ✓ Mending the crumbling wall at the bottom of Grandma's garden
<p>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>In every adventure, children are given opportunities to trial situations in the safe environment of the drama and to make and correct mistakes, e.g.:</p> <ul style="list-style-type: none"> ✓ Remembering to set the alarm so we won't be late for school again ✓ Realising that next time, we shouldn't use shampoo to clean our teeth ✓ Recognising the correct way to address the Queen of the World
<p>Keep on trying when things are difficult. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Taking part in our adventures develop children's personal, social, and emotional skills as they are required to take turns, listen, and co-operate.</p> <p>By repeating and engaging in adventures regularly, children develop confidence and self-esteem.</p> <p>In adventures, children explore a range of different characters and learn to recognise and name different emotions.</p> <p>In addition, many adventures are written specifically to teach strategies to manage their own emotions and deal with challenging situations.</p>

Creating and thinking critically

Children will be learning to:	How adventures can support this:
<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</p> <p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</p> <p><i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Every adventure provides simple pretend play opportunities, and, in every game, children's imaginations are ignited and developed.</p> <p>Simple drama techniques such as mime, help children progress their pretend play within each adventure.</p> <p>Each plan is structured the same so children rapidly understand their part within each adventure.</p>
<p>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Children are encouraged to reflect at the end of each adventure, e.g.:</p> <ul style="list-style-type: none"> ✓ <i>In our adventure today, how many snails were crawling along the wall?</i> ✓ <i>In our adventure today, who ate all the cream cakes?</i> ✓ <i>In our adventure today, why was Fairy feeling lonely?</i>
<p>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Adventures place children in a range of roles and encourage them to view the world from different perspectives.</p> <p>Children are encouraged to lead and change the direction of games by making suggestions and sharing their ideas.</p>
<p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>In every adventure, children engage in discussion and are encouraged to come up with their own ideas and suggestion which often changes the direction of the game.</p>
<p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <i>Development Matters Non-statutory curriculum guidance for the early years foundation stage</i></p>	<p>Adventures are opportunities for children to become deeply involved and can be played indoors and out. The more confident children become with their role within adventures, the more involved they become and the longer they can ignore distractions.</p>