

HOW OUR SESSIONS SUPPORT THE CURRICULUM FOR WALES IN PRIMARY SCHOOLS

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2005



WE'VE BEEN
SHORTLISTED!
2020 & 2021
CPD Category



★★★★★
WINNER
2021

★★★★★
WINNER
2020

pyjama
drama



PYJAMA DRAMA

AND THE CURRICULUM FOR WALES

The four purposes of the Curriculum for Wales are the starting point and aspiration for every child and young person in Wales, supporting learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

At the centre of each Pyjama Drama class is the imagination. In class we play, create stories, move to music, sing, dance and of course, pretend - each activity contributing to the four purposes as follows:

Ambitious, capable learners, ready to learn throughout their lives

Drama is an inclusive and engaging tool which results in eager and engaged learners. In every class, children explore both real and imagined worlds and stories where curiosity about themselves, others, and the world, is actively encouraged. They initiate, create, and develop stories and characters both individually and in groups. In role they practise being bold, brave, and questioning and in the fun, safe, and supportive environment of each story or drama there are no limits - children can be anyone and do anything!

Enterprising, creative contributors, ready to play a full part in life and work

In each lesson children listen to and imagine stories, respond to imaginary scenarios, and explore a range of characters. All stories and scenarios involve a 'drama' or conflict that needs resolving so as children work together, they are learning to be inventive, innovate, resourceful and learning that when you put your mind to it, anything is possible!

Ethical, informed citizens of Wales and the world

Our range of topic-based lessons provides opportunities for children to learn about their environment, Wales, and the wider world. Our approach to play is based on kindness and mutual respect and our games require children to follow rules, take turns, share ideas, and listen and respond to each other's ideas. When children create stories and take on roles, they do so with the autonomy to make decisions

and are encouraged to share ideas, thoughts, and feelings, as well as to ask probing questions. And there are no hierarchies; all ideas, thoughts and feelings are treated with equal respect.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our classes are fun and physical, each encouraging children to take an active part be they climbing a mountain, crossing a river, building a house, or dancing with a dragon! With imagination at their heart, classes are shared, highly motivating, and enjoyable experiences that make every child feel valued. And, because each class follows an identical format, after taking part in just a few, children will become increasingly confident making contributions and getting involved. And when involved, they are more likely to take risks, thrive, learn, build relationships, and develop new skills – for life.

Areas of Learning and Experience

Children in Wales learn across six Areas of Learning and Experience:

1. Expressive arts
2. Humanities
3. Health and wellbeing
4. Science and technology
5. Mathematics and numeracy
6. Languages, literacy, and communication

Pyjama Drama classes provide opportunities for children to develop knowledge, skills, and understanding across all areas, specifically Health and well-being and Languages, literacy, and communication as well as Expressive Arts.

[Get in touch to book or discuss](#)

SUPPORTING PROGRESSION STEP 1

in our sessions for 3 - 4 year olds

Health and Well-being: Progression step 1

Note: Classes support children in the development of 100% of their progression steps for this Area of Learning

Developing physical health and well-being has lifelong benefits			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities <i>most</i> classes	Opportunities in <i>many/some</i> classes
I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor skills in different environments, moving safely in response to instructions	✓		
I am beginning to make connections between my diet and my physical health and well-being			✓
I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts			✓
I am beginning to recognise some of the behaviours, conditions and			✓

situations that affect my physical health and well-being, and I am beginning to know how to respond and get help			
How we process and respond to our experiences affects our mental health and emotional well-being			
Progression step 1 Description of learning:	Opportunities in <i>every class</i>	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I have an awareness of my perceptions and thoughts	✓		
I can focus my attention and am aware of being able to do this	✓		
I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens	✓		
I can notice and communicate how I am feeling	✓		
I am beginning to have an awareness of how feelings are communicated through actions	✓		
I have an awareness of the feelings of others	✓		
I am aware of when others are kind to me	✓		

and when I am kind to others			
Our decision-making impacts on the quality of our lives and the lives of others			
Progression step 1 Description of learning:	Opportunities in every class	Opportunities in most classes	Opportunities in many/some classes
I can make decisions based on what I like and dislike		✓	
I have developed an awareness that my decisions can affect me and others		✓	
I can take part in group decisions	✓		
I have an understanding that things can be safe or unsafe			✓
How we engage with social influences shapes who we are and affects our health and well-being			
Progression step 1 Description of learning:	Opportunities in every class	Opportunities in most classes	Opportunities in many/some classes
I can recognise and follow rules and norms in the groups and situations in which I take part	✓		
I can show care and respect for others	✓		
Healthy relationships are fundamental to our well-being			

Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> class	Opportunities in <i>many/some</i> classes
I can identify who looks after me and who my family and friends are			✓
I can communicate my needs and feelings in my relationships	✓		
I can get along with others with and without support	✓		
I am beginning to recognise safe and unsafe behaviour in relationships			✓
I am beginning to recognise that I have the right to be treated fairly and respectfully	✓		

Languages, literacy, and communication: Progression step 1

Note: Classes support children in the development of 53% of their progression steps for this Area of Learning. Please refer to the full list of Descriptions of Learning here:

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/descriptions-of-learning/>

Language connects us			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities <i>most</i> classes	Opportunities in <i>many/some</i> classes

I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging			✓
I am beginning to talk with my peers in the language of the setting/school	✓		
Understanding languages is key to understanding the world around us			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can discriminate sounds, play with sounds, and manipulate sounds both in my environment and in words	✓		
I am beginning to discriminate phonemes aurally in different positions	✓		
I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines	✓		
I can listen to others with growing attention	✓		
I can understand and use basic concepts in language	✓		

I am beginning to ask and answer questions to clarify my understanding	✓		
I can respond to what I hear, read, and see	✓		
I can talk about what I hear, read, or see and express simple opinions	✓		
I can experiment with newly-learned vocabulary	✓		
Expressing ourselves through languages is key to communication			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can produce many speech sounds accurately	✓		
I can communicate meaning using extended speech and/or gesture	✓		
I am beginning to use appropriate language to talk about events in the past and future			✓
I am beginning to take turns in conversations, following the topic	✓		
I am beginning to ask and answer questions to clarify my understanding	✓		

I can share ideas and feelings and express what I like and dislike		✓	
I can describe objects and events, building and extending my vocabulary	✓		
I can use familiar words and phrases and experiment with newly-learned vocabulary	✓		
Literature fires imagination and inspires creativity			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can join in with familiar songs, rhymes, stories, and poems			✓
I can retell stories	✓		
I can respond creatively to the range of literature I hear, read or view	✓		
I can use familiar words and phrases and experiment with newly-learned vocabulary	✓		
I can respond to what I hear, read, and view and can express simple opinions on it	✓		
I am beginning to ask and answer questions	✓		

to clarify my understanding			
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Expressive Arts: Progression step 1

Note: Classes support children in the development of over 72% of their progression steps for this Area of Learning. Please refer to the full list of Descriptions of Learning here: <https://hwb.gov.wales/curriculum-for-wales/expressive-arts/descriptions-of-learning/>

Note: In the context of our classes, ‘creative work’ should be taken to mean pretend play which includes taking on roles, mime, and improvisation.

Exploring the expressive arts is essential to developing artistic skills and knowledge as it enables learners to become curious and creative individuals			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools, and technologies	✓		
I can ask questions to discover how creative work is made	✓		
I am beginning to explore ideas, feelings, and moods in a variety of creative work	✓		
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts			

Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I am beginning to talk about my moods and emotions and use these to impact upon my creative work			✓
Creating requires skills and knowledge, drawing on the senses, and imagination			
Progression step 1 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can communicate my ideas, feelings, and memories in my creative work	✓		
I can imitate established artistic techniques in the creation of my own work	✓		
I am beginning to design my own creative work	✓		
I can share my creative work	✓		

SUPPORTING PROGRESSION STEP 2

in our sessions for 5 - 7 year olds

Health and Well-being: Progression step 2

Note: Classes support children in the development of 100% of their progression steps for this Area of Learning.

Developing physical health and well-being has lifelong benefits			
Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges	✓		
I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being			✓
I can describe the way in which physical and emotional changes are connected in different contexts			✓
I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to			✓

respond and get help in a safe way			
How we process and respond to our experiences affects our mental health and emotional well-being			
Progression step 2 Description of learning:	Opportunities in <i>every class</i>	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can, with support, focus attention on my perceptions and thoughts	✓		
I can understand how and why my thoughts, feelings and actions change in response to different experiences	✓		
I can notice and communicate my feelings	✓		
I am beginning to notice when I need help to manage my feelings	✓		
I can reflect on my experiences	✓		
I can pay attention to the feelings of others and I am learning to think about why they may feel that way	✓		
Our decision-making impacts on the quality of our lives and the lives of others			
Progression step 2 Description of learning:	Opportunities in <i>every class</i>	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can make decisions based on what I know		✓	
I can recognise that my decisions can impact on me		✓	

and others, both now and in the future			
I can take part in group decisions, and I understand why some decisions need to be made as a group	✓		
I can identify and assess risks			✓
How we engage with social influences shapes who we are and affects our health and well-being			
Progression step 2 Description of learning:	Opportunities in every class	Opportunities in most classes	Opportunities in many/some classes
I can recognise and follow the rules and norms of different groups and situations in which I take part	✓		
I can change how I interact and behave in different situations with support	✓		
I can recognise that there are similarities and differences between people's values and attitudes		✓	
Healthy relationships are fundamental to our well-being			
Progression step 2 Description of learning:	Opportunities in every class	Opportunities in most class	Opportunities in many/some classes
I can recognise that there are different types of relationships beyond my family and friends			✓
I can communicate my needs and feelings in my	✓		

relationships, and notice the needs and feelings of others			
I can make friends and try to resolve disagreements, seeking support when needed	✓		
I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe			✓
I can understand that everyone has rights and, with support, I can respect those rights	✓		

Languages, literacy, and communication: Progression step 2

Note: Classes support children in the development of 48% of their progression steps for this Area of Learning. Please refer to the full list of Descriptions of Learning here:

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/descriptions-of-learning/>

Language connects us			
Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity			✓
I can understand that people use different languages			✓
Understanding languages is key to understanding the world around us			

Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can listen to, understand and communicate the general meaning of what I hear	✓		
I can listen to, understand and later recall what I have heard	✓		
I can understand information about a variety of topics, identifying main points	✓		
I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts	✓		
I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts	✓		
I can listen to others and understand that they may have a different perspective from my own	✓		
I can respond to what I hear, read and see, asking questions and	✓		

showing my understanding			
I can develop my vocabulary through listening and reading and use these new words in a variety of contexts	✓		
Expressing ourselves through languages is key to communication			
Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can speak clearly, varying expression and gestures to communicate my ideas	✓		
I can use single and multi-clause sentences, making choices to meet the intended audience and purpose	✓		
I can communicate using an increasingly varied and precise vocabulary	✓		
I can vary the types of sentences I use in my spoken language	✓		
I can adopt a range of roles and manage my contributions appropriately	✓		
I can change how I communicate, depending on where I am and who I am with	✓		

I can use spoken language for different purposes	✓		
I can ask and answer questions and exchange ideas and information	✓		
I can explain information and share ideas, opinions and feelings using relevant vocabulary	✓		
Literature fires imagination and inspires creativity			
Progression step 2 Description of learning:	Opportunities in every class	Opportunities in most classes	Opportunities in many/some classes
I can listen to and remember poetry, drama and prose	✓		
I can retell stories creatively	✓		
I can respond to what I hear, read, and view, asking questions and showing my understanding	✓		

Expressive Arts: Progression step 2

Note: Classes support children in the development of 83% of their progression steps for this Area of Learning in this progression step. Please refer to the full list of Descriptions of Learning here: <https://hwb.gov.wales/curriculum-for-wales/expressive-arts/descriptions-of-learning/>

Note: In the context of our classes, 'creative work' should be taken to mean pretend play which includes taking on roles, mime, and improvisation.

Exploring the expressive arts is essential to developing artistic skills and knowledge as it enables learners to become curious and creative individuals

Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies	✓		
I can explore how and why creative work is made by asking questions and developing my own answers	✓		
I can explore and describe how artists and creative work communicate mood, feelings and ideas	✓		

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts

Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can give and accept feedback as both artist and audience			✓
I can consider, with guidance, how moods, emotions and ideas		✓	

are communicated both in my own creative work and in the creative work of others			
Creating requires skills and knowledge, drawing on the senses, and imagination			
Progression step 2 Description of learning:	Opportunities in <i>every</i> class	Opportunities in <i>most</i> classes	Opportunities in <i>many/some</i> classes
I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work	✓		
I am beginning to apply techniques in my creative work with guidance and direction		✓	
I can create my own designs and work collaboratively with others to develop creative ideas		✓	
I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences	✓		
I am beginning to demonstrate resilience and flexibility in approaching creative challenges	✓		