

# Family and Dramatic Play

## Family Play and Schemas

Family and dramatic play provides ample opportunities for children to play out their schemas.



### Example: Transporting

Simply moving our furniture to a new area piqued the interest of these girls, who then set about transporting the play food and dolls into the area and role-playing morning tea.

### Example: Transforming

This three year old arrives at Playcentre every morning and heads straight to the wardrobe area, transforming her look. Providing a wide selection of easily accessible costumes allows children to use their imagination and transform themselves into whatever they wish.



## Invitations to Play

Whilst family and dramatic play is an area in itself, it also easily incorporates into other areas, enriching those play opportunities. Here are some examples of setting up some invitations to play, that incorporate other areas.



After the children enjoyed a morning of baking scones, we took a table outside and set it up as high tea, serving their scones with iced tea.



At the beginning of session, we set up the family play table with play food and items from the collage area, to spark the children's imagination and learning.

## Using Te Reo

- Counting – tahi, rua, toru, whā, rima, ono, whitu, waru, iwa, tekau
- Huarākau fruit – āporo apple, rōpere strawberry, pea pear, pānana banana
- Parakuihi breakfast – miraka milk, tī tea, parāoa bread
- Tina lunch – inu wai water, pihikete biscuit, hanawiti sandwich
- Whanaungatanga people and relationships – tāne man, wahine women, kōhungahunga/ piripoho baby, mātua parents, tamariki children, tama boy, kōtiro/ kōhine
- Exploring their Pepeha

## Numeracy and Literacy in Family Play

Numeracy and literacy happen in the context of everyday life, and in the course of play. Below are some examples of numeracy and literacy occurring in family play.

### Numeracy

Providing a shop and associated equipment allows children to practice their literacy by role-playing buying and selling behaviour. This two year old girl is selling a pot of honey for \$14, and completing the transaction by swiping a pretend EFTPOS card. This girl's fascination with the cost of items, continued across sessions and into her home environment too.

You could add complexity by adding price labels to the shopping for children to recognise and count.

### Literacy

This play started as the girls just sat and chatted in a cosy area we set up for the children to relax in. We added complexity by providing a range of books for them. The children brought family play into the scene, by bringing the dolls in to enjoy the collective reading.

Clipboards, paper and pens are really handy for children to use to make shopping lists or food orders, especially when they are on the move.

## Family Play and Tikanga



Out of respect for tikanga Māori, we encourage our tamariki to leave the dolls dressed when they have finished playing. We do this by role modelling dressing the dolls, and talking to the children about why we are doing it.



## Te Whāriki in Family Play

### Contribution / Mana Tangata

Baking has been very popular at our centre this year, it uses a range of strategies and skills to learn with others, which meets one of the goals of contribution – they are encouraged to learn with and alongside others.



### Belonging / Mana Whenua

By setting up the playdough and the shop together, we allowed the children to explore making connections between people, places and things in their world. They connected their experiences of home life (eg. Visiting a cafe or purchasing goods from a store), to their play and learning.



### Wellbeing / Mana Atua

Washing and understanding of hygiene is all part of a child's wellbeing. By giving our children the opportunity to bath and care for dolls, we are allowing them to show a sense of responsibility for the wellbeing of others.

