Focus plan for Communication, Language and Literacy  
( Writing)  
Activity – Making a role play area  
Date -

**Learning intention**  
To develop confidence in use of writing for different purposes.

**Resources**  
Magazines, posters showing baby clinics. Dolls, dolls equipment such as potty, nappies, and clothes. Baby care equipment. Height and weight charts. Scales. Diaries. Telephone.  
Medical equipment. Dressing up clothes and props as appropriate.

**How the activity will be carried out**  
In a group encourage the children to discuss how they would like to make a Baby Clinic in the role-play area. Invite children to suggest what might be needed and encourage them to gather appropriate items from around the setting or to bring them in from home – they might like to make a notice for parents requesting the loan of various items! Look at posters, magazine pictures and discuss what is going on, as well as any experience they may have - maybe through visits with a baby sibling, or memories of own more recent attendance. Allow the children free rein to create their own area, encouraging the making of signs, appointment cards, diaries, index cards. Discuss the role of receptionist, nurse, midwife, doctor etc. Support the development of the role-play, modelling as necessary.

**Questions to ask/Language to use**  
Why do babies need to go to a clinic? Who would you find here? What sorts of things happen?  
Language – appointments, appointment book, appointment card, messages, weigh, measure, hearing test, heavy, light, long, short, grow, eating, weaning, clean, dirty, hygiene, hair, nails, injection, vaccinate, temperature, hot, cold, heartbeat, stethoscope, parts of the body, cream, wipes, sterilise.

**Differentiation (Birth to Three)**  
Encourage children to draw or make own representations for signs, appointments etc. Offer opportunities to make ‘Baby books’ using pictures cut from magazines to support the role-play.

**Extension**  
Encourage children to record heights and weights, make and arrange appointments, take messages, write ‘prescriptions’ as well as making simple signs for the area.

**Evaluation**