

Home Corner



Pretend play is very important for children's development and learning. In the house corner children can take on and try out roles from familiar family scenes, local community's experiences and imaginative fantasies.

Although this area of the room may be called the house corner, it can be transformed by the children or teacher into a supermarket, restaurant, and post office the choices are endless!

Benefits of Home Corner

As children act out roles, they develop many skills. They play co-operatively, negotiate turns, exchange ideas, and work together to solve problems. Listed below are some suggested learning objectives that support a child's overall development.

- Enables children to draw on past information and experiences to solve problems (the doctor gives me a needle in my arm).
- Helps children identify solutions to problems that arise during play (what are we going to do, I can't feed the baby, there is no food in the house. I have to buy some from the shop).
- Encourages children to persevere at a task (remaining involved in a play episode for an increasing amount of time).
- Assists children in identifying and planning play episodes with others (you be the shopkeeper and I'll buy the food).
- Improves fine motor skills (putting on dress up clothes and fastening, unbuttoning, zipping etc).
- Allows children to arrange objects according to size (cleaning up props and returning them to labelled places).
- Use symbols to represent real objects and situations (using a block to represent a telephone).
- Addresses fears and worries (trying out new roles and re-playing difficult and scary experiences).
- Children learn to play co-operatively with others (taking turns and sharing materials).

In dramatic play, children draw on their previous experiences. This enables children with an opportunity to act out any episodes which may have been scary or difficult to deal with.

Linking to the Early Years Learning Framework

- 1.1 – Children feel safe, secure and supported.
- 2.3 - Children become aware of fairness.
- 3.1 - Children become strong in their social and emotional wellbeing.
- 4.1 – Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 5.1 – Children interact verbally and non-verbally with others for a range of purposes.

QIAS Principle 4.4.2 – Staff promote each child's ability to develop and maintain relationships.