

HOW OUR SESSIONS SUPPORT THE EYFS & THE NATIONAL CURRICULUM FOR KS1 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 EYFS

Pyjama Drama sessions combine drama, movement, music, and play.

In our Dewdrops classes for children **aged 6 months to 2 years**, children explore the world through play. Classes contain playful movement, fun games, original songs, and exciting stories. We use simple play equipment such as mirrors, balls, musical instruments and puppets.

In our Raindrops classes (for **children 2 – 3 years**), and our Rainbows classes (for **children 3 – 4**), children go on a different topic-based adventure each week, singing, dancing, playing games, and most importantly of all, pretending.

Participating in just a single session provides opportunities for children to **work towards 100% of their Early Learning Goals** in **Communication and Language**, and **89% of their Early Learning Goals in Personal, Social, and Emotional Development**.

Read on to discover how our sessions provide opportunities for children to work towards their **Early Learning Goals in all seven Areas of Learning**.

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

Area of Learning: Communication and Language

In all sessions children listen to stories and rhymes, sing songs, and are encouraged to respond verbally and non-verbally. In **Raindrops and Rainbows**, children also take on a variety of roles and engage in a range of discussions - sharing ideas/feelings, debating, investigating, and exploring ideas/concepts. All activities provide opportunities for children to **work towards** the following ELGs:

ELG: Listening, Attention and Understanding	Opportunities in every session	Opportunities most sessions	Opportunities in many/some sessions
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	✓		
Make comments about what they have heard and ask questions to clarify their understanding	✓		
Make comments about what they have heard and ask	✓		
ELG: Speaking	Opportunities in every session	Opportunities in most sessions	Opportunities in many/some sessions

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	✓		
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	✓		
Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher	✓		

Area of Learning: Personal, Social and Emotional Development

In all sessions, leaders model emotions through their voice, facial expressions and body language helping children recognise, understand and eventually *regulate* their own emotions. Children also sing, listen to stories and play games that require them to concentrate and listen, take turns, follow rules, and respond appropriately to instructions. Many of our **Raindrops and Rainbows** sessions **specifically focus** on helping children

recognise and regulate their emotions and in all sessions they experience emotion through the different roles they act out. Activities provide opportunities for children to work towards the following ELGs:

ELG: Self-Regulation	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	✓		
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	✓		
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	✓		

ELG: Managing Self	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge	✓		
Explain the reasons for rules, know right from wrong and try to behave accordingly	✓		
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			✓
ELG: Building Relationships	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Work and play cooperatively and take turns with others	✓		
Form positive attachments to adults and friendships with peers	✓		

Show sensitivity to their own and to others' needs.	✓		
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Area of Learning: Physical Development

As children develop, sessions become increasingly physical experiences of movement, dance, and physical play. In **Raindrops and Rainbows** classes, children take on different roles that require them to move in a variety of ways. In class the only time we write, draw or colour is through mime, so activities mainly help children work towards the development of **Gross Motor Skills**, as follows:

ELG: Gross Motor Skills	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Negotiate space and obstacles safely, with consideration for themselves and others		✓	
Demonstrate strength, balance and coordination when playing		✓	
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing			✓

Area of Learning: Literacy

In class, children are not required to read or write. In **Raindrops and Rainbows** classes, children learn and communicate through the language of the different roles they take on, and in all classes, stories, songs and rhymes act as the stimulus for play. All activities provide opportunities for children to work towards the development of **Comprehension**.

ELG: Comprehension	Opportunities <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary			✓
Anticipate - where appropriate - key events in stories			✓
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	✓		

Area of Learning: Mathematics

Many songs, rhymes and games support a developing understanding and application of numbers, and in **Raindrops and Rainbows** classes, children are often placed in imaginary worlds where an understanding and application of numbers is required. These activities contribute towards the development of the following ELGs:

ELG: Number	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Have a deep understanding of number to 10, including the composition of each number			✓
Subitise (recognise quantities without counting) up to 5			✓
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts			✓

Area of Learning: Understanding the World

Specific topic-based sessions encourage children to explore a range of worlds through song, stories, and in **Raindrops and Rainbows**, role play. These experiences help children to make sense of the real world, and provides opportunities for them to work towards the following ELGs:

ELG: Past and Present	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Talk about the lives of the people around them and their roles in society			✓
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			✓ Raindrops and Rainbows only
ELG: People, Culture and Communities	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps			✓
Know some similarities and differences between			✓

different religious and cultural communities in this country, drawing on their experiences and what has been read in class			Raindrops and Rainbows only
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			✓ Raindrops and Rainbows only
ELG: The Natural World	Opportunities in <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Explore the natural world around them, making observations and drawing pictures of animals and plants			✓
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class			✓

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			✓
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Area of Learning: Expressive Arts and Design

All sessions aim to stimulate creativity supporting the ELG, **Being Imaginative and Expressive** as follows:

ELG: Being Imaginative and Expressive	Opportunities <i>every</i> session	Opportunities in <i>most</i> sessions	Opportunities in <i>many/some</i> sessions
Invent, adapt and recount narratives and stories with peers and their teacher	✓ Raindrops and Rainbows only		
Sing a range of well-known nursery rhymes and songs		✓	
Perform songs, rhymes, poems and stories with others	✓		
When appropriate – try to move in time with music		✓	

PYJAMA DRAMA

AND THE NATIONAL CURRICULUM FOR KS1

“All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.” **The National Curriculum England: English programmes of study, July 2014**

In our Sunbeams classes for children in KS1, children:

- ✓ Share ideas and listen to the ideas of others
- ✓ Help to create a unique and dramatic story
- ✓ Play drama games
- ✓ Sing and move to music
- ✓ Use drama tools such as hot seating, still image and role play
- ✓ Perform and evaluate their own original drama

Classes provide opportunities to target **100% of the statutory requirements for Spoken Language** (National Curriculum in England: English programmes of study) which outlines that children should be taught to:

- ✓ Listen and respond appropriately to adults and their peers
- ✓ Ask relevant questions to extend their understanding and knowledge
- ✓ Use relevant strategies to build their vocabulary
- ✓ Articulate and justify answers, arguments and opinions
- ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ Speak audibly and fluently with an increasing command of Standard English

- ✓ Participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ Gain, maintain and monitor the interest of the listener(s)
- ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ Select and use appropriate registers for effective communication

Children explore a different topic each half-term, with many offering additional opportunities for **learning across the curriculum:**

- Celebrations (PSHE)
- Different people (History)
- Different places (Geography)
- Gooddies and baddies
- Magical worlds
- Me and you (PSHE)
- Our history (History)
- People who help us (PSHE)
- Sport (PE)
- Survival (PSHE)
- The environment (Geography/science)
- Tha natural world (Science)
- The weather (Geography/science)

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