



PRESCHOOL DRAMA AIMS

Each season the children explore a different overarching theme through focus games, improvisation, whole-body movement, singing and making up and performing their own stories.

The overarching themes are:

autumn = animals

winter = the world around us

spring = people and communities

summer = transport and adventure

There is a unique lesson topic for each week, which fits into the seasonal theme (e.g. 'On the Farm' is the topic for week one of autumn, which has the overarching theme of 'Animals').

Each lesson has the same structure and the activities within it are linked to the Early Years Foundation Stage (EYFS) national curriculum. Below are some of the main EYFS aims for each activity. See ['Lesson Plans with EYFS Aims for Parents & for Childcare Staff'](#) on the Client Resources page of the website for a full break down of all the EYFS aims for each individual lesson's activities. Each aim can be categorised into one or more of the seven EYFS areas of learning and development and they are:

Personal, Social and Emotional Development (PSED)

Physical Development (PD)

Communication and Language (CL)

Literacy (L)

Mathematics (M)

Understanding the World (UW)

Expressive Arts and Design (EAD)

Warm-up: Shake Your Sillies Out

Each lesson begins with the same warm up; a dance to 'Shake Your Sillies Out', which uses the whole body and gets the heart rate going (PD). Using the same warm up each week establishes a familiar routine and signals to the children that the drama class is about to begin (PSED). The dance also limbers up the children's bodies so they are prepared for the physical activities that will take place throughout the rest of the lesson (PD).

The clapping, jumping and nodding verses encourage the children to dance in time with a regular beat (EAD).

Focus Activity

After the warm-up there is a focus activity, which alternates between the 'Name Game' and 'Yes We Can'.

Name Game

During the name game, each child takes a turn of telling the group their name and a favourite thing from a specified category (e.g. favourite type of transport). The rest of the children repeat the child's name and favourite thing whilst using their bodies to represent the favourite thing.



Some of the aims of the name game include:

- To wait for a turn (PSED)
- To listen to other children speak and learn about their preferences (CL, PSED & UW)
- To speak in front of the group (PSED & CL)
- To build relationships through playing a name game (PSED, CL & UW)

Yes We Can

In this game, the teacher asks a question (e.g. “Can you use your whispering voice?”) and the children answer “yes we can, yes we can” copying the teacher’s voice. The teacher uses several different voices including speaking, louder, whispering, higher, lower and singing. Later the children can think up their own voices and even lead the group by asking the initial question.

Some of the aims of Yes We Can include:

- To develop listening and attention through making different vocal sounds, distinguishing between different spoken or singing voices and playing a game that requires call and response (CL)
- To join in with the repetitive words in a rhyme and to engage in language play and intonation (CL)
- To understand the meaning of words through language play (CL & L)
- To pre-empt and join in with the words which follow a repetitive structure/pattern (M, L & CL)
- To take turns thinking up and suggesting new characters or creatures to sound like (PSED & EAD)
- To take turns thinking up a character voice and leading the group (PSED, CL & EAD)
- To imitate the voices of different characters or creatures (EAD)

Travel to Storyland

Each week we take the children on a journey to an imaginary place called Storyland. The teacher chooses a volunteer to suggest a mode of transport (e.g. rocket ship) and then leads the children in an improvisation using the suggested mode of transport to travel to Storyland.

Some of the aims of Travelling to Storyland include:

- To play cooperatively as a part of a group to act out an imaginative narrative (PSED & EAD)
- To take turns thinking of imaginative ways to travel to Storyland (PSED & EAD)
- To take turns telling everyone what people, creatures or objects you can see along the way (PSED & EAD)
- To participate in a familiar and predictable routine (PSED)
- To listen for the signal to “freeze” (CL)
- To motivate children to be active, to play an activity that involves moving and stopping, to move freely and with pleasure and confidence in a range of ways and to develop locomotor coordination (PD)
- To negotiate the space by adjusting speed and direction to avoid obstacles when moving (PD & M)

Introduce the Theme

Each week we reveal a picture, which serves as a clue for the week’s topic. We ask the children to share their knowledge on the topic and we do a small vocal exercise. Volunteers



then take turns suggesting objects or creatures from a specified category that the group then acts out.

Some of the aims include:

- To take turns (PSED)
- To experiment making different vocal sounds (CL)
- To encourage listening and attention through the use of props (sparkly bag and picture) (CL)
- To think up and mime using an item or being a creature (EAD)
- To learn about the world around us (UW)

Action Song or Poem

Each week we perform a different song or poem that is tied into the lesson's topic. The aims of the song or poem vary depending on the song/poem however below are some of the more common aims.

- To develop listening, attention, speech and literacy skills through joining in with the words of a song that follows a repetitive pattern (CL, L & M)
- To understanding the meaning of words through actions (CL)
- To develop skills in singing (EAD)
- To move in time with the pulse (EAD)
- To develop an awareness of rhyme (L)
- To improve coordination and control through joining in with the actions (PD)

Create the Story

The teacher tells the children the first line of a story (related to the topic) and volunteers must say "what happened next" until the children have made up their very own narrative.

Some of the aims include:

- To collaborate with others to create a story (PSED)
- To take turns inventing and then describing to the group "what happened next" (PSED & CL)
- To listen to other children's ideas (CL)
- To develop an interest in stories through contributing to the plot (L)
- To contribute to the making of an original story (EAD)

Act Out the Story

After the story has been created, the teacher leads the children in acting it out. Every time a new character or object is introduced, the children become that character using their whole bodies.

Some of the aims include:

- To work as a team to act out the story (PSED)
- To remember the story's plot, pay attention and join in with the improvisation (CL)
- To encourage the children to talk about what is happening and think about how the characters feel by acting out the story (CL)
- To move like different characters (PD)
- To develop an interest in stories through re-enacting one as a group (L)



- To imitate everyday actions from own family and cultural background in pretend play (UW) N.B. Whether or not this is an aim will depend on the story the children create
- To play cooperatively as a part of a group to act out an imaginative narrative (EAD)

Action Game or Moving Around the Room

Next we either play an action game or we move around the room.

Action Game

The teacher will say a word or phrase relating to the topic and the children must do a specified action with a specified word, phrase or sound that corresponds. E.g. Every time the teacher says "Jelly fish" the children must wobble as they say "wibble, wobble, wibble, wobble". There are usually five different actions. At the start of the game the teacher helps the children with their actions and words, sounds or phrases and towards the end of the game the children must do it on their own.

Some of the aims include:

- To choose a partner (PSED)
- To play a game that involves listening for a signal (CL)
- To recognise humour (CL)
- To understand the meaning of words through actions (CL)
- To motivate children to be active and to explore new ways of moving (PD)
- To take part in an active and energetic activity that encourages health (PD)
- To pretend to be different characters and objects (EAD)

Moving Around the Room

The teacher will play music and the children will move around the room being different people, objects, creatures or animals (e.g. moving around the room like dinosaurs), performing activities (e.g. Rock climbing) or they will be exploring a specific imagined environment (E.g. Toyland).

Some of the aims include:

- To be motivated to be active, to move freely and with pleasure and confidence in a range of ways and to practice locomotor coordination (PD)
- To negotiate the space by adjusting speed and direction to avoid obstacles when moving (PD & M)
- To take part in an active and energetic activity that encourages health (PD)
- To understand the meaning of words through actions (CL)
- To imitate everyday actions from own family and cultural background in pretend play (UW & EAD)

Travel Back to the Real World

At the end of the class the teacher leads an improvisation that will take the children back to the "real world" using the same mode of transport they used at the beginning to travel to Storyland.

Some of the aims include:

- To play as a part of a group (PSED)
- To participate in a familiar and predictable routine (PSED)



- To motivate children to be active, to play an activity that involves moving and stopping, to move freely and with pleasure and confidence in a range of ways and to develop locomotor coordination (PD)
- To negotiate the space by adjusting speed and direction to avoid obstacles when moving (PD & M)
- To take part in an active and energetic activity that encourages health (PD)
- To imagine people, objects or creatures that can be seen along the way to the Real World and to play cooperatively as a part of a group to act out an imaginative narrative (EAD)