<table>
<thead>
<tr>
<th>Frame</th>
<th>Learning Area/Outcomes</th>
<th>Situation</th>
<th>Role</th>
<th>Focus</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 1     | Reason for writing.  
Writing has meaning. | Children write letters to Santa asking him for what they want for Christmas. | Not in role. | What would we like for Christmas?  
Writing a letter. | Pre-requisite belief building |
| 2     | Speaking and listening skills.  
Taking turns.  
Show sensitivity to others.  
Take initiative.  
Respond to the fiction. | Children receive a letter from Santa saying that he is ill, and will have to cancel Christmas as he has no-one to help him. | Teacher narrator.  
Children in role as themselves. | Listen to Santa’s letter.  
What do you think about that?  
How can we help?  
What do we need to do/know?  
How can we find out? | Letter.  
Group discussion. |
| 3     | Take turns.  
Use vocabulary to express thoughts.  
Respond imaginatively engaging in the fiction. | Children decide to visit Santa and I ask them where he lives, and what it looks like and we draw it. | Teacher narrator.  
Children as experts. | Where does he live?  
What is it like? | Collective drawing. |
| 4 | **Letter writing.** | **Decide how to get there.**  
Write to Santa to tell him we are coming. | **Teacher as scribe.**  
Children as themselves. | **How will we get to Santa?** | **Letter writing.** |
|---|---|---|---|---|---|
| 5 | **Work well in a group.**  
Concentrate.  
Clothing for weather.  
Suspend belief.  
Take part in role-play. | **Children dress for trip.**  
Travel to Santa’s house.  
Resources; cut-out transport shapes. Grotto at far end of hall. | **Teacher narrator.**  
Children as themselves. | **Traveling to Santa’s home.** | **Group role-play.** |
| 6 | **Taking turns and sharing.**  
Sensitivity to others.  
Show feelings of joy wonder or sorrow.  
Take initiative.  
Use imagination.  
Reasons for writing. | **Arrive at the house and go in to visit Santa who is in bed poorly. Talk to him about how we can help him and write a list.**  
Resources; easel, paper and pen. | **Partner in role as Santa.**  
Teacher narrator.  
Children as themselves. | **How can we help Santa?** | **Partner in role.**  
Group role play. |
<table>
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<tr>
<th>7</th>
<th>Select an activity and the resources.</th>
<th>Return home and plan what we are going to do and what we will need to do it.</th>
<th>Teacher narrator. Children as themselves.</th>
<th>What will we do now? What resources do we need?</th>
<th>Follow up work.</th>
</tr>
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<tbody>
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<td>8</td>
<td>Work independently. Engage in imaginative play. Take turns and share. Negotiate. Explore and select materials. Use equipment appropriately. Sort, match, count. Talk about their observations.</td>
<td>Children will make a workshop in the role-play area and develop the theme through their own play. They will create a picture of Santa in bed and the writing area will be equipped for them to write letters to him. He will send them replies about his progress.</td>
<td>Children as themselves. Teacher and N.N.E.B. to assist children as appropriate.</td>
<td>Follow up work as decided by the children in their own choice activity time.</td>
<td>Role-play.</td>
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<tr>
<td>9</td>
<td>Respond to a cultural event.</td>
<td>Letter from Santa thanking them for their help.</td>
<td>Not in role.</td>
<td>Thank you from Santa.</td>
<td>Letter.</td>
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</tbody>
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