

Playing and Exploring

Being willing to have a go
Finding out and exploring
Using what they know in their play

Building blocks that children will be learning to do	<u>ENABLING ENVIRONMENTS</u> Provision and environment to promote and develop the building blocks	Role and actions of the adult
<p>Explore their environment and be curious to find out more.</p> <p>Reach for and accept objects. Make choices and explore different resources and materials.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Show curiosity about objects, events and people, including members of their own family and visitors to school.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Stimulating resources are freely available to children and they can access them when they wish</p> <p>Resources are allowed to be used in different and creative ways by children</p> <p>When appropriate guidance on how to engage with a resource or activity is available to pupils</p> <p>Make sure resources are relevant to pupils' interests and needs</p> <p>Indoor and outdoor space is flexible and pupils can adapt it and take things from one area to another if needed/appropriate</p> <p>Opportunities for role play are available and promoted with high quality resources and guidance - including a permanent home corner and at times specific topic based role play area.</p> <p>Some areas are calm and orderly to support pupils in concentrating when this is needed</p> <p>First hand experiences are planned for and are frequent element of children's experiences and activities</p> <p>Small world resources and activities are varied and made attractive to all pupils and can be relevant to a specific topic</p>	<p>Play alongside children and show own interest in learning and identifying new things</p> <p>Help children to do what they are trying to do without taking over. Explain aloud thinking that identifies how to overcome problems</p> <p>Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it</p> <p>Model pretending that objects are something else and how to develop stories and activities</p> <p>Encourage children to try something new. Celebrating achievements at home with WOW moments, shared on Tapestry in the classroom.</p> <p>Help children identify risks and dangers</p> <p>Offer reassurance and reward when children lack confidence to try new things</p> <p>Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment)</p> <p>Talk about and show examples of how we get better at things by practising them lots and learning from mistakes and when things go wrong</p>

<p>Use my senses to explore the world.</p>	<p>Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate</p> <p>Game type activities and resources are a key feature/element of continuous provision.</p>	
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