Active Learning

Being involved and concentrating
Keep on trying
Enjoying achieving what they set out to do

| Building blocks that children will be learning to do | Enabling Environment | Role and actions of the adult |
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| Maintaining focus on their activity for a period of time | Provide new and unusual things for the children to explore especially those that are linked to their interests | Support children to choose their own activities and to identify how they will do them |
| Showing fascination in things Not being easily distracted | Ensure a wide range of play and exploratory areas and activities are available to children | Stimulate children's interest through shared attention and to calm overstimulated children Help children to become aware of their own goal to |
| Paying attention to details Persisting with activity when challenges | Resource these areas with well-chosen resources that will stimulate focused activity and learning | make a plan and to review Describe what you see children trying to do and |
| Showing a belief that more effort or a different approach will pay off | Notice what raises children's curiosity and provide stimuli and activities that match to this | encourage them to talk about their own approaches and successes |
| Bouncing back after difficulties | Ensure children have time and freedom to become deeply involved in activities To provide examples of the children persevering on | Be specific with praise, note effort and concentration and praise persistence and problemsolving |
| Showing satisfaction in meeting their own goal | tasks and previous activities to act as a motivator Keep significant and key activities and resources out | Encouraging children to identify how others have been successful and to work together and share ideas |
| Being proud of what they have accomplished and how they accomplished it Enjoy meeting challenges for their own sake | for longer periods of time Ensure there is space for all children to contribute | Adult will model and narrate how attempting to solve a problem while working with children |
| not just for external reward or praise | and take part in activities | |