

Creating and Thinking Critically

Having their own ideas

Using what they know to learn new things

Choosing ways to do things and finding new ways

Building blocks that children will be learning to do	Enabling Environment	Role and actions of the adult
<p>Thinking of their own ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things</p> <p>Making links and noticing patterns and things that are similar</p> <p>Making predictions</p> <p>Testing their own ideas to find out</p> <p>Starting to identify cause and effect</p> <p>Planning: making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well things are doing part way through</p> <p>Changing their planned approach as necessary</p> <p>Reviewing how well something worked</p>	<p>Within provision provide open ended tasks avoiding planned set outcomes</p> <p>Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks</p> <p>Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas.</p> <p>Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships</p> <p>Develop recognisable and predictable routines to help children to predict and make connections in their own experiences</p> <p>Have established routines that can be flexible but are still always orderly and consistent</p> <p>Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.</p> <p>Display visual mind maps that represent thinking and connections</p>	<p>Use the language of thinking and learning words such as: “think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do”</p> <p>Model being a thinker show that they don’t always know an answer or what will happen</p> <p>Explain their curiosity and how sometimes they can be puzzled and need to find out to understand</p> <p>Encourage open-ended thinking by asking questions such as what else is possible</p> <p>Respect children’s efforts and ideas and reward them so they feel confident to take a risk with a new idea</p> <p>Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration</p> <p>Give children time to talk and think and don’t always provide them with an answer immediately if they don’t contribute</p> <p>Value the questions and predictions children make</p> <p>Remind children of previous approaches that have been either successful or unsuccessful and</p>

	<p>Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies</p>	<p>encourage them to make connections between what they are doing now and previous experiences</p> <p>Model the creative process showing own thinking about some of the many possible things that could be done as a next step</p> <p>Encourage children to describe problems they are encountering and to help others find solutions</p> <p>Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time</p> <p>Model the plan do review process themselves by talking aloud</p>
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