

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>	Role and actions of the adult
<ul style="list-style-type: none"> • Explore their environment and be curious to find out more. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Show curiosity about objects, events and people. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. • Use my senses to explore the world. 	<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</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</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>	<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</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>

