**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

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| Building blocks that children will be learning to do | Provision and environment to promote and develop the building blocks | Role and actions of the adult |
| Thinking of their own ideas  Finding ways to solve problems  Finding new ways to do things  Making links and noticing patterns and things that are similar  Making predictions  Testing their own ideas to find out  Starting to identify cause and effect  Planning: making decisions about how to approach a task, solve a problem and reach a goal  Checking how well things are doing part way through  Changing their planned approach as necessary  Reviewing how well something worked | When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else’s ideas completely  Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks  Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas.  Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships  Develop recognisable and predictable routines to help children to predict and make connections in their own experiences  Have established routines that can be flexible but are still always orderly and consistent  Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.  Display visual mind maps that represent thinking and connections  Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies | 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”Model being a thinker to show that they won’t always know the answer or what will happen Encourage children to explain their reasoning Explain their curiosity and how sometimes they can be puzzled and need to find out to understand Encourage open-ended thinking by asking questions such as what else is possible  Respect children’s efforts and ideas and praise and encourage them so they feel confident to take a risk with a new idea  Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration  Give children time to talk and think and don’t always provide them with an answer immediately if they don’t contribute  Value the questions and predictions children make  Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences  Model the creative process showing own thinking about some of the many possible things that could be done as a next step  Encourage children to describe problems they are encountering and to help others find solutions  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 would they would change next time  Model the “plan, do review process” themselves by talking aloud |