**Playing and Exploring**

**Being willing to have a go**

**Finding out and exploring**

**Using what they know in their play**

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| Building blocks that children will be learning to do | ENABLING ENVIRONMENTS  Provision and environment to promote and develop the building blocks | Role and actions of the adult |
| 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, including members of their own family and visitors to school.  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. | Stimulating resources are freely available to children and they can access them when they wish  Resources are allowed to be used in different and creative ways by children  When appropriate guidance on how to engage with a resource or activity is available to pupils  Make sure resources are relevant to pupils’ interests and needs  Indoor and outdoor space is flexible and pupils can adapt it and take things from one area to another if needed/appropriate  Opportunities for role play are available and promoted with high quality resources and guidance - including a permanent home corner and a specific topic based role play area.  Some areas are calm and orderly to support pupils in concentrating when this is needed  First hand experiences are planned for and are frequent element of children’s experiences and activities  Small world resources and activities are varied and made attractive to all pupils and can be relevant to a specific topic  Exploration tables/areas are created and these are used by adults to develop children’s ability to explore and investigate  Game type activities and resources are a key feature/element of continuous provision. | Play alongside children and show own interest in learning and identifying new things  Help children to do what they are trying to do without taking over. Explain aloud thinking that identifies how to overcome problems  Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it  Model pretending that objects are something else and how to develop stories and activities  Encourage children to try something new. Celebrating achievements at home with WOW petals, displayed in the classroom.  Help children identify risks and dangers  Offer reassurance and reward when children lack confidence to try new things  Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment)  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 |