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| **EYFS Enabling Environments – what adults could provide** |  | **16-26 Months** |
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| **PRIME AREAS** |  | **SPECIFIC AREAS** |
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| **PSED****Making Relationships**• Play name games to welcome children to the setting and help them get to know each other and the staff.• Regularly evaluate the way you respond to different children.• Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult.• Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.**Self-confidence and self-awareness**• Making choices is important for all children. Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities.• Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.• Share with children photographs of their activities, talking with them about what they did and how they felt.**Managing feelings & Behaviour**• Choose books and stories in which characters help and support each other.• Duplicate some materials and resources to reduce conflict, e.g. two tricycles or two copies of the same book. |  | **Literacy****Reading**• Provide CDs of rhymes, stories, sounds and spoken words.• Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks.• Provide story sacks for parents to take them home to encourage use of books and talk about stories.**Writing**See Communication and Language |  | **Mathematics****Numbers**• Provide varied opportunities to explore *‘lots’* and *‘few’* in play.• Equip the role-play area with things that can be sorted in different ways.• Provide collections of objects that can be sorted and matched in various ways.• Provide resources that support children in making one-to-one correspondences, e.g. giving each dolly a cup.**Shape, space and measures**• Encourage children, when helping with domestic tasks, to put all the pieces of apple on one dish and all the pieces of celery on another for snacks.• Use pictures or shapes of objects to indicate where things are kept and encourage children to work out where things belong.• Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures.• Offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces. |
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| **Physical development****Moving and handling**• Anticipate young children’s exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements.• Use music to stimulate exploration with rhythmic movements.• Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.• Provide a range of wheeled toys indoors and outdoors, such as trundle trikes, buggies for dolls, push carts.• Provide items for filling, emptying and carrying, such as small paper carrier bags, baskets and buckets.• Provide materials that enable children to help with chores such as sweeping, pouring, digging or feeding pets.• Provide sticks, rollers and moulds for young children to use in dough, clay or sand.**Health and self-care**• Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.• Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks or washing themselves.• Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk.• Place water containers where children can find them easily and get a drink when they need one. |  | **Communication and language****Listening and attention**• Collect resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound**Understanding**• Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a ‘baby’ to bed and talking to it appropriately.• Use pictures, books, real objects, and signs alongside your words..**Speaking**• Allow time to follow young children’s lead and havefun together while developing vocabulary, e.g. saying‘*We’re* ***jumping up****’, ‘going* ***down****’.*• Plan to talk through and comment on some activitiesto highlight specific vocabulary or language structures,e.g. *“You’ve caught the ball. I’ve caught the ball. Nasima’s caught the ball”.*• Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures. |  | **Understanding the world****People and communities**• Provide opportunities for babies to see people and things beyond the baby room, including the activities of older children.• Collect stories for, and make books about, children in the group, showing things they like to do.• Provide books and resources which represent children’s diverse backgrounds and which avoid negative stereotypes.• Make photographic books about the children in the setting and encourage parents to contribute to these.• Provide positive images of all children including those with diverse physical characteristics, including disabilities.**The world**• Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall.• Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions.**Technology**• Have available robust resources with knobs, flaps, keys or shutters.• Incorporate technology resources that children recognise into their play, such as a camera. |  | **Expressive arts and design****Exploring and using media and materials**• Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.• Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space.• Provide space and time for movement and dance both indoors and outdoors.**Being imaginative**• Provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials. |