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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 have  fun together while developing vocabulary, e.g. saying  ‘*We’re* ***jumping up****’, ‘going* ***down****’.*  • Plan to talk through and comment on some activities  to 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. |