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| **Enabling Environments** | | |  | **22-36 Months** | | |
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| **PRIME AREAS** | | |  | **SPECIFIC AREAS** | | |
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| PSED  Making Relationship s  • Make time for children to be with their key person, individually and in their key group.  • Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.  • Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.  Self-confidence and self-awareness  • Discuss with staff and parents how each child responds to activities, adults and their peers.  • Build on this to plan future activities and experiences for each child.  • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts.  • Consult with parents about children’s varying levels of confidence in different situations.  • Record individual achievements which reflect significant progress for every child.  • Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain.  • Vary activities so that children are introduced to different materials.  • Make materials easily accessible at child height, to ensure everybody can make choices.  Managing feelings  • Have agreed procedures outlining how to respond to changes in children’s behaviour.  • Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary.  • Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration.  • Provide books, stories, puppets that can be used to model responding to others’ feelings and being helpful and supportive to them. | | |  | Literacy  Reading  • Create an attractive book area where children and adults can enjoy books together.  • Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props.  • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.  Writing  • Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts.  • Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag. |  | Mathematics  Numbers  • Make a display with the children about their favourite things. Talk about how many like apples, or which of them watches a particular TV programme at home.  • Provide props for children to act out counting songs and rhymes.  • Provide games and equipment that offer opportunities for counting, such as skittles.  • Plan to incorporate a mathematical component in areas such as the sand, water or other play areas.  Shape, space and measures  • Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, e.g. Arabic designs.  • Provide opportunities for children to measure time (sand timer), weight (balances) and length (standard and non-standard units).  • Vary the volume and capacity equipment in the sand, water and other play areas to maintain interest.  • Use coins for sorting on play trays and into bags, purses and containers. |
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| Physical development  Moving and handling  • Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.  • Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.  • Plan time for children to experiment with equipment and to practise movements they choose.  • Provide safe spaces and explain safety to children and parents.  • Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.  • Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.  • Plan activities that involve moving and stopping, such as musical bumps.  • Provide ‘tool boxes’ containing things that make marks, so that children can explore their use both indoors and outdoors.  Health and self-care  • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant.  • Offer choices for children in terms of potties, trainer seats or steps.  • Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach.  • Provide pictures or objects representing options to support children in making and expressing choices.  • Choose some stories that highlight the consequences of choices.  • Ensure children’s safety, while not unduly inhibiting their risk-taking.  • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.  • Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. |  | Communication and language  Listening and attention  • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.  • Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourites from their home languages.  Understanding  • Use talk to describe what children are doing by providing a running commentary, e.g. *‘Oh, I can see what you are doing. You have to put the milk in the cup first.’*  • Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.  Speaking  • Wait and allow the child time to start the conversation.  • Follow the child’s lead to talk about what they are interested in.  • Give children ‘thinking time’. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.  • For children learning English as an additional language, value non-verbal communications and those offered in home languages.  • Add words to what children say, e.g. child says ‘*Brush dolly hair’, you say ‘Yes, Lucy is brushing dolly’s hair.’*  • Talk with children to make links between their body language and words, e.g. *“Your face does look cross. Has something upset you?”*  • Introduce new words in the context of play and activities.  • Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers.  • Show interest in the words children use to communicate and describe their experiences.  • Help children expand on what they say, introducing and reinforcing the use of more complex sentences. |  | Understanding the world  People and communities  • Share photographs of children’s families, friends, pets or favourite people.  • Support children’s understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.  The world  • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.  • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.  Technology  • Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.  • Let children use machines like the photocopier to copy their own pictures. |  | Expressive arts and design  Exploring and using media and materials  • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.  • Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children’s experiences and to reflect their cultural heritages.  • Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.  Being imaginative  • Provide story boxes filled with interesting items to spark children’s storytelling ideas.  • Offer additional resources reflecting interests such as tunics, cloaks and bags. |