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| **Enabling Environments** | | | **30-50 Months** |
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| **PRIME AREAS** | | | |
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| **PSED**  **Making relationships**  • Plan activities that require collaboration, such as parachute activities and ring games.  • Provide stability in staffing, key person relationships and in grouping of the children.  • Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.  • Provide a role-play area resourced with materials reflecting children’s family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children’s knowledge and reflect an inclusive ethos.  • Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying ‘You can’t play’.  **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**  • Provide photographs and pictures of emotions for children to look at and talk about.  • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions.  • Make available a range of music that captures different moods.  • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.  • Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.  • To support children with SEN, use a sequence of photographs to show the routines in the setting.  • Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities.  • Use pictures or consistent gestures to show children with SEN the expected behaviours.  • Provide materials for a variety of role play themes.  • Provide a safe space for children to calm down or when they need to be quiet.  • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings. | | | |
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| **Physical Development**  **Moving and handling**  • Provide time and space to enjoy energetic play daily.  • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.  • Practise movement skills through games with beanbags, cones, balls and hoops.  • Plan activities where children can practise moving in different ways and at different  speeds, balancing, target throwing, rolling, kicking and catching  • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.  • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.  • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.  • Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls’ clothes and material for collage.  • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.  • Provide a range of left-handed tools, especially left-handed scissors, as needed.  • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.  • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.  **Health and self-care**  • Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.  • Plan so that children can be active in a range of ways, including while using a wheelchair.  • Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. |  | **Communication and language**  **Listening and attention**  • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. *“mmmmummy”, “shshshshadow”, “K-K-K-KKaty”.*  • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape.  • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.  • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. *‘Hickory Dickory boot, The mouse ran down the...*  • Set up a listening area where children can enjoy rhymes and stories.  • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’.  • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.  • Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.  **Understanding**  • Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be reenacted.  • Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.  • Find out from parents how children make themselves understood at home; confirm which their preferred language is.  • Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.  • Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.  **Speaking**  • Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.  • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.  • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.  • Provide opportunities for children whose home language is other than English, to use that language.  • Help children to build their vocabulary by extending the range of their experiences.  • Ensure that all practitioners use correct grammar.  • Foster children’s enjoyment of spoken and written language by providing interesting and stimulating play opportunities. | |

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| **SPECIFIC AREAS** | | | | |
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| **Literacy**  **Reading**  • Provide some simple poetry, song, fiction and non-fiction books.  • Provide fact and fiction books in all areas, e.g. construction area as well as the book area.  • Provide books containing photographs of the children that can be read by adults and that children can begin to ‘read’ by themselves.  • Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.  • Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.  • When children can see the text, e.g. using big books. Model the language of print, such as *letter, word, page, beginning, end, first, last, middle.*  • Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.  • Ensure access to stories for all children by using a range of visual cues and story props.  **Writing**  • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.  • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.  • Model writing poems and short stories, writing down ideas suggested by the children.  • Provide activities during which children will experiment with writing, for example, leaving a message.  • Include opportunities for writing during role-play and other activities.  • Encourage the children to use their phonic knowledge when writing. |  | **Mathematics**  **Numbers**  • Give children a reason to count, e.g. by asking them to select enough wrist bands for three friends to play with the puppets.  • Enable children to note the ‘missing set’, e.g. *‘There are none left’* when sharing things out.  • Provide number labels for children to use, e.g. by putting a number label on each bike and a corresponding number on each parking space.  • Include counting money and change in role-play games.  • Create opportunities for children to separate objects into unequal groups as well as equal groups.  • Provide story props that children can use in their play, e.g. varieties of fruit and several baskets like Handa’s in the story *Handa’s Surprise* by Eileen Browne.  **Shape, space and measures**  • Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept.  • Have large and small blocks and boxes available for construction both indoors and outdoors.  • Play games involving children positioning themselves *inside, behind, on top* and so on.  • Provide rich and varied opportunities for comparing length, weight, capacity and time.  • Use stories such as Rosie’s Walk by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units.  • Show pictures that have symmetry or pattern and talk to children about them. | | |
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| **Understanding the world**  **People and communities**  • Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.  • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.  • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.  • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.  • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.  • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.  • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.  • Provide role-play areas with a variety of resources reflecting diversity.  • Make a display with the children, showing all the people who make up the community of the setting.  • Share stories that reflect the diversity of children’s experiences.  • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.  **The world**  • Use the local area for exploring both the built and the natural environment.  • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.  • Provide play maps and small world equipment for children to create their own environments.  • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.  **Technology**  • When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back. | | |  | **Expressive arts and design**  **Exploring and using media and materials**  • Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows.  • Provide a place where work in progress can be kept safely.  • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road.  • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.  • Introduce children to a wide range of music, painting and sculpture.  • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.  **Being imaginative**  • Tell stories based on children’s experiences and the people and places they know well.  • Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., *“This bear has arrived in the post. He has a letter pinned to his jacket. It says ‘Please look after this bear.’ We should look after him in our room. How can we do that?.”* |