Playing and exploring

You might see a child who…

- has a go at something new
- explores with all the senses
- pretends and acts out ideas
- finds out by doing, not only watching

Questions to ask

- ? What could we try next?
- ? What does it feel, sound or smell like?
- ? Who are you pretending to be?
- ? What happens if…?

Ways to support it

- Leave time to explore before you show how
- Offer open-ended things: boxes, fabric, loose parts
- Join the play as a partner, not a director

Seen this week

Active learning

You might see a child who…

- concentrates for a long time
- keeps trying when it is tricky
- is proud of what they did
- bounces back after a setback

Questions to ask

- ? What was the tricky part?
- ? What did you do when it went wrong?
- ? How did you work it out?
- ? What are you proud of?

Ways to support it

- Praise the effort and the strategy, not only the result
- Protect long stretches of play from interruptions
- Show that grown-ups get stuck too, and keep going

Seen this week

Creating and thinking critically

You might see a child who…

- has their own ideas
- links one idea to another
- plans, then changes the plan
- finds new ways to do things

Questions to ask

- ? How could we do it another way?
- ? What do you think will happen?
- ? Why do you think that?
- ? What is your plan?

Ways to support it

- Wonder aloud: “I wonder why…”
- Give time to think before you answer for them
- Talk through your own plans and changes

Seen this week