Adult role throughout the Learning Environment

Look at how children in your setting are using the learning environment, and adapt it in response to your observations to ensure the environment is supporting the needs of different children.

Remember - all children are individuals.

Personal, Social and Emotional Development

Positive Relationships
- Respect all children and their feelings.
- Form warm and caring attachments with children.
- Build positive relationships with parents and encourage them to be involved in their children’s learning.
- Encourage children in their play.
- Be a role model.
- Plan for children to play and learn, sometimes alone or in groups.

Enabling Environments
- Ensure each child has a key worker.
- Give children time and space.
- Follow children’s own interests.
- Provide positive images of diversity and different cultures.
- Support children to become independent learners.

Learning and Development
- Plan open-ended experiences that will support children to be independent.
- Plan experiences that will excite children. Support all children in their chosen experiences.
- Support children to understand others and resolve conflicts in a positive way.
Communication and Language

Positive Relationships
- Talk to children about their thoughts and feelings.
- Daily opportunities to enjoy books, rhymes, music, songs, poetry and stories.

Enabling Environments
- Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs.
- Plan flexible routines and time for children to enjoy these resources with adults and other children.
- Provide time to have relaxed conversations with children.
- Provide time for the children to talk to each other.
- Support children learning English as an additional language.

Learning and Development
- Encourage use of language through
  - Action songs and rhymes
  - Role-play experiences
  - Practical experiences
- Encourage non-verbal communication through movement, art, dance and songs.
- Talk with children.
- Develop an awareness of rhyme, alliteration and phonics.
- Provide resources in other languages
- Model language to children, commentate on their play.
Literacy

Positive Relationships
- Opportunities to enjoy books, rhymes, music, songs, poetry and stories.
- Opportunities for mark making – adults role model reading and writing with children
- Space and time to enjoy looking at, reading and talking about books
- Let children see adults reading and writing.
- Let children experiment with mark making in a range of contexts with a range of materials.

Enabling Environments
- Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs.
- Plan flexible routines and time for children to enjoy these resources with adults and other children.
- Provide books and other reading materials throughout the environment linked to experiences offered and children’s interests.
- Provide materials for mark making in specific areas as well as linked to other experiences offered eg in the role play area, outside, with the construction materials.
- Provide cosy spaces for children to engage in reading with puppets and soft toys.
- Adults spend time in the book area to encourage the children to use it and model to families.

Learning and Development
- Plan experiences that give a purpose for reading and writing.
- Provide a variety of mark making experiences – indoors and out – that will appeal to both boys and girls.
- Develop an awareness of rhyme, alliteration and phonics.
- Provide resources in other languages.
- Show children that what they say can be written and read.
Physical development

Positive Relationships
• Build children’s confidence.
• Motivate children to be active.
• Give children praise, encouragement and guidance.
• Value natural and spontaneous movement.
• Support children’s understanding of exercise, eating, sleeping and hygiene.

Enabling Environments
• Provide sufficient, challenging and interesting equipment that can be used in a variety of ways to develop physical skills.
• Ensure sufficient space and time, both indoors and out for energetic play.
• Include all children.
• Encourage independence in physical activities.

Learning and Development
• Plan experiences that offer physical challenges.
• Plan plenty of opportunities for physical activity.
• Accompany actions with words.
• Use mealtimes to support children’s social development and highlight importance of making healthy choices.
Mathematics

Positive Relationships
- Encourage children to use new words and mathematical ideas in their play. Encourage children to explore real-life problems.
- Use home language to support children’s understanding of mathematical language and concepts. Value children’s practical explorations.

Enabling Environments
- Make sure mathematical resources are independently available both indoors and out.
- Plan for children to explore shape, distance, and measure through physical experiences indoors and out.
- Plan for children to discover numbers, counting, calculating through practical, everyday situations.

Learning and Development
- Develop mathematical understanding through stories, songs, games and imaginative play and a wide range of play based experiences
- Use mathematical language during play and daily routines.
Understanding the world

Positive Relationships
- Use parents as a resource to extend children’s experiences of the world. Help children become aware, explore and question diverse needs and different cultures.
- Support all children to explore the world around them.

Enabling Environments
- Create a stimulating learning environment both indoors and out.
- Offer a wide range of experiences.
- Make use of the local environment. Use open-ended questions.
- Use correct terms eg chrysalis.

Learning and Development
- Plan activities based on first hand experiences.
- Encourage children to explore, experiment, observe, solve problems, predict, think, reflect, make decisions, and discuss.
- Teach skills and knowledge through practical experiences.
- Support children in using a range of ICT
Expressive arts and design

Positive Relationships
- Let children “have a go”, learn new things and be adventurous. Value what children can do. Value children’s own ideas.
- Give children time and space to work alongside creative adults.
- Include all children’s religious and cultural beliefs.

Enabling Environments
- Create a stimulating learning environment.
- Support children’s original ideas.
- Value children’s creativity.
- Include resources from wide range of culture.
- Include all children.
- Use a variety of ways for children to express themselves – eg dance, music, movement.

Learning and Development
- Provide a wide range of sensory experiences.
- Allow time for children to explore, develop and finish ideas.
- Create opportunities for children to express their ideas in a variety of ways.