**How we promote and encourage ‘Active Learning’.**

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| **Children will be learning to:** | **Examples of how to support this:** |
| Participate in routines, such as going to their cot or mat when they want to sleep.  Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. | Help babies, toddlers and young children feel safe, secure and treasured as individuals.  The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently. |
| Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. | Provide furniture and boxes at the right height to encourage babies to pull themselves up and reach for objects.  Opportunities to play and explore freely, indoors and outside, are fun. They also help babies, toddlers and young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing. |
| Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. | Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities |
| Keep on trying when things are difficult. | Help children to think about what will support them most, taking care not to offer help too soon. The following strategies will help children at different times, depending on their confidence, how much previous experience they’ve had with an activity, and how motivated, or distracted, they are:   1. repeating something hard on their own; learning through trial and error. 2. asking a friend or an adult for help. 3. watching an adult or another child, modelling what to do, or listening to their guidance.   At times, children respond well to open-ended activities which they choose. Other times, they benefit from a supportive structure established by an adult. It is important to provide both kinds of opportunities.  Adults can teach children to use self-calming to help them deal with intense emotions. For example, you could introduce a ‘calming jar’. Or you could introduce ‘zones of regulation’. These can help children to become more aware of their emotions and think about how to calm themselves. |