**How we promote and encourage ‘Creating and Thinking Critically’.**

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| **Children will be learning to** | **Examples of how to support this:** |
| Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.  Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. | Help babies, toddlers and young children to find their own ideas by providing open-ended resources that can be used in many ways.  Encourage, support and enjoy children’s creative thinking as they find new ways to do things.  Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible. |
| Review their progress as they try to achieve a goal. Check how well they are doing.  Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. | Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children’s pride about their achievements and their enjoyment of special memories.  Suggestion: you could prompt a conversation with questions like: “Do you remember when…?”, “How would you do that now?” or “I wonder what you were thinking then?” |

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| Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” | Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider ‘how’ and ‘why’ things happen, and ‘what might happen next.’ |
| Know more, so feel confident about coming up with their own ideas.  Make more links between those ideas. | Help children to come up with their own ideas and explanations.  Suggestion: you could look together at woodlice and caterpillars outdoors with the magnifying app on a tablet. You could ask: “What’s similar about caterpillars and other insects?” You could use and explain terms like ‘antennae’ and ‘thorax’. |
| Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. | Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside. |