**Building the Ambition**

National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014

**Our Early Learning and Childcare Experiences for the Young Child**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Encourage an understanding of others’ emotions; for example, talking about why a child is upset perhaps because others have excluded them from playing in the house corner.  Help young children become independent in managing conflict.  Highlight a growing awareness of the need for some rules and why this is important and being able to respond to basic structures. For example,  why is it important to use your own box or tray to keep important items, or why is it necessary to take care of things on display.  Allow opportunities to play and learn together, to share ideas and interests, to reconcile differences and to begin to develop a sense of fairness.  Encourage children to contribute their own ideas and be involved in decision making about their day.  Engage children in daily energetic play, which supports and extends their developing physical skills, stamina and strength.  Use real tools and equipment to help coordination of fine movements; for example, combining items together using different fasteners, preparing snack, using a camera or keyboard.  Encourage physical skills, such as finding out about distance and speed by throwing, chasing, running. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Provide a range of events and exciting experiences which encourage children to share their thinking, talk about their interests and help them imagine their theories.  Encourage children to listen carefully to each other and gives space and time to allow others to talk.  Allow children to use their imagination in role play, making models, painting and drawing.  Encourage children to play with rhyme and rhythm, songs and silly words to have fun and enjoy.  Draw children’s attention of words, both verbal and in print, and helps them realise print has meaning; for example, labelling their own pictures, writing during shop or home play, writing cards and letters and signs or labels on resources.  Provide opportunities for small groups of children to listen to a story together, where they can see the illustrations in a book but not in a large  setting where engaging with the story is physically too difficult. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Help children remember how they have solved a problem in the past and how this learning links to a current challenge.  Give time for children to find out similarities and differences in simple problem solving activities.  Create a wealth of interesting situations, both inside and out of doors, questions for a child to ask and consider possibilities.  Give opportunities to incorporate different technologies and use this in their learning.  Provide opportunities which encourage children’s understanding of living things and the local and natural environment.  Give the young child experience of how materials change, by heating, dissolving, freezing, mixing etc.  Provide opportunities to express their thoughts and feelings in pictures, paintings, using an increasing variety of art techniques and media.  Provide opportunities to find out how artists and musicians express their ideas and for children to try out their own.  Give opportunities to learn about tunes, rhythm, timing and patterns of music. |  |  |  |