



Why are we giving you these?

We wanted to create a range of high quality suggestions for parents and carers to use at home to support their children's development and learning. The suggestions have been designed to reflect current guidance on how best to support young children as outlined in the practice document 'Realising the Ambition: Being Me' (Scottish Government, February 2020)



Early Years professionals across East Ayrshire Council and our Speech and Language partners have helped us develop these.

Our key themes:

- * We recognise that parents and carers know their children better than anyone else and want to make the most of this in supporting them to respond to and support children's learning in a way that makes them feel confident.
- * Children develop and learn at their own unique pace, they can all be successful. We focus on what children can do and will support parents and carers to build on this at a pace that suits the child.
- * Play is the most effective medium for supporting young children's development and learning. If children are able to make choices and get into a 'flow' with their play many different areas of their brains and bodies are being used. We do not need to see evidence of learning in the form of a sheet for example, to know that it is happening.
- * Having a trusted adult available during play can help support development and learning. Parents and carers do this all the time without even thinking about it. Being involved in your child's play at the right moment can help drive their development.
- * Outdoor experiences are particularly valuable for children's health, development and learning. Being outside is good for parents and carers too!
- * There is no need to have lots of fancy or expensive things to support children's learning. Household items, for example, boxes often have the most potential.
- * If children are having fun they will feel good which also helps their development and learning. These suggestions have been designed with this in mind so if you can capture a sense of freedom and fun these will be positive and valuable experiences for you and your child.
- * The suggestions have been designed to be experiences you can go back to again and again (depending on your child's interest) When he or she 're-visits' an experience this is an opportunity for their learning and development to progress.

What do the headings mean?

We have organised the suggestions in line with the dimensions of development in the Scottish Government document 'Realising the Ambition: Being Me'. This was published in February this year and can be found at:

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

"Each of these 5 dimensions links to the others, but every child develops them differently and in different patterns" **'Realising the Ambition: Being Me' Scottish Government, 2020. P.23.**

The dimensions are:

- Executive function and self- regulation.
- Communication and language.
- Confidence, creativity and curiosity.
- Movement and coordination.
- Self and social development.

An explanatory note on executive function and self-regulation:

"Executive function is sometimes referred to as the brain's "air traffic control system". It includes working memory, which is a set of stores for information we are using right now...When we pay attention to something or switch focus to a new thing, or when we persist with an activity despite distractions all of these draw on executive function.

Self-regulation covers all the skills and processes we need to stay safe and get through the day. For babies and young children, the necessary abilities and the brain systems that underlie them, are still developing. They don't know whether one situation is more serious than another, and their brains may well take the "safety first" approach of assuming it is worse than it is. They do not have the skills or experience to manage strong feelings, whether of fear, hunger or happiness." **'Realising the Ambition: Being Me' Scottish Government, 2020. P.23.**

We can help children develop the key aspects of executive function and the ability to self-regulate with certain types of experience and most importantly in the way we relate to them. Our home learning suggestions that focus on these areas have been carefully chosen to do this.

Help and Feedback

Please get in touch if you need support with any of these suggestions (details below). We would also love to hear how you and your child get on with them.

