

Block Play



Leaders of Early Learning

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



House Keeping

- Restrooms



- Fire Safety



- Tea/Coffee



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Aims

- Explore the far reaching impact of block play on a child's development
- Dip into the history of block play
- Familiarise ourselves with the role of the adult in block play
- Explore the opportunities to promote **literacy** and **numeracy** creatively through block play
- Explore the holistic opportunities within block play to develop the 4 Capacities, Meta Skills and life long learning.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Contents

Introduction to Block Play



Stages of Block Play



Schematic Play



Role of the Adult



Literacy through block play



Numeracy through block play



Learning Across the Curriculum



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Introduction to Block Play



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



‘Rich block play does not just occur. It develops when the adult acts as a powerful catalyst working hard to enable it.’

(Bruce in Gura 1992:26)





Friedrich Fröbel



- Friedrich Froebel was the founder of Kindergarten Education.
- He believed in the value of play to shape behaviour and aid in children's intellectual and emotional growth.
- Froebel believed that even very young children could learn scientific, artistic and natural principles by playing with various physical objects, which he called “gifts”.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebel's Gifts

The kindergarten was sourced with specially devised materials for children's play and learning which Froebel called '*gifts and occupations*'.

- *Soft crocheted balls on string*
- *Weaving materials sewing*
- *Drawing and painting*
- *Wooden pattern boards and sticks for construction*
- *Clay*
- *Sand*
- *Water*
- *Wooden blocks*

Froebelian principles





Froebelian principles

Unity and connectedness

Everything in the universe is connected. The more one's desire of the unity, the deeper the understanding of oneself, others, nature and the wider world. Children are whole beings whose thoughts, feelings and actions are interrelated. Young children learn in a holistic way and learning should never be compartmentalised for everything links.

Creativity and the power of symbols

Creativity is about children representing their own ideas in their own way, supported by a nurturing environment and people. As children begin to use and make symbols they express their inner thoughts and ideas and make meaning. Over time, these reflections of everyday life, community and culture become more abstract and nuanced.



The central importance of play

Play is part of being human and helps children to relate their inner worlds of feelings, ideas and lived experiences taking them to new levels of thinking, feeling, imagining and creating and a resource for the future. Children have ownership of their play. Froebelian education values the contribution of adults offering freedom with guidance, to enrich play as a learning context.

Engaging with nature

Experience and understanding of nature and our place in it, is an essential aspect of Froebelian practice. Through real life experiences children learn about the interrelationships of all living things. This helps them to think about the bigger questions of the environment, sustainability and climate change.

Autonomous learners

Each child is unique and what children can do rather than what they cannot, is the starting point for a child's learning. Children learn best by doing things for themselves and from becoming more owners of their own learning. Froebelian educators respect children for who they are and value them for their efforts. Helping children to reflect is a key feature of a Froebelian education.

Knowledgeable, nurturing educators

Early childhood educators who engage in their own learning and believe in principled and reflective practice are a key aspect of a Froebelian approach. Froebelian educators facilitate and guide rather than instruct. They provide rich real life experiences and observe children closely, supporting and extending their interests through freedom with guidance.



The value of childhood in its own right

Childhood is not merely a preparation for the next stage in learning. Learning begins at birth and continues throughout life.

Relationships matter

The relationships of every child with themselves, their parents, carers, family and wider community are valued. Relationships are of central importance in a child's life.

froebel.org.uk

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Engaging with nature

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Engaging with nature

Learning through self-activity and reflection

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Engaging with nature

Learning through self-activity and
reflection

The central importance of play

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Engaging with nature

Learning through self-activity and
reflection

The central importance of play

Creativity and the power of symbols

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Froebelian principles

Froebel's key principles



Freedom with guidance

Unity, connectedness and community

Engaging with nature

Learning through self-activity and
reflection

The central importance of play

Creativity and the power of symbols

Knowledgeable and nurturing
educators

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning



Glasgow
CITY COUNCIL

Caroline Pratt



- Developed teaching methods that focused on play, influenced by Froebel's kindergarten philosophy that suggested that children's play and activity were central to their individual growth and development.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Caroline Pratt



- Developed teaching methods that focused on play, influenced by Froebel's kindergarten philosophy that suggested that children's play and activity were central to their individual growth and development.
- Her philosophy of teaching was based on the children's interests, and through play she allowed them to learn experimentally through their experiences in their immediate environments.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Caroline Pratt



- Developed teaching methods that focused on play, influenced by Froebel's kindergarten philosophy that suggested that children's play and activity were central to their individual growth and development.
- Her philosophy of teaching was based on the children's interests, and through play she allowed them to learn experimentally through their experiences in their immediate environments.
- Advocate of free play vs 'taught' curriculum.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Caroline Pratt



- Developed teaching methods that focused on play, influenced by Froebel's kindergarten philosophy that suggested that children's play and activity were central to their individual growth and development.
- Her philosophy of teaching was based on the children's interests, and through play she allowed them to learn experimentally through their experiences in their immediate environments.
- Advocate of free play vs 'taught' curriculum
- Developed wooden unit blocks, based on the blocks used by Froebel.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Caroline Pratt



Froebel (1782-1852) and Pratt (1867-1954) each therefore developed a theory which supported the importance of children learning through **active** engagement in **meaningful play**.

Bruce, T. (Eds) (2012)

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Realising the Ambition: Being Me

Section 9.2 p.102-103



Realising the Ambition: Being Me

9.2 Friedrich Froebel and Froebelian practice today

... a good framework transforms itself and is as relevant today as it was when it was first formed.

(Bruce, 2012: 6)

Friedrich Froebel was born in 1782 in the German village of Oberwiesbach in the Thuringian Forest. In 1840 he established the first kindergarten (garden for children) in Blankenburg. Through his work and writing, Froebel succeeded in changing the way we think about childhood and the education of young children. His ideas about learning through nature and the importance of play spread throughout the world and continue to have relevance today.

Much of what we now take for granted in early learning and childcare has its origins in Froebel's ideas. Outdoor play is an obvious example. Other examples include play with blocks, sand, water, clay, finger rhymes, painting, and drawing. Familiar practices, such as observation-led planning, and partnerships with parents and the wider community, can be traced back to Froebel's pioneering work.

Challenge questions

Reflect on your observations of children and what you do with the information you gather to plan future provocations/activities.

Think about how you record those 'aha moments'. Do you write down what you observe or what you will do as a result of what you observe?



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Modern Froebellians

Many practitioners today identify themselves as Froebellians, meaning that their practice is informed by values and principles first established by Froebel almost 200 hundred years ago. Modern Froebellians sometimes refer to their approach as 'principled practice' to indicate their strong belief that effective practice is grounded in values, and on a sound understanding of how young children learn.

Helen Tovey expresses this clearly when she writes:

- “A Froebelian approach is not a method. There is no formula or recipe to follow or set of equipment to purchase or prescribed curriculum to adhere to. Nor is it a series of ideas and activities which practitioners can dip into and out of. Rather it is a whole way of thinking about children and childhood, based on a set of values and principles.”

(Tovey, 2013)

Drawing on the approach Froebel himself used to develop his innovative theories and practice, modern Froebellians stress the importance of careful observation of children. This, together with reflective practice and strong professional learning, is how they are able to translate Froebel's original ideas into practice relevant to children and families today, and into the future.

A Froebelian approach is applicable wherever adults work with children and families. This means that it can be used by practitioners working in rural and urban settings, in outdoor settings, and by child-minders looking after children at home and even in the early stages of our primary schools.

Further reading <https://www.froebel.org.uk>



Wellbeing
and
Learning

Achievement
and
Progress

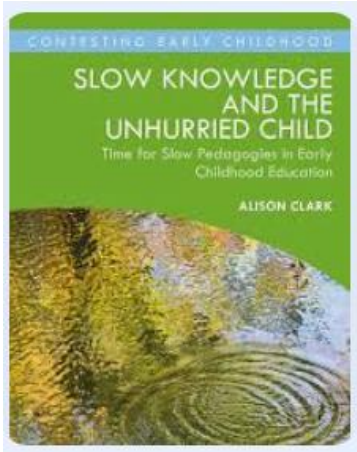
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Slow pedagogy...



<https://www.tandfonline.com/doi/full/10.1080/1350293X.2025.2452547?mi=5t0s03>

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Play Time

Select as many blocks/resources as you wish from all of the resources available. You are only allowed one trip to collect resources.

Find a comfortable space and quietly explore your chosen items.

- Create what you like
- Be imaginative
- Don't be concerned with what others are doing

How did you feel...

- At the start;
- Whilst building;
- When you finished?

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Learning Environment



Education Scotland, Realising the Ambition- 2020

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Blocks

- **Unit blocks**
 - solid hardwood
 - sustainable
 - built on the same basic standard of measurement. – ratio 1:2:4
- **Large hollow blocks:**
 - carry with two hands
 - can be stood on
 - can build life-sized structures
 - hollow in order to reduce their weight



Environment, Space and Storage

- Organised
- Easily accessible, open access storage
- Adequate space
- Sufficient number and variety of blocks
- Different shapes can be seen
- Flooring



Wellbeing
and
Learning

Achievement
and
Progress

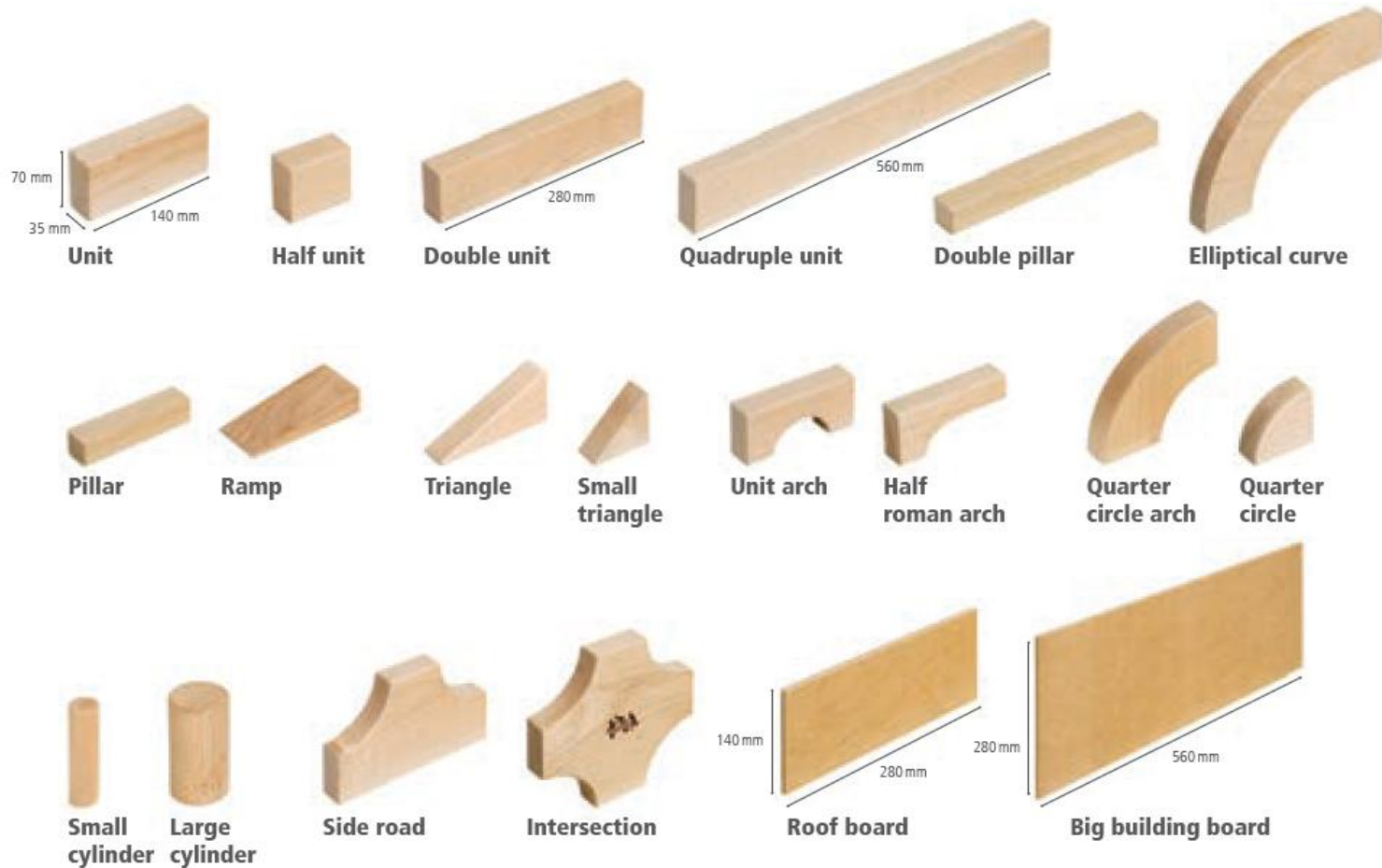
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Block Names



Schematic Play



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Schematic Play

- Schemas are patterns of repetitive play.
- Schemas are often seen in block play.
- Observing schemas can help practitioners to support children and provide opportunities to extend and develop their play and learning.





Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Stages of Block Play



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Stages of Block Play

Children's play with blocks will change over time as their understanding and experience deepens. Knowledge of these stages allows practitioners to support children's learning and provide what they need in order to take the next step.

Stages of block play include:

1. Carrying
2. Stacking
3. Bridging
4. Enclosures
5. Patterning
6. Building complex structures
7. Dramatic Play with complex structures

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Stage 1 - Carrying

Children will:

- explore the blocks using their senses – they examine them closely, touch and taste them.
- hold one block in each hand and hit them together, exploring sound.
- carry the blocks from place to place.
- knock down structures built by others.

No actual building takes place within the carrying stage.



Stage 2 - Stacking

Children:

- Have an intrinsic need to build rows and towers repeatedly – they do this before moving on to build other structures.
- May haphazardly stack blocks until they fall.
- May line blocks up, pushing them into an even line.

When children have mastered building rows and towers they build them in multiples – this can resemble floors and walls.



Stage 3 - Bridging

Children:

- Begin bridging or roofing the space between two upright blocks
- Repeat bridging over and over again.
- Use this skill to build bridges on top of bridges.



Stage 4 - Enclosures

Children:

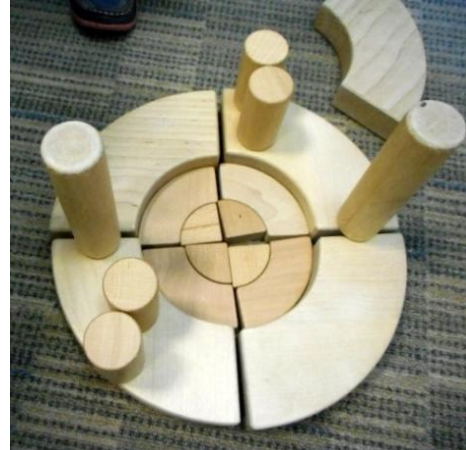
- Use blocks to enclose space.
- Need to practice using four block to create an enclosure in the shape of a square.
- Repeat creating enclosures over and over
- Begin to experiment with the size and shape of enclosures and connect one to the other.



Stage 5 - Patterning

Children:

- Use blocks to create patterns and symmetry when building
- May incorporate some enhancements, such as small world and loose parts.
- Generally do not name their buildings



Stage 6 -Building Complex Structures

Children:

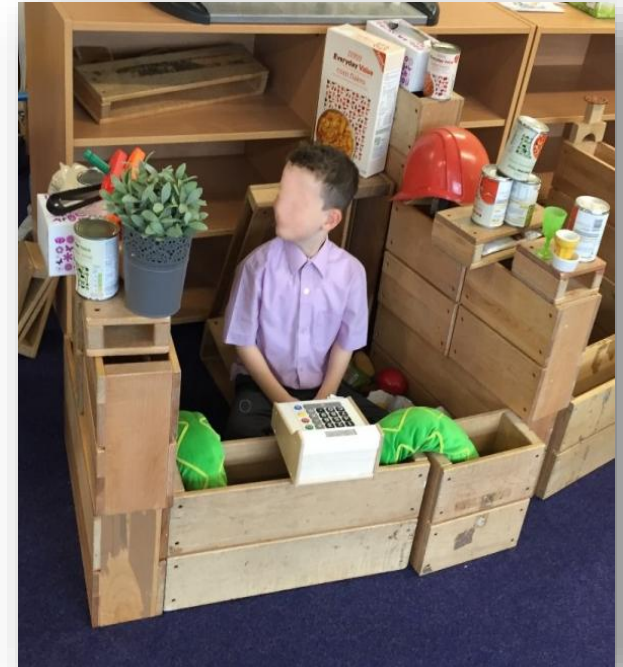
- Use a larger number of blocks incorporating towers, rows, bridges, enclosures and patterns in the same structure.
- Name their structures whilst they are building or after



Stage – 7 Dramatic Play with Complex Structures

Children:

- Tell you what they are going to build before they start, showing they have a plan for their play
- Build familiar structures. The design features of the building represent the actual structure, for example, windows or a drawbridge.
- Create and add their own enhancements to the structure, recycled materials (loose parts) supporting the dramatic play and their interpretation of how the world works.



1



Enclosures

2



Dramatic play with complex structures

3



Stacking

4



Bridging

5



Building complex structures

6



Bridging

7



Pattering

8



Building complex structures

Wellbeing
and
LearningAchievement
and
ProgressNetworked
Learning
OrganisationConnected
LearningEngagement,
Participation
and Inclusion

Role of the Adult



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Role of the Adult

- Knowing about blocks
- Free choice
- Connections
- Space
- Storage which shows the whole and the parts
- Time
- Valuing block play

Role of the Adult

Sensitive Interaction

- Being an active observer
- Listening
- Protecting children's block play
- Being a play partner
- Putting actions into words
- Questioning
- Supporting and extending

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Video



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Literacy Learning through Block Play



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Literacy Development

Block play helps to develop:

- Creativity and imagination
- Language and communication – vocabulary
- Storytelling and role play (story acting)
- Mark making - representation of own ideas and symbols

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Curiosity

- Inquire
- Observe
- Research

Open-Mindedness

- Listen
- Think differently
- Explore

Problem Solving

- Identify
- Respond
- Present solutions

Imagination

- Have ideas
- Invent

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Imagination is...

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Imagination is...

“...play
without
action”

“...the ability to form
rich and varied mental
images or concepts of
people, places, things,
situations not present.”

“...seeing
what isn't
there.”

“...a cognitive
capacity to picture
in one's mind an
alternative reality.”

“...is more
important
than
knowledge.”

“...ability to
picture what
doesn't exist.”

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Learning Environment



Education Scotland, Realising the Ambition- 2020

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Communication and Language

Communication

- Being in control and engaged in interactions
- Using symbols and understanding symbolic relationships
- Using more advanced language
- Use of props
- Sustained Shared Thinking

Vocabulary

- Sparkle words linked to focus book
- Names of the blocks
- Specialised words vocabulary linked to specific themes or interests e.g. astronaut

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Developing Children's Language

Modelling

- Showing an example
- Using 'think alouds'

First, I will put two unit blocks on top of one another here and here, and then I will put a unit block across the top to make a bridge, and then I can drive the car through the tunnel, I wonder if it will fit.

Scaffolding

- Plan your strategy or approach
- Reviewing actions or steps
- Break ideas or tasks down
- provide cues and prompts

Extension

- Providing suggestions
- Prompting children to explain their thinking
- Helping children to think through alternatives

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Developing Children's Language

Modelling

- Showing an example
- Using 'think alouds'

What do you need to do?

What have you tried so far?

Has it worked?

You might need to ... to get it to work.", "Looks like you need to to ...

Scaffolding

- Plan your strategy or approach
- Reviewing actions or steps
- Break ideas or tasks down
- provide cues and prompts

Extension

- Providing suggestions
- Prompting children to explain their thinking
- Helping children to think through alternatives

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Developing Children's Language

Modelling

- Showing an example
- Using 'think alouds'

Scaffolding

- Plan your strategy or approach
- Reviewing actions or steps
- Break ideas or tasks down
- provide cues and prompts

That would be one way, what's another way we could try?

Extension

- Providing suggestions
- Prompting children to explain their thinking
- Helping children to think through alternatives

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Supporting Sustained Shared Thinking

Refrain from closed questions and statements:

- “Nice building.”
- “What are you building?”

Use open-ended questions and model thinking aloud:

- “What would happen if...?”
- “Tell me about...”
- “What else could you try?”
- “How did you...?”

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Story Telling and Role Play

Block play
can:

Develop children's abstract thinking and use of imagination

Enable children to represent their ideas symbolically through arranging and manipulating blocks

Develop oral language and literacy learning as children take on roles and develop their own story narratives

Foster social interaction between children as they plan, negotiate and create together.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Story Telling and Role Play

- Literacy enhancements
- Incorporating blocks into interactive shared story sessions
- Block provocations
- Adult role – active observer, prompting, guiding

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Learning Environment



Education Scotland, Realising the Ambition- 2020

Wellbeing
and
Learning

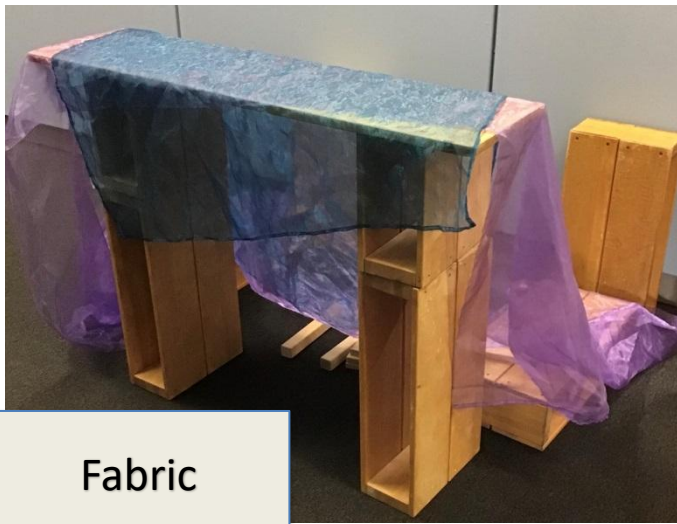
Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Fabric

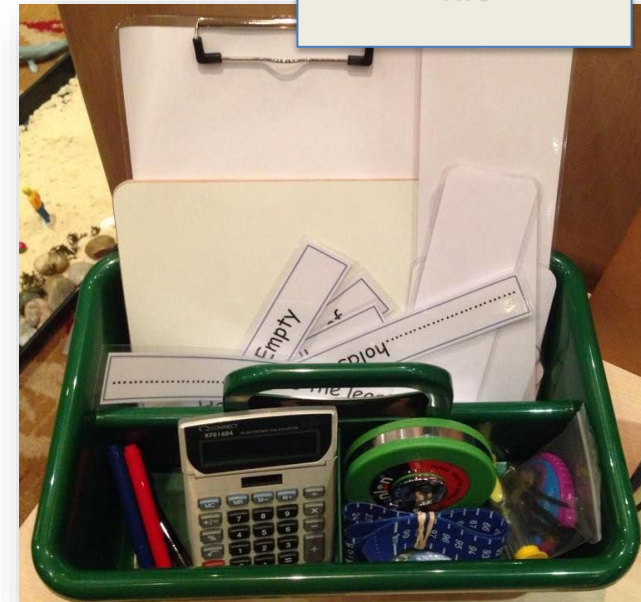


Loose parts

Mark making kit



Small world/
story props



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion

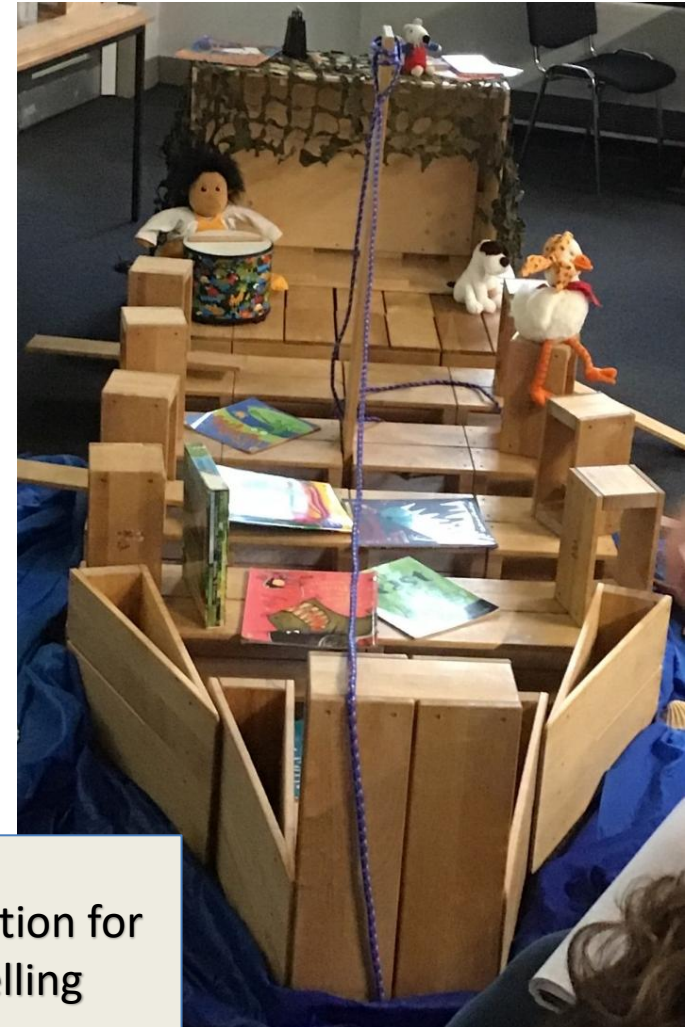




Build elements of setting
from the book



Setup provocation for
oral storytelling



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Mark making

Opportunities for mark making

- Planning building/construction
- Record constructions
- Making signs/labels/characters/features
- Making a story about their construction

Wellbeing
and
Learning

Achievement
and
Progress

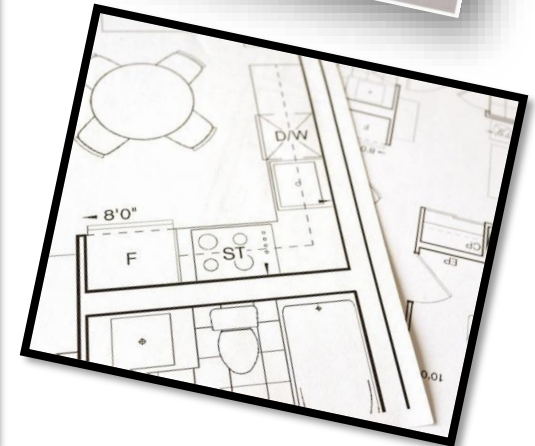
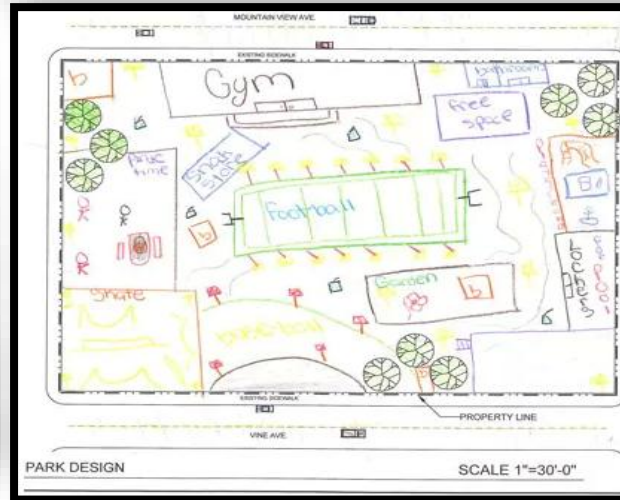
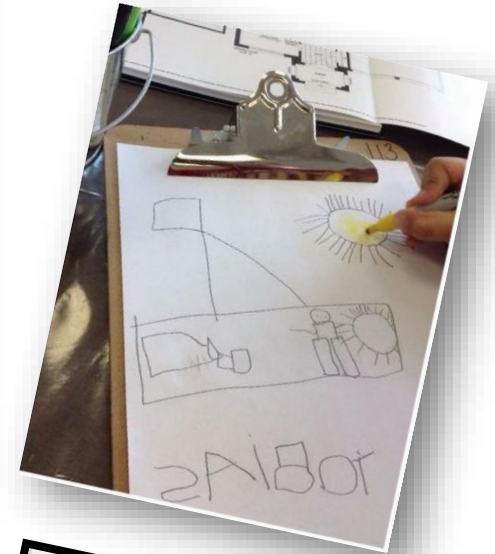
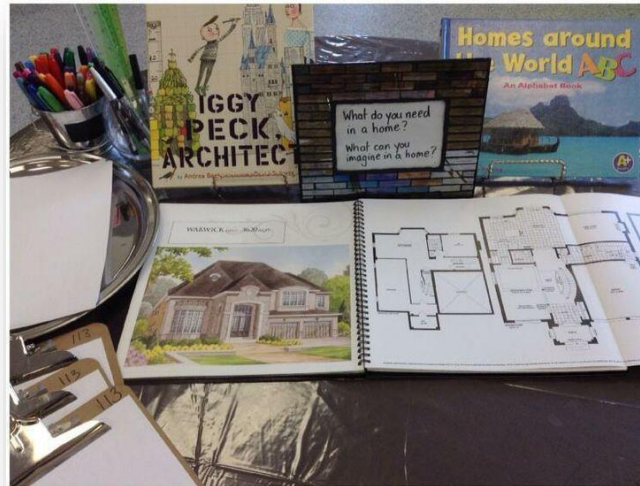
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Enhancements



Wellbeing
and
Learning

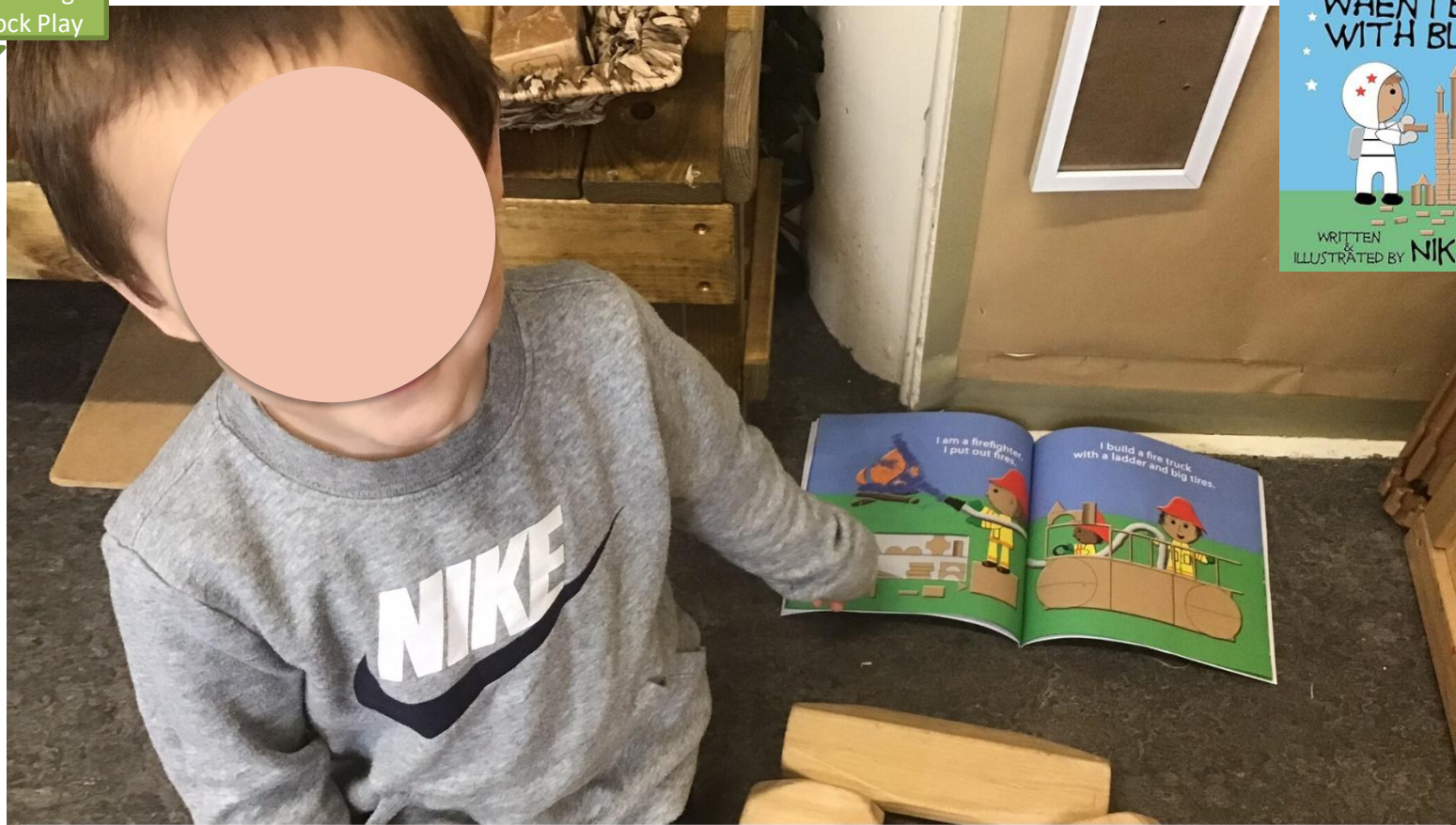
Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





● was in the block play area. A friend said they wanted to make a fire engine. ● then looked through two of the books on display and said “it tells you how to do a fire engine.” He kept looking through the books until he found this picture. He then counted the circles and picked out the corresponding blocks to create his fire engine.

8th Sep 2022



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Wellbeing
and
Learning

Achievement
and
Progress

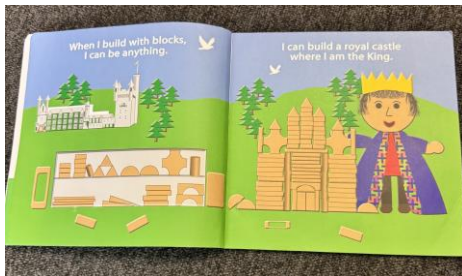
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Creating Stories



The Princess

*Once upon a time there
was a princess who
wanted a new castle, we
designed one with tall
towers and a look out at
the top.*

The End

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

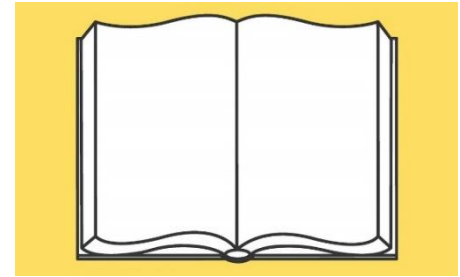
Connected
Learning

Engagement,
Participation
and Inclusion



Task

Telling Tales



- Select a traditional/familiar story or rhyme.
- Build a setting as a provocation.
- Use enhancements to retell and recreate the story or rhyme.
- Feedback to the group and show case your story.

Examples



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Early Level Tracker 1



Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b Supporting Guidance	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.		Develop vocabulary through listening to and exploring different text forms		Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs	Begin to recognise and generate words with the same initial sound starting with own name and friends names	
Tools for Listening and Talking LIT 0-02a / ENG 0-03a Supporting Guidance	Begin to listen to others with attention and give a response based on what has been said	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard		Begin to respond appropriately to some questions about what they have said and heard	Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify
Finding and Using Information LIT 0-04a Supporting Guidance	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.		With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned	Use what they have learned in order to make simple choices
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a Supporting Guidance	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts		With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines		Can understand and ask ‘what’, ‘where’ and ‘who’ questions to clarify meaning		With support can discuss and answer some questions to demonstrate understanding of what they have heard	
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a Supporting Guidance	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum		Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support	Use new vocabulary to which they have had repetitive exposure to

Early Level Tracker 1

Writing- Shared, Guided and Independent

Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name	
Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
Organising and Using Information LIT 0-26a	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing		
Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making		

Early Level Tracker 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment		With support, discuss a story through illustrations and share likes and dislikes		Begin to develop vocabulary through listening to and exploring different text forms		Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words		Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning		
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate		With support can aurally identify most familiar initial sounds starting with own name and friends' names		With support begin to generate some words with same initial sound			Begin to recognise the difference between a letter and a word		
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words				Begin to use context clues such as illustrations to support understanding of stories.			Begin to be aware of some basic punctuation when sharing a story		
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures			Discuss the basic differences between fiction and non fiction and begin to develop understanding		With support, use what is known already about subject and text type to help understanding		Ask and answer simple open ended questions about events and ideas in a text		
	Use knowledge of familiar patterns and answer questions to help predict what will happen next		Shares thoughts and feeling about stories and other texts during and after reading		Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts		Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using Information LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose		With support, find information in a text to learn new things		Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts		Retell some key events from a familiar story		

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Numeracy Learning through Block Play



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



What the research says....

"A study that evaluated the block constructions of 4 year olds (in 1982) and compared them with their test scores in high school (in 1998) supported the hypothesis that a child's ability to create complex block constructions can predict mathematical ability."

Cited in Pamela C. Phelps, Ph.D., Laura L. Stannard, Ph.D. June 2012

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Why Unit Blocks?

Unit blocks are special because they:

- have a precise mathematical relationship to each other
- are open ended and offer infinite creative possibilities
- have a neutral, natural texture and colour which supports symbolic play
- have weight, which gives structures strength and stability
- do not require a system of joining therefore structures are only limited by the natural laws of gravity and other forces.



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Numeracy through the Stages Of Block Play.

- Weighing when **carrying**.
- Comparing and counting blocks when **stacking**.
- Measuring distance when **bridging**.
- Making judgements on shape and space when **enclosing**.
- Applying symmetry when **patterning** and building **complex structures**.
- Classifying and sorting when tidying up!

Remember:

- ❖ Problem Solving is happening throughout all block play.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Experience and outcomes

- MNU 0-01a
- MNU 0-02
- MNU 0-03
- MNU 0-07
- MNU 0-11
- MNU 0-13
- MNU 0-16a
- MNU 0-17a
- MNU 0-19a
- MNU 0-20b
- MNU 0-20c

Numeracy and Mathematics

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Mathematics



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Learning Environment



Education Scotland, Realising the Ambition- 2020

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

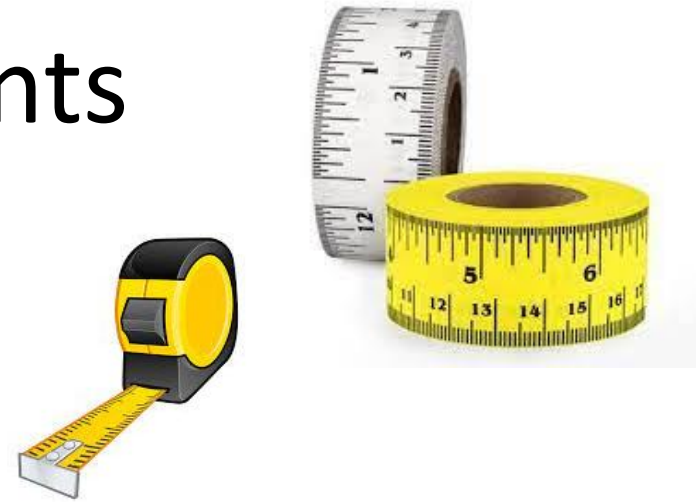
Connected
Learning

Engagement,
Participation
and Inclusion





Enhancements



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Well done.

That's a nice
model.

Great building.



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Think Aloud Suggestions

Measure



I wonder
whose building has
the most blocks...

This tower has more
blocks. I wonder why
it's shorter...

How could we make
sure these towers
are the same
height?

I see that my block is
half the size of
yours...

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Think Aloud Suggestions

Shape and Pattern



I think I need a
block with a curved
edge...

I wonder how we can
continue this
pattern?

How would you
describe this shape?
Is it the same when
it's upside down?

I think this building is
the same on both
sides...

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Think Aloud Suggestions

Problem Solving



I wonder how we can stop the rain from getting in?

How will we make sure the dinosaurs don't escape?

Could we make a bridge to join the buildings

What could we change about the ramp to speed up / slow down the cars?

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Mathematical Language Development



Model language and vocabulary

Adults can introduce new words related to construction, mathematics, and spatial awareness.

For examples

- Balance
- Stable
- Foundation
- Structure
- Taller, shorter, wider, narrower

This supports language development while enriching interactions.

Wellbeing
and
Learning

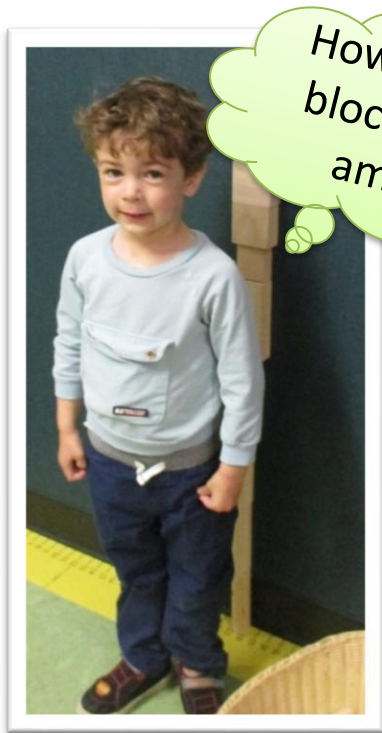
Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



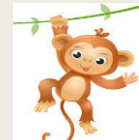
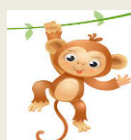
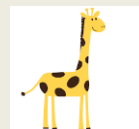
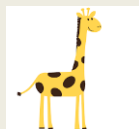
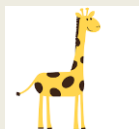


How many
blocks tall
am I?



Challenge

Let's build a home for:



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Task

Bridge the Gap



Create the longest self supporting single bridge span, you must be able to drive a car from ground level from one side to another.

Points System:

10 points for every metre spanned.

10 points for every 50cm from the ground at the highest point.

20 points if the car reaches the other side.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Early Level Tracker 1



Estimation & Rounding		Knows they can check estimates by counting within 0-10		Can apply subitising skills to estimate the number of items in a set		Uses the language of estimation, including more than, less than, fewer than and the same		
Awareness of Number – Counting, Quantities & Number Structure	No. word sequences	Say short forward and backward number word sequences within 0-10		Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line'		Recalls the number sequence forwards and backwards within 0-10		
	Numerals	Recognise numerals e.g. points to the number from 0-10	Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10	Explains zero is represented as 0	Orders numerals forwards and backwards within 0-10	Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between		
	Subitising	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		
	Counting	When counting objects understands the order in which we say the numbers is always the same (stable order)	Touch counts one item when each number word is said (1-to-1 correspondence)	When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle)	When counting objects understands that the number of objects is not affected by position (order irrelevance)	Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)	Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle)	
	Place Value	Explains that zero means there is none of a particular quantity				Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2		
Addition and Subtraction		Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10	Compares 2 sets to decide which has the fewest/most within 0-10	Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation)	Finds the total when 2 sets are added together within 0-10 (aggregation)	Finds out how many are left when 1 or 2 are taken away within 0-10	Compares to find the difference between sets as a quantity within 0-10	Beginning to count on and back in ones to add and subtract with objects or number line within 0-10
Multiplication and Division		Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10				Begin to identify halves and doubles using concrete materials within 0-10		
Fractions, Decimals and %		Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana'		Splits a whole into smaller parts and explains that equal parts are the same size		Understands that a whole can be shared equally and unequally		

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Early Level Tracker 1



	Money	Handles money and recognises a few coins up to the value of £2 through play and in real life and relevant contexts (using real and plastic money)			Identifies (names) 1p, 2p, 5p and 10p coins and pays the exact value for items to 10p e.g. if the price is 5p; can use a 5p coin to pay for it		
	Time	Links daily routines and personal events to time sequences and begins to use appropriate language including before, after, later, earlier	Recognises and where appropriate engages with everyday devices used to measure or display time e.g. clocks, calendars, sand timers and visual timetables		Identifies (names) the days of the week in sequence	Recognises the months of the year and describes features of the four seasons in relevant contexts	
Measurement	Length	Shares relevant experiences in which measurements of lengths, heights , mass and capacities are used, for example, in baking and other meaningful contexts		Describes and compares common objects' lengths, heights, mass and capacities using everyday language, including long/longer, short/shorter, tall/taller, heavy/heavier, light/lighter, more/less/same		Estimates, then measures, the length, height, mass and capacity of common objects using a range of appropriate non-standard units	
	Mass						
	Capacity						
Patterns & Relationships		Copies simple patterns involving objects , shapes and numbers		Continues simple patterns involving objects , shapes and numbers		Creates simple patterns involving objects , shapes and numbers	
Shape		Recognise and describe common 2D shapes and 3D objects by attribute e.g. straight, round, flat and curved			Sort common 2D shapes and 3D objects according to attribute e.g. shape, colour, size		
Angles, Symmetry and Transformation		Correctly uses some of the language of position e.g. in front, behind, above, below	Begins to correctly use some of the language of direction e.g. left right, forwards and backwards to solve simple problems in relevant contexts		Identifies and describes basic symmetrical pictures with one line of symmetry	Creates basic symmetrical pictures with one line of symmetry	
Data Handling and Analysis		Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways	Collects and organises objects for a specific purpose	Asks simple questions to collect data for a specific purpose	Contributes to a concrete or pictorial display where one object or drawing represents on data value, using digital technologies as appropriate	With support interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making	With support applies counting skills to ask and answer questions. Makes relevant choices and decisions based on the data

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



“Much research has shown that young children’s spatial rather than numerical abilities predict their overall mathematical achievement”

(Young et al 2018)

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Across the Curriculum: Meta-skills & 4 Capacities



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning in all areas

- Communication and Language Development
- Physical Development
- Personal, social and emotional development
- **Literacy**
- **Mathematics**
- Understanding of the World
- Expressive Arts and Design.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning across the curriculum..

As an open-ended resource, block play lends itself to any curriculum based on holistic child development. Block play supports all areas of children's development. (Cuffaro 1995)

Wellbeing
and
Learning

Achievement
and
Progress

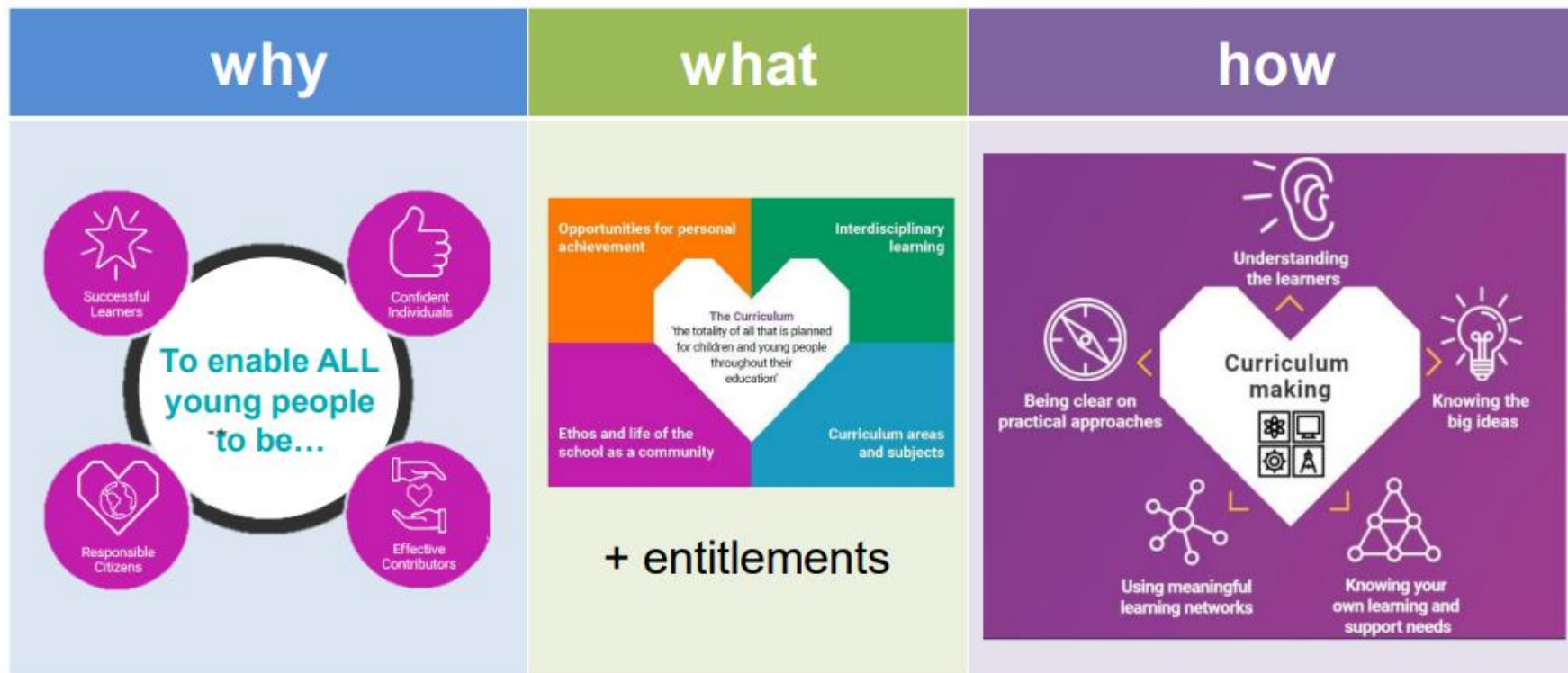
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Scotland's Curriculum Framework



Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion





Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



The Skills Development Scotland meta-skills progression framework has been developed in collaboration with partners and practitioners from across Scotland and aims to help with identifying and understanding what meta-skills look like in the classroom. The framework builds on the 'Skills 4.0 – A Skills Model to Drive Scotland's Future' paper and illustrates examples of meta-skills across Curriculum for Excellence levels, from early years through to senior phase.

Points to consider when using the meta-skills progression framework:

- the framework is not mandatory and is provided to support practitioners to reflect and develop their teaching practice in developing meta-skills in the classroom

Playing and Exploring Active Learning Creating and Thinking Critically

Playing and exploring - Showing curiosity about objects, events, and people - Using simple words to explain the world around them - Engaging in open-ended activity - Showing particular interests	Being inventive and concentrating - Making things for their own sake or for a specific role - Showing high levels of energy, locomotion - Not easily distracted - Paying attention to details	Having their own ideas - Thinking of ideas - Finding ways to solve problems - Following a way to do things
Playing with other people - Presenting objects as things from other people - Representing their experiences in play - Taking on a role as in their play - Acting out experiences with other people	Using things - Perceiving with objects when challenges occur - Showing a belief that they are different or a different approach will work - Imagining their idea influences	Making lists - Making and collecting patterns in their environment - Making predictions - Thinking their ideas - Describing details of objects, sequences, classes and other
Being willing to have a go - Imitating activities - Seeking challenge - Showing a 'can-do' attitude - Taking a risk, engaging in new experiences and learning by trial and error	Experiencing what they set out to do - Showing interest in meeting their own goals - Being focused on the things they accomplished - Recognising – not just the end result - Experiencing motivation for their own sake other than external rewards or praise	Changing ways to do things - Planning making changes and how to approach a task, solve a problem or achieve a goal - Following how their activities are going - Changing their approach as needed - Assessing how well the approach worked

National practice guidance
for early years in Scotland

These engagement signals were developed across with researchers from the University of Edinburgh, University of Exeter and the University of Strathclyde across our pilot and second phase of work with children aged 0-5. They were used to inform the different ways babies and young children engage in expressive arts experiences in both our productions and workshop settings. We're sharing them here because we think they can be useful for your early years practice.

When a baby or child is **intensely watching** and cued in to what is going on. This includes their eyes tracking or focusing on whatever, or whoever, they're attuned to. This doesn't necessarily mean eye contact - they may watch and follow your hand on an object you're holding.

Intense attention for a period of time, including ignoring any distraction. This could be engaged in an activity physically, or watching intensely (tuning into **attuned**) for an extended period of time. There's no set period of time for it to be "extended", yet the children you work with and will be able to sense what has grabbed their attention for longer than usual.

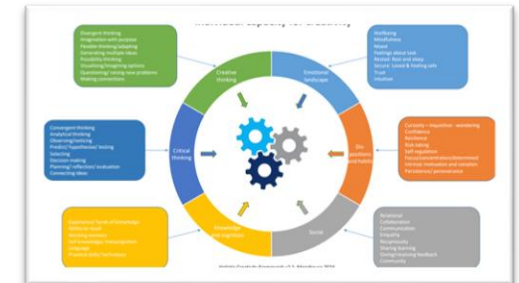
Watching and reciprocating through **repeating** or **copying**. This could be physical mirroring – e.g., copying or slightly adapting your movements, or it could be vocal: they might copy the sounds or noises you make. They also may not copy people they see a character or object spin, they might try spinning too.

Signs of responding positively can include positive or open **body language** - smile, nodding, reaching. They may also indicate they are following what's going on by nodding, or **responding** with suggestions or questions. It can also include **social referencing** - which is the process whereby babies or young children look at other facial expressions to understand how they are feeling. For example, a wee one who's a paintbrush may look at a keyworker for confirmation before playing with it.

Second Edition
 • Bernadette D.

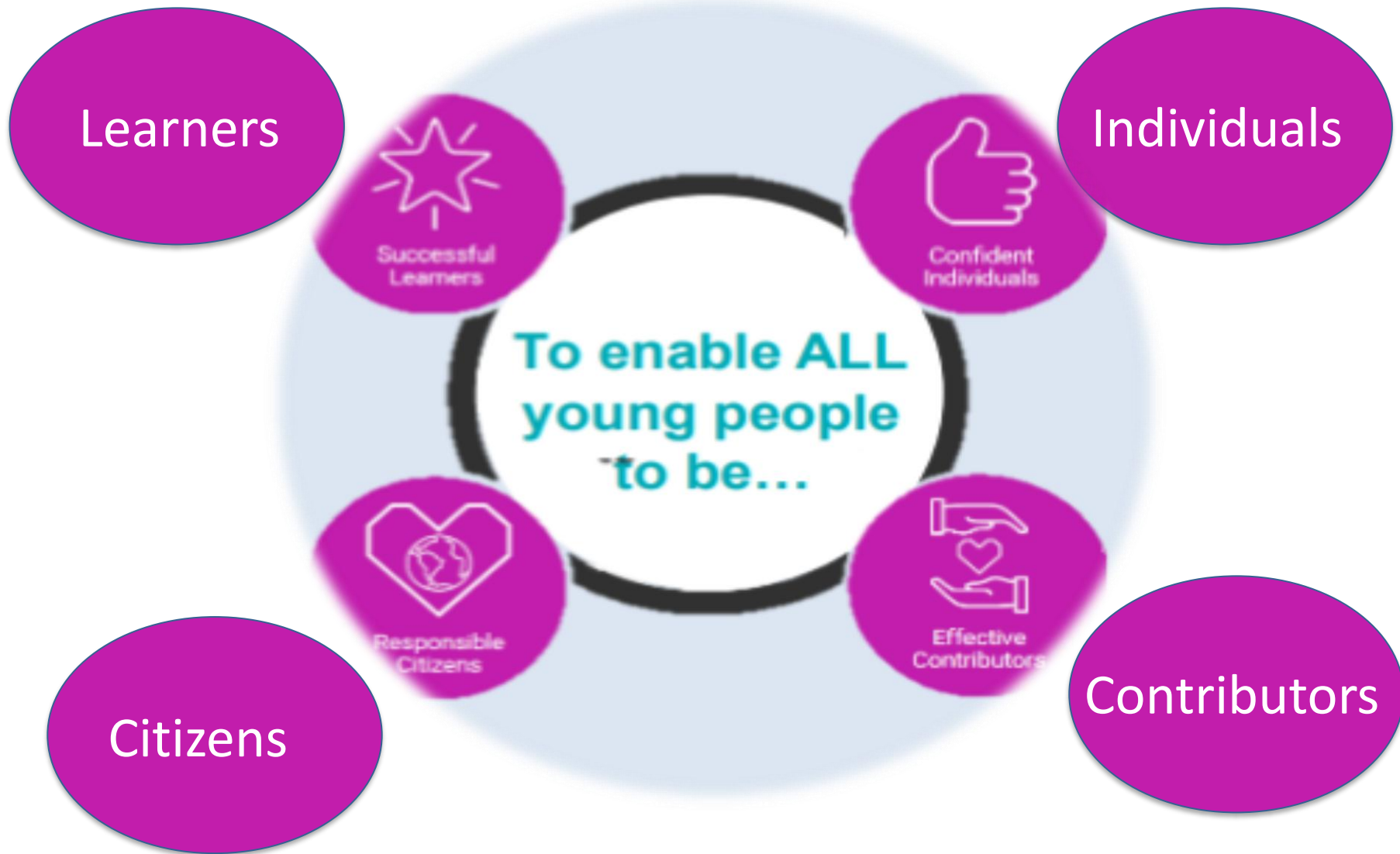
Bernadette Duffy

curriculum for excellence



Relationships . Awareness . Integrity . Service





Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Four Capacities Tracker													
Responsible CITIZENS To be caring and respectful towards myself and others, be able to follow rules and work in groups I will...	Show kindness towards friends, adults and living things.		Look after resources.	Recognize that my actions can hurt others.	Accept responsibility for my actions when I make mistakes.		Talk about my ideas and listen to others.		Initiate play with others	Listen to others and swap ideas.	Join in with group discussions	Recognize that we have similarities and differences, but we are all unique.	
Successful LEARNERS To have enthusiasm and motivation to learn and help me reach my full potential I will	Use my senses to explore.	Choose where I play and learn.	Play on my own.	Play with others	Find new ways to do things through trial and error.	Plan a task to reach a goal	Adapt my strategies to reach a goal.	Think of new ideas in a range of contexts.	Use resources in original ways.	Use my Communication skills when playing.	Use my Literacy skills when playing.	Use my Numeracy skills when playing.	Use my Technology skills when playing.
Effective CONTRIBUTORS To be resilient, self-reliant and motivated I will...	Be willing to have a go at something new.		Persist with activity when challenges occur.		Focus on a chosen task/activity for a period of time.		Start conversations with adults.	Start conversations with peers	Show excitement and joy in the unexpected.	Take on a role in play individually or in groups		Initiate my own tasks.	Show pride in my achievements
Confident INDIVIDUALS To be physically and emotionally secure with my own values and beliefs I will ...	Describe myself in positive terms.	Engage in open ended play.	Show curiosity in the world around me.	Bounce back after difficulties.	Seek challenges and be willing to take risks.		Show pride in my accomplishments.	Make choices and express my preferences	Express a range of emotions	Regulate a range of emotions	Expresses myself through actions such as mark making, role play, singing or dancing.		Reflect on my experiences

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Meta skills and Block Play

Self-management

Focusing



Integrity



Adapting



Initiative



Social intelligence

Communicating



Feeling



Collaborating



Leading



Innovation

Curiosity



Creativity



Sense-making



Critical thinking



"Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable."



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Supporting the development of Meta-skills

Explicit

Transferrable and
technical

Learning environment

Recognise, understand,
articulate, record

Think and reflect

Discuss



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Meta-skills

Self-management

Focusing

You can maintain interest and concentrate on a task for a period of time, and not be distracted.



Integrity

You are guided by your own principles and Values and are considered trustworthy, open and honest by others.



Adapting

You can respond confidently and constructively To new ideas and experiences and unexpected challenges.



Initiative

You are confident in your own abilities and judgement. You can take decisions and have responsibility for your own actions.



Social intelligence

Communicating

You have the ability to openly share information in the best way that helps everyone understand your thoughts and ideas.



Feeling

You can see things from other people's point of view and this helps you understand their feelings and motivations.



Collaborating

You are good at building and maintaining relationships with other people so everyone can work together to achieve shared goals.



Leading

By having a sense of direction and purpose, You can encourage and motivate others to work towards agreed tasks and goals.



Innovation

Curiosity

Being curious is the desire to learn or know something in order to increase your Understanding of an opportunity or problem.



Sense-making

You can determine the deeper meaning of what is being expressed and organise information into an understandable form which is easier to use.



Creativity

Using your imagination, you are able to think of new ways of addressing problems and this enables you to visualise solutions.



Critical thinking

You are able to process, analyse and evaluate information to solve complex problems and form an opinion after careful thought.



"As children and young people progress through their education, it is essential that practitioners nurture and develop their meta-skills so they can navigate a world which is increasingly complex and unpredictable."

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Meta-skills progression framework



Adapting

Adapting is the ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change.

Adapting can include the following:

- **Openness:** Being open to new ideas and approaches – having a growth mindset
- **Critical reflection:** The ability to critically reflect on new knowledge and experiences in order to gain a deeper understanding, embed and extend learning
- **Adaptability:** Flexibility when handling the unexpected, adapting to circumstances as they arise
- **Self-learning:** The ability to self educate without the guidance of others
- **Resilience:** The ability to respond positively and constructively to constantly evolving challenges and complexity



Learners show adapting at Early Level by:	Learners show adapting at First Level by:	Learners show adapting at Second Level by:	Learners show adapting at Third/Fourth Level by:	Learners show adapting in Senior Phase by:
• asking lots of questions and being curious about the world around them • recognising simple problems and talking about solutions with others • being flexible and resilient when faced with novel or unexpected situations • learning to work and play with others.	• asking and answering questions to deepen understanding and adapting how to play and learn • identifying and reflecting on problems and enjoying finding solutions • creatively thinking of solutions to a task and developing this through use of trial and error • adapting their behaviour and language to suit different situations and activities • willingly taking turns and sharing co-operatively with others when working on a group task.	• posing interesting questions and constructively challenging ideas to adapt thinking and behaviour • identifying problems and researching different ways to understand and find solutions, including using online tools • understanding and responding to feedback when working with their peers • changing their way of working to fit with different activities and different groups • reaching agreements and beginning to manage disagreements.	• asking questions, thinking laterally and adapting behaviour to suit a range of contexts • enjoying selecting texts or other relevant information regularly to inform thinking • navigating a range of challenges in order to develop a deeper understanding of how to apply skills • giving and responding to feedback from their peers, and being willing and able to reach agreement through compromise • critically evaluating and changing their approach when working in a group, taking increasing responsibility if necessary.	• thinking laterally, applying their understanding in a wide range of contexts, demonstrating initiative and discipline • evaluating their own progress and being able to adapt their approach to overcome unexpected challenges • treating others with respect and seeking effective ways to develop co-operation, including resolving conflict • working with peers to devise ways to evaluate and improve their performance • responding positively and influencing others when faced with unexpected change.

Wellbeing
and
Learning

Achievement
and
Progress

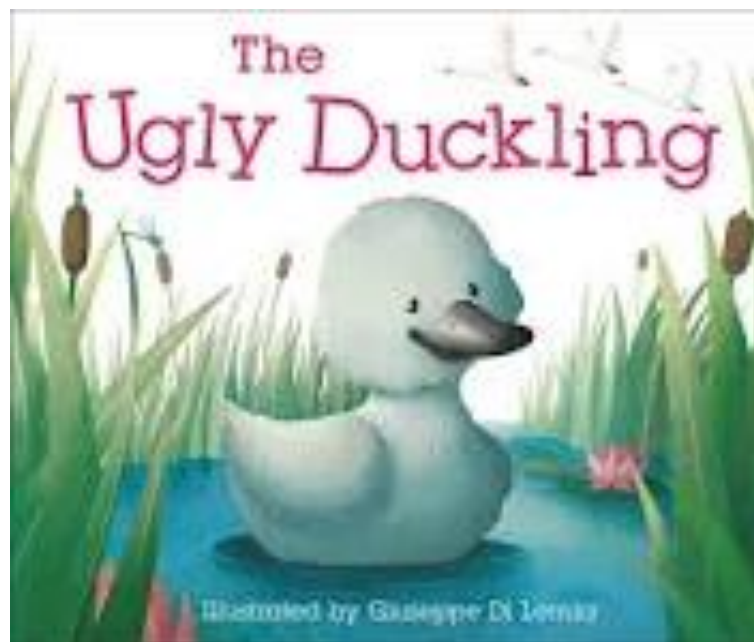
Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Example of skills covered



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



2 ponds were created for the ducks.

Gates were put in to stop the animals escaping.



A tall lookout tower was built for the farmer to watch all of the animals.

Created different sections for each animal on the farm. Within each section we counted the animals. We then placed them in numeral order e.g. 1 pig, 2 sheep, 3 cows, 4 donkeys.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Covered

curriculum for excellence



Listening and Talking

LIT 0-09a

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

Enjoyment and Choice

LIT 0-01c

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

Creating Texts

LIT 0-09b / ENG 0-31a

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Covered

Mathematics and Numeracy

Shape, Position and Movement

MTH 0-16a

Through play, I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.

Information Handling and Problem Solving

MTH 0-17a

I can describe, follow and record routes and journeys and explore ways of moving around my environment.

Number and Measurement

MTH 0-10a

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

curriculum for excellence



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Covered

curriculum for excellence



Art and Design

EXA 0-02a

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

Drama

EXA 0-12a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Covered

curriculum for excellence



Health and Wellbeing

Social Wellbeing

HWB 0-11a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

Relationships

HWB 0-05a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Learning Covered

curriculum for excellence



Technologies

Designing and Building

TCH 0-14a

Through discovery and imagination, I can develop and use problem-solving strategies to construct models.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Early Level Tracker 1

Awareness of Number – Counting, Quantities & Number Structure															
Estimation & Rounding		Knows they can check estimates by counting within 0-10			Can apply subitising skills to estimate the number of items in a set			Uses the language of estimation, including more than, less than, fewer than and the same							
No. word sequences	Say short forward and backward number word sequences within 0-10				Uses ordinal numbers in real life contexts e.g. 'I am first/second/third in the line'			Recalls the number sequence forwards and backwards within 0-10							
	Recognise numerals e.g. points to the number from 0-10		Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10		Explains zero is represented as 0		Orders numerals forwards and backwards within 0-10		Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between						
	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6				Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6								
	When counting objects understands the order in which we say the numbers is always the same (stable order)		Touch counts one item when each number word is said (1-to-1 correspondence)		When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle)		When counting objects understands that the number of objects is not affected by position (order irrelevance)		Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)	Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle)					
	Place Value		Explains that zero means there is none of a particular quantity				Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2								
Addition and Subtraction		Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10		Compares 2 sets to decide which has the fewest/most within 0-10		Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation)		Finds the total when 2 sets are added together within 0-10 (aggregation)		Finds out how many are left when 1 or 2 are taken away within 0-10		Compares to find the difference between sets as a quantity within 0-10		Beginning to count on and back in ones to add and subtract with objects or number line within 0-10	
Multiplication and Division						Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10				Begin to identify halves and doubles using concrete materials within 0-10					
Fractions, Decimals and %		Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana'				Splits a whole into smaller parts and explains that equal parts are the same size				Understands that a whole can be shared equally and unequally					

Money & Measure: Early Level Tracker 1

Money		Handles money and recognises a few coins up to the value of £2 through play and in real life and relevant contexts (using real and plastic money)		Identifies (names) 1p, 2p, 5p and 10p coins and pays the exact value for items to 10p e.g. if the price is 5p; can use a 5p coin to pay for it	
Time		Links daily routines and personal events to time sequences and begins to use appropriate language including before, after, later, earlier	Recognises and where appropriate engages with everyday devices used to measure or display time e.g. clocks, calendars, sand timers and visual timetables	Identifies (names) the days of the week in sequence	Recognises the months of the year and describes features of the four seasons in relevant contexts
Measurement	Length	Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking and other meaningful contexts		Describes and compares common objects' lengths, heights, mass and capacities using everyday language, including long/longer, short/shorter, tall/taller, heavy/heavier, light/lighter, more/less/same	
	Mass				
	Capacity			Estimates, then measures, the length, height, mass and capacity of common objects using a range of appropriate non-standard units	
Patterns & Relationships		Copies simple patterns involving objects, shapes and numbers		Continues simple patterns involving objects, shapes and numbers	
				Creates simple patterns involving objects, shapes and numbers	

Shape, Position and Movement: EL1

Shape	Recognise and describe common 2D shapes and 3D objects by attribute e.g. straight, round, flat and curved		Sort common 2D shapes and 3D objects according to attribute e.g. shape, colour, size	
Angles, Symmetry and Transformation	Correctly uses some of the language of position e.g. in front, behind, above, below	Begins to correctly use some of the language of direction e.g. left right, forwards and backwards to solve simple problems in relevant contexts	Identifies and describes basic symmetrical pictures with one line of symmetry	Creates basic symmetrical pictures with one line of symmetry

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Early Level Tracker 1

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-11b / LIT 0-11b Supporting Guidance	Become aware that there are different types of text, e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begin to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs
Tools for Listening and Talking LIT 0-02a / ENG 0-03a Supporting Guidance	Begin to listen to others with attention and give a response based on what has been said	Listen to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard	Begin to respond appropriately to some questions about what they have said and heard
	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.	With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned
Finding and Using Information LIT 0-04a Supporting Guidance	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.	With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned
	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard	Use what they have learned in order to make simple choices	
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a Supporting Guidance	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard	Use what they have learned in order to make simple choices	
	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard	Use what they have learned in order to make simple choices	
Creating Texts LIT 0-09a / LIT 0-09b / LIT 0-31a / LIT 0-10a Supporting Guidance	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support
	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support

Early Level Tracker 1

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01b / LIT 0-11b Supporting Guidance	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a / LIT 0-13a / LIT 0-21a Supporting Guidance	Can recognise own name and some other familiar words as appropriate	With support can orally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound	Begin to recognise the difference between a letter and a word			
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words	Begin to use context clues such as illustrations to support understanding of stories.	Begin to be aware of some basic punctuation when sharing a story				
Understanding Analysing and Evaluating LIT 0-07a / ENG 0-17a / LIT 0-16a / LIT 0-19a Supporting Guidance	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non-fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text			
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using Information LIT 0-14a Supporting Guidance	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non-fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		
	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non-fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		

Early Level Tracker 1

Enjoyment & Choice LIT 0-1a / LIT 0-11a / LIT 0-20a Supporting Guidance	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name
	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control
Tools for Writing ENG 0-12a / LIT 0-13a / LIT 0-21a/b Supporting Guidance	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control
	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control
Organising and Using Information LIT 0-26a Supporting Guidance	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing	
	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing	
Creating Texts LIT 0-9a / ENG 0-31a Supporting Guidance	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making	
	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making	

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Final thought...

‘Play is the highest level of child development. It is the spontaneous expression of thought and feeling – an expression which [their] inner life requires’.

(Froebel in Lilley 1967: 83)

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



References

- Bruce, T. (Eds) (2012) *Early Childhood Practice: Froebel Today*. Sage Publications Ltd.
- Gura, P (Eds) (1992) *Exploring Learning: Young Children and Blockplay (New Studies in Education) 1st Edition*. The Froebel Block Play Research Group. Paul Chapman
- Kieff, J. and Wellhousen, K. (2001) *A Constructivist Approach to Block Play in Early Childhood*. Delmar Cengage Learning.
- Provenzo, F. Jnr. (2009) Friedrich Froebel's Gifts: Connecting the Spiritual and Aesthetic to the Real World of Play and Learning. *American Journal of Play*. 2 (1) pp.85-99.
- Verdine, B., Golinkoff, R., Hirsh-Pasek, K., Newcombe, N., Filipowicz, A. and Chang, A. (2013). Deconstructing Building Blocks: Preschoolers' Spatial Assembly Performance Relates to Early Mathematical Skills. *Child Development*, 85(3), pp.1062-1076.
- Wolfgang, C., Stannard, L. and Jones, I. (2001). Block Play Performance Among Preschoolers As a Predictor of Later School Achievement in Mathematics. *Journal of Research in Childhood Education*, 15(2), pp.173-180.

Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Contacts

- **Ana Gould** gw22gouldanastasia@glow.ea.glasgow.sch.uk
- **Emma Finlay** gw17finlayemma@glowmail.org.uk
- **Gemma Dorrian** gw21macdonaldgemma@glowmail.org.uk

- **Twitter:** @GlasgowLEL
- **Blog:** Google Leaders of Early Learning
<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Feedback

Scan the QR code

<https://forms.office.com/e/DKRnxwfQ1u?origin=lpr>
Link



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion

