



Creating and Thinking Critically

Having their own ideas

Using what they know to learn new things

Choosing ways to do things and finding new ways

Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
To Achieve Personal Greatness...		
<p>Perseverance</p> <ul style="list-style-type: none"> Finding ways to solve problems Finding new ways to do things Making links and noticing patterns and things that are similar Making predictions Testing their own ideas to find out Starting to identify cause and effect Planning: making decisions about how to approach a task, solve a problem and reach a goal Checking how well things are doing part way through Changing their planned approach as necessary Reviewing how well something worked 	<p>When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else’s ideas completely</p> <p>Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks</p> <p>Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas.</p> <p>Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships</p> <p>Develop recognisable and predictable routines to help children to predict and make connections in their own experiences</p> <p>Have established routines that can be flexible but are still always orderly and consistent</p>	<p>Praise original and creative ideas. Use stem questions like ‘how could you make yours different?’ ‘What is special about yours?’</p> <p>Use the language of thinking and learning words such as: “think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do”</p> <p>Model being a thinker show that they don’t always know an answer or what will happen</p> <p>Explain their curiosity and how sometimes they can be puzzled and need to find out to understand</p> <p>Encourage open-ended thinking by asking questions such as what else is possible. Use stem questions like ‘I wonder if...?’</p> <p>Respect children’s efforts and ideas and reward them so they feel confident to take a risk with a new idea, instilling a sense of pride in their achievements</p> <p>Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration</p>

Pride

- Thinking of their own ideas

Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.

Display visual knowledge organisers that represent thinking and connections

Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies

Give children time to talk and think and don't always provide them with an answer immediately if they don't contribute

Value the questions and predictions children make

Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences

Model the creative process showing own thinking about some of the many possible things that could be done as a next step

Encourage children to describe problems they are encountering and to help others find solutions

Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time

Model the plan do review process themselves by talking aloud