

Defined areas of play across indoors and outdoors, with freedom to experiment and explore how toys and resources from one area interact with others.

e.g. - making a playdough 'cake' and taking it to the role play corner to 'cook it'
- seeing what can be made from Duplo and magnetic blocks.

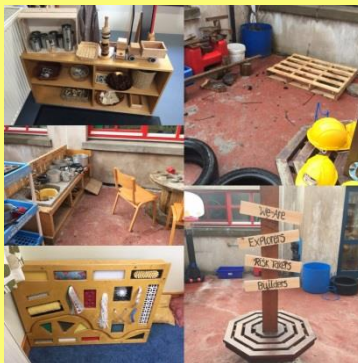
Access to quiet spaces where children have the opportunity to hear language or take time to reflect and rest, situated away from noisier areas of the setting.

e.g. - book area away from the musical instruments,
- story time planned at quieter times in the setting day.

A role play space that's easily accessible for adults and children to Play and Talk Together (see [Words Up](#)) with props that can be used for a variety of ways.



Early Level Learning Environment



An outdoor space that also provides a range of learning opportunities, that's easily accessible for adults and children to Play and Talk Together (see [Words Up](#))

Use Visuals to: help children learn vocabulary and language, organise, develop independence, and manage routines.

e.g. meaningful gestures and props
visual timelines (see [Visual Timetables](#)), area signs and resource labels

Opportunities to learn across the Early Level curriculum throughout the setting; indoors and outdoors.

e.g. - mark making: in the mud with sticks and other implements, clipboards and crayons, messy trays.

Children's marks and writing should be on display for children to access, e.g. making signs for the role play area

- exploring pattern: looking for patterns in nature, commenting on and creating patterns in construction, using rollers and stamps to create patterns in craft and play, playing a 'match the shape' game, comparing sizes in the role play space.