

Rarely engages in activities

An important part of the EYFS is to support children in becoming active learners; continuous provision allows children to demonstrate this aspect and practitioners can closely observe this during their play.

Typical development

3 to 4 year olds will be learning to:	Child's attention remains single channelled but they can control their attention. They will be able to switch between task and adult attention spontaneously
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How can practitioners support children to engage?

Supporting play

- Do you support children to engage in activities (model/scaffold). Do adults then step back to provide opportunities for independent play, whilst regularly checking in?
- Do you use a my profile/all about me/observations to gain knowledge about children's interests/motivators? Is this regularly updated?

Total communication approach

- Do you provide opportunities for children to make a choice? For example, using a choice board.
- Do you use appropriate key word instructions dependent on the child's level of understanding?
- Do you use sand timers/first and then/visual timetable to support children to understand the routine?
- Have all practitioners had recent Early Years Total Communication training?

Environment

- Do you provide developmentally appropriate activities?
- Can children access all activities easily?
- Does the room layout work for your cohort of children?
- Do you offer activities inside and outside?
- Is your environment over/under stimulating?
- Do you provide resources to support EAL children?

Useful resources

- To enquire about Early Years Total Communication training please contact the early years advice line via eyesadvice@gloucestershire.gov.uk
- My profile templates: [Level 1 - Universal](#) | [Glosfamilies Directory](#)