

Meaningful extensions of learning

When identifying how to extend on children's experiences in the curriculum it is important to engage the child in the experience. If the extension is wrong it can be difficult to get the child to see the value in doing it and this can impact the cycle.



Focus on what stands out for the child

In every observation there will be something that stands out for the child as either what they are interested in, or what they need support with. Avoid doing the same extension for each child in an observation.



Consider what else is being planned

Consider the current interests of the room and see if you can build the child's follow up into this so that it is not just experiences planned for one child. This also makes the experience engaging for the child as it is a current interest.



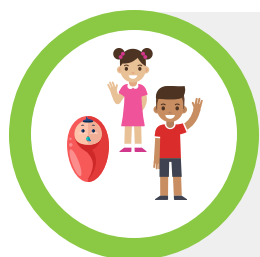
Plan the extension quickly

If the follow up occurs quickly the child is likely to engage with it as it is meaningful for them. Trying to connect them to an experience weeks later can be difficult. If you cannot do it immediately you may need to discuss the experience with the children to connect the two experiences together.



Extensions can occur instantly

If you have made an intervention to the child's original experience you have extended the experience already. This might be through changing the environment, helping with a skill, getting resources to extend on the experience etc.



Age appropriate extensions

Different aged children may need different expectations when planning follow ups. Pre-schoolers and school age may get something in 1 experience. Toddlers may need 2 extensions, 1 to become familiar and 1 to master skills. Infants may need multiple extensions to master skills.