



Delivering activities at Rainbow

Consider these five **aspects** to support effective delivery of your activity:

1. **Differentiation** – how to make the activity relevant and appropriate to all children who will take part
2. **Approach** – Whether the activity will be delivered as Adult Led, Adult Initiated or Independent and whether the activity will be open-ended or set.
3. **Use of Language** – What vocabulary will be introduced or emphasised and how
4. **Scaffolding** – What role the practitioner will play in supporting the children undertake the activity
5. **Learning intentions** – what is the ‘aim’ of the activity, and what do you intend for the children to learn

Consider these key themes to support you when running an activity:

- **Prepare it** – Ensure that you are well prepared. Ideally look through the plans the day before, and agree with the team leader which activities you will be responsible for. Check in advance that all the resources and materials that you need are available, and if not take action! Arrange to get the resources or think through and agree substitutes, or if required adapt the activity, or if REALLY required, swap the activity for something you have all available resources for.
- **Allow and encourage freedom** – Try not to be too prescriptive with how you want the children to take part, but let them play and experiment as much as possible within the framework you have given.
- **Process over product** – Focus on the process, and don’t worry too much about the child’s product. Allowing them to take part, explore and play within the general theme of the activity can be much more beneficial, than trying to ‘force’ a children to complete an activity in a specific way.
- **Use all the time available – don’t rush to pack away** – Take your time, let the children feel a sense of calm, allow them to revisit the activity a second or third time if they wish and if its possible – watch their confidence grow! If the activity is Open ended, and scheduled for an hour, stay at the activity station for the full hour, even if children are not there all the time.
- **Think about use of space... on the floor, at tables, in the sleep room, outside** – Not all activities need to happen on the ‘same’ rug or table all the time. Think creatively about how and where would be the best place to set up the activity, where both you and the children have enough space to move around and access it properly. Think about using spaces in the nursery, which are unusual for that use or time. Think about the spaces, which will provide the right kind of ‘protection’ during the activity, to minimise disruption.
- **Pacing, and introducing bits as you go** – Keep the activity moving along! Don’t ask the children to wait, or rely too heavily on turn taking. Ensure that there is plenty to do at the activity to keep all the children active and busy for the entire time that they are scheduled to be with you.