



Teaching Support video script: Guided play

0:04 to 0:22 – teacher supports the children to build a pathway by asking the following questions:

Oh, I think that we need something to go over here. I wonder what we could use. What could we put in-between do you think? Is there anything we could put in-between? Ah yes, good thinking.

Do you think we could maybe get something to go between there?

0:23 to 1:02 – teacher supports the building of a water flow system:

Oh Oliver, good thinking. That's a good idea.

Oliver, did it work? Let's see. Try again. Oh look what's happening at the end – oh no, it's missing the green. What could we do? Move it where? That looks better, phew. I thought that we were going to have a flood then.

Let's try again. Is that better? Yes!

1:03 to 1:24 – teacher supports real world play:

Is this part of the rescue boat, Oliver? Or can I use this one for the road?... For the road?

Oh, that's a good idea. Five miles an hour over the bridge everybody.

You would need lots and lots of cups. You would, wouldn't you? Ah, they are a good idea.

Where do the signs need to go, Oliver? Can you tell Lena? On the ramp.

1:24 to 1:39 – teacher supports imaginary play and counting:

How many carriages do you need, Alfie?


Sixty million quid

Sixty million quid carriages, wow. How many have you got so far?

1:40 to end – a teacher reflection on guided play

We came outside and one of the little ones, Alfie (with some support from an adult), he built a train, or the 'Polar Express' as he calls it.

He builds the front, so he has the engine. He has the chimney; he knows that there is lots and lots of carriages. And slowly other children started to join in with that play.



And as they were joining in, they all had their own ideas and at first Alfie was quite cautious. There was one of them said 'I want to read a book', and I said 'you can read on the train, lots of people read on the train, I read when I'm on the train'. And he (Alfie) said 'you can't read on the train' and I kind of explained to him that actually lots of people can read in different ways.

So then the little one who came to me with the story still felt validated, and felt that her ideas were valued and she could have her story, and nobody was left out of the game.

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