Key pedagogical approaches	Features	Evidence
Child centred	Adults provide a stimulating yet open-ended environment for children to play	Research effective pedagogy in the Early Years (REPEY- 2002)
Teacher centred	Teacher initiated, programmed learning approach	Early Years Foundation Stage (2021)
Play based	Guided play opportunities are offered to children	
Sustained shared thinking	Two individuals (or a very small group) work in an equal and intellectual way	
Scaffolding	The process in which the child is recognised as the learner, rather than a passive entity and the adult acts respectfully allowing the child to enter 'flow' in a period of high concentrated play	
Continuous provision	The resources that are always available and are set up for children to access at any time and independently. At The Play Den, this includes painting, drawing, garden play, home corners, dressing up, books and toys. Resources are always returned to the correct place to avoid confusing children.	
Forest schools	Focuses on giving children the opportunity to learn through hands-on experiences in a woodland environment. Risky play is a huge	Orignated in Denmark in the 1950's

	part of forest schooling; teaching children to engage with risk and to understand their limits too.	
The Curiosity Approach	It takes ideas from Steiner, Reggio, Montessori and Te Whāriki, but most importantly it's about providing a safe and comfortable environment for children to be curious. One of the key principles is using natural materials and neutral backgrounds that prevent overstimulation.	The Curiosity Approach is a pedagogy developed by Lydnsey Hellyn and Stephanie Bennett
Schemas	Trajectory, orientation, connection, rotation, enclosing, enveloping, positioning and transporting: the fascinations that children obsess over during different stages in their development. Understanding and encouraging children to develop within these schemas is key to this early years pedagogy.	Piaget and Athey
Every child a talker	Creating language rich environments full of adult narrative and dialogue. The adult role modelling new words and phrases to children. The art of extending a child's early language	Every child a Talker: Guidance for early language lead practitioners. Dept. for schools and families 2008

	development such as the child says 'car' and the adult extends and adds 'yes, it's a red car with one, two, three, four wheels'	