

| Age Range | What Children Do | Children Need Materials that Support: (Bronson, 1997) | Appropriate Materials (Bronson, 1997) |
|--------------|---|---|--|
| Young Infant | <ul style="list-style-type: none"> ▪ Roll ▪ Explore people ▪ Listen, explore sounds ▪ Look, explore color and form ▪ Touch, explore texture and form ▪ Smell ▪ Mouth, ingest ▪ Reach, hold, drop ▪ Kick | <ul style="list-style-type: none"> ▪ Range of interesting things to see, hear, and touch ▪ Materials that support infant's developing self-awareness ▪ Materials that allow the infant to produce effects ▪ Materials that are safe | <ul style="list-style-type: none"> ▪ Mirrors ▪ Dolls ▪ Stuffed toys and animals ▪ Puppets ▪ Mobiles (kept out of reach) ▪ Grasping toys ▪ Musical instruments (rattles, wrist, ankle bells) ▪ Large movement materials (balls, play gyms) |
| Older Infant | <ul style="list-style-type: none"> ▪ Sit alone ▪ Crawl and creep ▪ Crawl over, under, through ▪ Pull up, stand ▪ Pincer grasp ▪ Stack objects ▪ Bang, twist, squeeze, drop, shake, drag objects ▪ Kick and splash ▪ Search for hidden object ▪ Plays peekaboo ▪ Babbling ▪ Open, shut, push, pull | <ul style="list-style-type: none"> ▪ Range of interesting things to explore and manipulate ▪ Materials that allow infant to produce interesting effects ▪ Materials that reward early attempts at mastery ▪ Materials that support development of perceptual, fine motor, gross motor skills ▪ Materials that support developing self-awareness, social awareness, and social responsiveness ▪ Materials and a play environment that are safe | <ul style="list-style-type: none"> ▪ Mirrors, dolls, puppets, stuffed toys ▪ Push toys ▪ Grasping toys ▪ Sand and water play materials ▪ Construction materials (lightweight, stackable, large) ▪ Puzzles (simple, 2-3 pieces, used as grasping toys) ▪ Skill-developmental materials (pop-up boxes, texture pads, nesting cups, containers) ▪ Books ▪ Art and craft material (large crayons, paper taped to surface) ▪ Musical instruments (rattles, shakers, banging materials) ▪ Push and pull toys ▪ Balls and sports equipment ▪ Outdoor and gym equipment (swings, low soft climbing equipment) |

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| Young Toddler | <ul style="list-style-type: none"> ▪ Explore with each sense ▪ Watch ▪ Look for ▪ Inspect ▪ Go in/out ▪ Walk up/down ▪ Go over/down ▪ Go around ▪ Climb in/up/over/on top ▪ Slide ▪ Swing ▪ Hang ▪ Jump Off ▪ Tumble ▪ Take apart / put together ▪ Stack / pile / knock over ▪ Collect / gather ▪ Fill / dump ▪ Sort / match ▪ Carry / transport ▪ Put in / take out ▪ Hide / discover ▪ Imitate adult behavior ▪ Engage in doll play ▪ Mix / separate ▪ Pour / sift ▪ Water / splash ▪ Paint / smear ▪ Draw ▪ Explore each other ▪ Carry materials from place to place ▪ Likes multiple small objects ▪ Enjoys sand and water ▪ Imitates ▪ Shows affection ▪ Points to objects ▪ Plays simple games like tag | <ul style="list-style-type: none"> ▪ Expanding fine and gross motor capacities ▪ Increased interest in active exploration and mastery ▪ Interest in order and predicting events ▪ Desire for independence ▪ Growing awareness and imitation of others ▪ Beginning pretend play | <ul style="list-style-type: none"> ▪ Mirrors ▪ Doss & accessories like blankets and bottles ▪ Role-play materials (play phone, housekeeping toys) ▪ Puppets ▪ Stuffed toys ▪ Play scenes (small people, animals, barns, cars, trains) ▪ Grasping toys ▪ Sand water materials (funnels, colanders, tools) ▪ Construction materials (unit blocks, plastic bricks) ▪ Puzzles (3-5 pieces) ▪ Dressing, lacing, stringing materials ▪ Skill-development materials (pop-up boxes, nesting cups, stacking materials, lock boxes, pegboards) ▪ Books ▪ Arts and craft materials ▪ Musical instruments (cymbals, drums) ▪ Audiovisual materials (music to “dance” to) ▪ Push and pull toys (walkers, doll carriages) ▪ Balls ▪ Ride-on equipment ▪ Outdoor and gym equipment (low, soft climbing equipment, tunnels, swings, stairs) |

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| Older Toddler | <ul style="list-style-type: none"> ▪ Test their limits (jumping, climbing, hanging, rolling, somersaults) ▪ Throw / retrieve ▪ Pushes self on wheeled objects ▪ Active play with small objects ▪ Play with pattern, sequence, order, size ▪ Fantasy play ▪ Pride in accomplishments ▪ Matches objects | <ul style="list-style-type: none"> ▪ Interest in exercising fine and gross motor capacities ▪ Continuing interest in active physical play ▪ Growing ability to represent regularities in then environment ▪ Strong preference for independence ▪ Increasing interest in pretend and role-play activities ▪ Increasing interest in social play with peers ▪ Growing interest in artistic expression ▪ Increasing interest in problem-solving and mastery activities | <ul style="list-style-type: none"> ▪ Full length mirror ▪ Dolls with clothes and caretaking accessories ▪ Role play materials for dress up, child-size kitchen toys, cleaning set ▪ Variety of figures to use with blocks ▪ Vehicles to use with blocks ▪ Vehicles to ride or push ▪ Sand and water materials with containers ▪ Unit blocks and construction materials ▪ Assortment of fit-in puzzles ▪ Pegboards with large pegs ▪ Large beads for stringing, lacing, materials to practice buttoning, snapping, etc. ▪ Matching and sorting materials (shape sorters) ▪ Nesting, stacking, and ordering materials ▪ Simple lotto games and giant dominoes ▪ Sturdy books ▪ Art materials (crayons, paints, markers, clay, scissors, chalk, easel) ▪ Rhythm instruments ▪ Push toys for pretend play ▪ Large balls ▪ Stable ride-on toys ▪ Low climbing structure and slide |

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| Preschool | <ul style="list-style-type: none"> ▪ Snuggle / Talk ▪ Relate to sibling ▪ Read ▪ Sing / Shout ▪ Play / Work together ▪ Explore / Discover ▪ Use machines ▪ Use computers ▪ Pretend ▪ Paint / Sculpt ▪ Dig / Sift / Borrow ▪ Plant ▪ Pound / Knead / Shape ▪ Throw / Drop ▪ Push / Pull ▪ Collect / Sort ▪ Categorize ▪ Transport / Carry ▪ Splash / Pour ▪ Float / Dam up ▪ Measure ▪ Play / Express with color, light, sound ▪ Slide ▪ Swing ▪ Hide ▪ Gather together ▪ Build / Construct ▪ Tear down / Destroy ▪ Watch ▪ Touch ▪ Experiment ▪ Wonder ▪ Retreat ▪ Feel sun / wind / rain ▪ Run / move fast ▪ Move slow ▪ Climb / jump ▪ Leap ▪ Make friends | <ul style="list-style-type: none"> ▪ Wide range of interests and abilities ▪ Growing interest and skill in peer interaction ▪ Increasing capacity for artistic expression ▪ Intrinsic motivation (support curiosity, persistence) ▪ Perceptual and representational skill ▪ Effective learning and social-interaction strategies ▪ Increasing understanding and interest in learning about a topic | <ul style="list-style-type: none"> ▪ Full length mirror ▪ Dolls of various ethnicities with clothes and caregiving accessories ▪ Variety of dress-ups and supporting props ▪ Variety of hand puppets ▪ Materials for constructing play scenes (blocks, human and animal figures) ▪ Variety of sturdy vehicles for blocks ▪ Sand and water play with materials for experimentation (measurers, funnels, strainers, tubes) ▪ Construction materials ▪ Variety of puzzles ▪ Beads for stringing ▪ Dressing, lacing, and stringing materials ▪ Materials for sorting, matching, and ordering by shape, letter, color, number, etc. ▪ Variety of games ▪ Large variety of books ▪ Large variety of arts and crafts materials ▪ Standard rhythm instrument set ▪ Recorded music and player ▪ Push and pull toys for dramatic play ▪ Variety of balls for sports activities ▪ Pedal tricycles ▪ Outdoor and gym equipment (climbing gym, swings, ladders, gardening tools) |

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| School-Age | <ul style="list-style-type: none"> ▪ Jump rope, ▪ hopscotch, climb, skate, ride ▪ Print, draw, ▪ trace ▪ Sew, weave, braid, string beads, cut out shapes ▪ Practice skills or games ▪ Maintain attention ▪ Read, spell, print ▪ Interested in math, time, money, weights ▪ Interested in nature and science ▪ Collects things ▪ Likes magic and "tricks" ▪ Interest in peer group ▪ Plays cooperatively ▪ Interested in fairness ▪ Enjoys dramatic play and putting on "shows" ▪ Interested in wider community | <ul style="list-style-type: none"> ▪ Take into account wide range of abilities and interests ▪ Respect individuals with differing backgrounds, interests and abilities ▪ Support growing ability to cooperate ▪ Provide materials in a variety of domains ▪ Support growing sense of competence by providing appropriate levels of challenge ▪ Encourage intrinsic motivation (support exploration, independent decision making, problem solving) ▪ Promote development of effective learning strategies | <ul style="list-style-type: none"> ▪ Small figures for fantasy play and constructed models ▪ Materials for enacting real-life activities and materials for plays and performances ▪ Variety of puppets ▪ Variety of materials for constructing materials ▪ Variety of puzzles (jigsaw, 3D, map puzzles) ▪ Skill-development materials (printing and bookmaking materials, math manipulatives, measuring tools, science materials, computer programs) ▪ Complex pattern-making materials (mosaic-tiles, geometric puzzles) ▪ Variety of games ▪ Large variety of books ▪ Large variety of arts and crafts materials ▪ Recorded music for singing, moving, and rhythm activities; equipment for listening and recording ▪ Variety of balls and equipment for sporting activities ▪ Complex outdoor and gym equipment, aerobatics |