UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
1.1 — Support opportunities to customize the display of information	**Adjust viewing distance:** Bring books, photos, and objects closer or farther away in response to children's cues.	**Offer size options:** Provide larger pictures, labels, and visual schedules when children need a clearer view.	**Make size adjustable:** Offer enlarged print, zoom, and adjustable text size so children can find a comfortable display.
	Choose useful contrast: Place familiar objects against plain backgrounds that make their features easier to see.	**Improve visual contrast:** Use clear pictures and contrasting backgrounds so important information stands out.	**Adjust colour and contrast:** Offer display settings and printed alternatives that make information easier to distinguish.
	Adjust lighting: Change light or shade so children can see materials comfortably without glare.	**Offer lighting options:** Move materials or adjust lighting when shadows, glare, or brightness obscure information.	**Support lighting preferences:** Let children adjust screen brightness, lighting, or position to make information easier to view.
	Keep displays clear: Present a few objects or pictures at a time against an uncluttered background.	**Simplify visual layouts:** Space pictures and labels apart and cover information that is not needed yet.	**Customize layout:** Offer clearer spacing, fewer items per page, or one section at a time without removing essential content.
	Adjust familiar sounds: Change the volume of recorded songs or stories in response to children's comfort and access.	**Offer volume control:** Adjust recorded instructions and stories so children can hear them comfortably.	**Customize audio playback:** Provide volume and playback-speed controls for recordings, demonstrations, and digital texts.
	Control the pace: Pause a picture sequence or recorded story so children have time to notice what is happening.	**Pause and revisit:** Let children stop, replay, or look longer at pictures and demonstrations.	**Give control over timing:** Allow children to pause, replay, and slow presentations or animations as needed.
	Notice useful adjustments: Watch how children respond when size, distance, lighting, or volume changes.	**Invite display preferences:** Ask whether bigger pictures, more space, or a different volume would help.	**Build self-advocacy:** Help children explain which display settings make information easier to access and request them.

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UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
1.2 — Support multiple ways to perceive information	**Pair sounds with visible cues:** Show the familiar object or gesture when naming what will happen next.	**Pair spoken information with visuals:** Use pictures, objects, or gestures alongside directions and announcements.	**Provide alternatives to audio:** Offer captions, transcripts, written directions, or sign-language access according to children's needs.
	Describe what children see: Name important actions and features while exploring books, objects, or shared experiences.	**Describe visual information:** Explain what matters in a picture or demonstration rather than relying on pointing alone.	**Provide alternatives to visuals:** Include descriptions, accessible digital text, tactile diagrams, or audio descriptions for important visual information.
	Offer tactile access: Let children safely explore real objects through touch when visual information is difficult to access.	**Use touchable examples:** Offer real objects and tactile materials alongside pictures and demonstrations.	**Include tactile representations:** Provide models, raised-line drawings, or accessible manipulatives when they help children perceive essential features.
	Make routine cues accessible: Pair a familiar sound with an object cue or gentle gesture the child recognizes.	**Use more than one signal:** Pair transition songs or bells with visual or tactile cues.	**Provide accessible alerts:** Pair audible signals with visual or appropriate tactile notifications so everyone receives the information.
	Support access to faces: Position yourself where children can comfortably see your face and gestures.	**Make communication visible:** Face children, keep your mouth visible, and use agreed communication supports.	**Support communication access:** Provide clear sightlines and access to interpreters or hearing technologies when needed.
	Present equivalent information: Offer the same familiar cue through an object, picture, gesture, or spoken word.	**Keep the message consistent:** Ensure spoken, visual, and tactile versions communicate the same essential information.	**Check equivalent access:** Ensure captions, descriptions, and tactile alternatives include the details children need for the shared goal.
	Notice access cues: Respond when children move closer, turn an ear, explore by touch, or miss a signal.	**Check how children receive information:** Offer another sensory route when a child misses directions or details.	**Invite access preferences:** Ask which formats help children perceive information and make those options available.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
1.3 — Represent a diversity of perspectives and identities in authentic ways	**Reflect familiar families:** Include photographs and books showing the actual people and relationships in children's lives.	**Include varied families:** Choose stories and images reflecting different family structures and caregiving relationships.	**Represent family diversity:** Include authentic accounts of varied families and invite children to examine whose experiences appear.
	Include varied bodies: Offer books and dolls showing different bodies, skin tones, disabilities, and ways of moving.	**Show disabled people participating:** Include characters and real people using mobility, sensory, or communication supports in everyday life.	**Represent disability authentically:** Include disabled people's perspectives, interests, contributions, and everyday experiences across learning materials.
	Reflect home cultures: Use familiar songs, images, and objects selected with families.	**Include living cultures:** Use current, specific examples of children's cultures rather than generic costumes or celebrations.	**Include contemporary perspectives:** Represent cultures as varied and changing, using sources from the communities represented.
	Include varied languages: Share recordings and books featuring languages children hear with important people.	**Make language diversity visible:** Include home languages, dialects, and sign languages in books and displays.	**Represent diverse language users:** Include people who use different languages, dialects, sign languages, or communication systems.
	Show varied everyday roles: Include images of people of different genders caring, working, playing, and creating.	**Broaden role representations:** Choose stories where people of different identities take varied roles without predictable stereotypes.	**Examine representation:** Discuss whether materials repeatedly assign leadership, care, expertise, or difficulty to particular identities.
	Use authentic sources: Ask families which books, songs, and images accurately reflect their experiences.	**Include community voices:** Invite families and community members to share materials and perspectives in ways they choose.	**Centre first-person perspectives:** Use age-appropriate accounts created by people whose identities and experiences the learning explores.
	Notice missing identities: Review whether children encounter people like themselves and people with different experiences.	**Invite children's observations:** Ask who they see in the materials and whose experiences they would like to include.	**Review materials together:** Help children notice missing or stereotyped perspectives and find more authentic representations.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.1 — Clarify vocabulary, symbols, and language structures	**Name what is present:** Pair familiar words with the objects and actions children are exploring.	**Explain words in context:** Introduce useful words during play with an object, picture, action, or simple explanation.	**Clarify important vocabulary:** Explain unfamiliar words with examples, visuals, and accessible definitions before and during learning.
	Use consistent routine words: Pair short phrases such as 'shoes on' with the action and relevant objects.	**Make directions clear:** Use short phrases, explain unfamiliar wording, and show what each direction means.	**Unpack language structures:** Explain complex sentences and how sequence, comparison, or cause-and-effect words connect ideas.
	Connect words and gestures: Use familiar gestures alongside words so children can connect the message to its meaning.	**Clarify picture symbols:** Show what a visual schedule or communication symbol refers to in the actual setting.	**Explain symbols explicitly:** Clarify the meaning of icons, diagrams, abbreviations, and subject-specific symbols when they appear.
	Repeat meaningful words: Reuse words during familiar routines while responding to children's attention and cues.	**Revisit words through play:** Use new words in stories, pretend play, songs, and everyday conversations.	**Use vocabulary across contexts:** Revisit key words in discussion, examples, texts, and practical activities.
	Show relationships: Pair words such as 'in' and 'out' with objects moving into and out of containers.	**Act out relational language:** Demonstrate words such as 'before,' 'between,' 'more,' and 'less' using familiar materials.	**Clarify relational terms:** Use diagrams and examples to explain terms such as 'unless,' 'although,' 'equal,' and 'because.'
	Follow children's meaning: Respond to sounds, gestures, and emerging words by naming what the child may be referring to.	**Connect familiar and new words:** Link children's everyday terms to new vocabulary without dismissing their language.	**Link everyday and specialized language:** Show how familiar words connect to academic terms and how meanings change by context.
	Notice misunderstandings: Show the relevant object or action again when a spoken word does not provide enough information.	**Check meaning through action:** Invite children to show, match, point, or act out a word's meaning.	**Check understanding flexibly:** Invite children to explain or represent meanings and clarify language when interpretations differ.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.2 — Support decoding of text, mathematical notation, and symbols	**Connect print and meaning:** Explore familiar pictures and labels alongside the objects they represent.	**Connect print and speech:** Point to meaningful print while reading aloud, without requiring children to read independently.	**Provide text access:** Offer read-alouds, audiobooks, or text-to-speech while children work with age-appropriate ideas.
	Share books responsively: Read aloud while children look, touch, listen, pause, or return to familiar pages.	**Model print conventions:** Show where reading begins and how words connect to spoken language during shared reading.	**Model decoding strategies:** Demonstrate how to work through unfamiliar words while keeping access to the text's meaning.
	Notice familiar symbols: Pair a recognizable photo or symbol with a repeated routine.	**Teach useful symbols:** Connect names, numbers, and familiar signs with the people, quantities, or routines they represent.	**Provide symbol references:** Offer accessible keys for unfamiliar notation, abbreviations, and symbols while children use them.
	Connect quantity and number: Name small quantities while children explore real objects and simple number songs.	**Pair numerals with quantities:** Use objects, fingers, pictures, and spoken number names alongside written numerals.	**Unpack mathematical notation:** Read symbols aloud and connect equations or notation to concrete examples and diagrams.
	Explore sound patterns: Share rhymes, repeated words, and sound play when children show interest.	**Offer supported sound and letter play:** Explore speech sounds and letters with models and accessible materials.	**Support word recognition:** Offer explicit decoding instruction and useful word supports alongside accessible texts.
	Keep meaning accessible: Adults read labels and stories so children can participate before understanding print.	**Remove unnecessary reading demands:** Read activity directions and labels when decoding is not the learning goal.	**Separate access from decoding practice:** Provide reading supports when the goal concerns ideas, while teaching decoding when it is the goal.
	Use familiar references: Revisit favourite books, songs, pictures, and symbols with adult support.	**Keep references nearby:** Offer name cards, alphabet resources, and number displays children can use during play.	**Make tools readily available:** Normalize dictionaries, pronunciation tools, symbol guides, and reading technology without delaying access.

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UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.2 — Support decoding of text, mathematical notation, and symbols	**Connect print and meaning:** Explore familiar pictures and labels alongside the objects they represent.	**Connect print and speech:** Point to meaningful print while reading aloud, without requiring children to read independently.	**Provide text access:** Offer read-alouds, audiobooks, or text-to-speech while children work with age-appropriate ideas.
	Share books responsively: Read aloud while children look, touch, listen, pause, or return to familiar pages.	**Model print conventions:** Show where reading begins and how words connect to spoken language during shared reading.	**Model decoding strategies:** Demonstrate how to work through unfamiliar words while keeping access to the text's meaning.
	Notice familiar symbols: Pair a recognizable photo or symbol with a repeated routine.	**Teach useful symbols:** Connect names, numbers, and familiar signs with the people, quantities, or routines they represent.	**Provide symbol references:** Offer accessible keys for unfamiliar notation, abbreviations, and symbols while children use them.
	Connect quantity and number: Name small quantities while children explore real objects and simple number songs.	**Pair numerals with quantities:** Use objects, fingers, pictures, and spoken number names alongside written numerals.	**Unpack mathematical notation:** Read symbols aloud and connect equations or notation to concrete examples and diagrams.
	Explore sound patterns: Share rhymes, repeated words, and sound play when children show interest.	**Offer supported sound and letter play:** Explore speech sounds and letters with models and accessible materials.	**Support word recognition:** Offer explicit decoding instruction and useful word supports alongside accessible texts.
	Keep meaning accessible: Adults read labels and stories so children can participate before understanding print.	**Remove unnecessary reading demands:** Read activity directions and labels when decoding is not the learning goal.	**Separate access from decoding practice:** Provide reading supports when the goal concerns ideas, while teaching decoding when it is the goal.
	Use familiar references: Revisit favourite books, songs, pictures, and symbols with adult support.	**Keep references nearby:** Offer name cards, alphabet resources, and number displays children can use during play.	**Make tools readily available:** Normalize dictionaries, pronunciation tools, symbol guides, and reading technology without delaying access.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.3 — Cultivate understanding and respect across languages and dialects	**Welcome home languages:** Use familiar words and songs shared by families during play and caregiving.	**Include home languages daily:** Make children's languages part of routines, stories, labels, and play.	**Value all languages:** Invite children to use their full language resources while exploring and communicating ideas.
	Learn meaningful words: Ask families how to say children's names and important comfort or routine words.	**Pronounce names with care:** Learn and use children's and family members' preferred pronunciations.	**Respect names and language choices:** Check pronunciation and honour how people name themselves and their languages.
	Share familiar voices: Offer stories or songs recorded by trusted people in the child's language.	**Offer multilingual stories:** Share books and recordings in home languages alongside the setting's shared language.	**Provide multilingual access:** Offer translated texts, bilingual resources, and language tools where useful.
	Pair language with context: Use objects, gestures, and familiar actions while speaking.	**Connect meanings across languages:** Pair familiar words with new words using objects, visuals, or family knowledge.	**Build language connections:** Compare related words and expressions across languages without assuming exact one-to-one meanings.
	Respond to all communication: Acknowledge meaning in gestures, sounds, signs, and words from any language.	**Allow language mixing:** Welcome children combining languages or dialects as they communicate and play.	**Support flexible language use:** Let children draw on multiple languages and dialects to build understanding.
	Model respect: Respond warmly when children hear different accents, languages, or signing.	**Explore differences with curiosity:** Notice that people may use different words, accents, or signs for shared ideas.	**Explore language diversity:** Discuss how languages and dialects reflect communities, histories, and identities.
	Partner with families: Ask which languages and dialects children experience and how the setting can include them.	**Invite voluntary sharing:** Offer families ways to contribute language resources without expecting them to act as interpreters.	**Share responsibility for access:** Use appropriate translation or interpretation services and invite community contributions without making children responsible for interpreting.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.4 — Address biases in the use of language and symbols	**Use respectful descriptions:** Describe children's actions and needs without labels such as 'naughty,' 'lazy,' or 'normal.'	**Choose inclusive wording:** Use language that values different bodies, families, abilities, and ways of participating.	**Examine loaded language:** Discuss how words such as 'normal' or 'low' can communicate assumptions about people.
	Include accurate family words: Use the names and relationship terms families use for themselves.	**Avoid family assumptions:** Use 'family' or 'caregiver' when a message should include varied caring relationships.	**Review default assumptions:** Check whether instructions, forms, and examples assume one family structure, gender, or cultural experience.
	Check everyday symbols: Choose routine pictures that include varied skin tones, bodies, and ways of moving.	**Review picture systems:** Check whether symbols repeatedly represent one body type, gender, or cultural experience.	**Examine visual codes:** Discuss whether icons and symbols imply that one identity is the standard or belongs in a particular role.
	Respect communication forms: Respond to sounds, gestures, signs, and words as meaningful communication.	**Value different language forms:** Avoid treating an accent, dialect, or home language as evidence of less understanding.	**Distinguish difference from error:** Address language conventions for a purpose while respecting dialects, accents, and language identities.
	Describe ability with care: Speak about supports and access without portraying children as helpless or inspirational.	**Avoid deficit comparisons:** Describe what children need to participate rather than ranking them against an assumed 'normal' child.	**Question deficit framing:** Review how texts describe disability and whose perspective defines competence, success, or need.
	Notice biased materials: Replace songs, pictures, or labels that stereotype or exclude people.	**Respond to biased wording:** Pause when stories or play use stereotypes and offer respectful alternatives.	**Critically examine sources:** Identify biased descriptions and symbols, consider their impact, and compare more respectful representations.
	Learn preferred language: Ask families how they describe identities, relationships, and support needs.	**Invite respectful corrections:** Welcome children and families correcting names, pronouns, identity terms, or cultural references.	**Revise language together:** Invite people to explain their preferred terms and update materials without expecting anyone to represent a whole group.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
2.5 — Illustrate through multiple media	**Pair words with objects:** Show the real cup, shoe, or toy while naming it during a routine.	**Pair explanations with materials:** Use real objects and pictures alongside spoken explanations.	**Combine useful formats:** Offer text, images, models, and demonstrations that communicate the same important idea.
	Show actions: Demonstrate a familiar action while describing what is happening.	**Demonstrate processes:** Show how something works while children can see and handle the relevant materials.	**Make processes visible:** Use demonstrations, diagrams, or short videos alongside explanations of a process.
	Bring stories into play: Use safe props or objects connected to a familiar book or song.	**Represent stories in several ways:** Pair storytelling with puppets, pictures, objects, or enactment.	**Offer complementary representations:** Use timelines, story maps, recordings, or enactments to clarify a text's meaning.
	Connect pictures to reality: Explore a photograph alongside the object, person, or place it shows.	**Move between objects and images:** Compare a real object with a photograph, drawing, or simple model.	**Link concrete and abstract forms:** Connect manipulatives and models with diagrams, written descriptions, and mathematical representations.
	Use movement to show meaning: Pair words such as 'up' or 'down' with a gentle, visible action.	**Use gestures and enactment:** Show ideas such as growth, speed, or position through movement and materials.	**Use dynamic representations:** Show change through animation, physical models, or demonstrations when a still image is insufficient.
	Revisit familiar experiences: Share photos, objects, or recordings from a recent shared experience.	**Document play in several forms:** Revisit photos, short recordings, drawings, and objects to clarify what happened.	**Use varied evidence:** Explore the same idea through photographs, data, recordings, diagrams, or first-person accounts.
	Notice useful media: Observe which objects, pictures, sounds, or actions help children connect with meaning.	**Offer another representation:** Try a model, picture, or demonstration when an explanation leaves an idea unclear.	**Invite format choices:** Help children compare representations and choose those that make the idea clearer.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
3.1 — Connect prior knowledge to new learning	**Begin with the familiar:** Introduce a new object or experience alongside something children already recognize.	**Start with known experiences:** Ask what children have seen, done, or wondered about before introducing a new idea.	**Activate prior knowledge:** Invite children to share experiences, existing ideas, and questions relevant to new learning.
	Build from routines: Add a small new element to a familiar song, game, or caregiving sequence.	**Use familiar routines as bridges:** Connect new words or ideas to daily play and routines.	**Use familiar contexts:** Link a new concept to everyday situations children can recognize and discuss.
	Revisit shared experiences: Use a photo or object to reconnect children with something they recently explored.	**Recall learning together:** Revisit photos, drawings, objects, or stories from earlier experiences.	**Make previous learning available:** Use notes, models, photographs, or examples to reconnect children with earlier ideas.
	Name the connection: Say 'This feels soft like your blanket' while children explore a new material.	**Make links explicit:** Say 'This is like the ramp we built yesterday' and explore what is similar.	**Explain connections clearly:** Show how a new idea relates to an earlier concept and where the connection has limits.
	Include family knowledge: Ask families about familiar people, places, routines, and interests that can support new experiences.	**Draw on home knowledge:** Invite children and families to connect learning with their cultures and everyday practices.	**Value community knowledge:** Include skills, stories, languages, and knowledge from children's families and communities as learning resources.
	Offer a shared starting point: Let children explore the relevant object before introducing an unfamiliar picture or word.	**Build shared experience:** Provide a short exploration or demonstration when children have different familiarity with a topic.	**Provide background access:** Offer previews, accessible summaries, or shared experiences without assuming everyone has the same prior opportunities.
	Notice children's connections: Follow when children recognize, repeat, or bring a familiar object into a new experience.	**Invite connections through play:** Children can show what an idea reminds them of using objects, pictures, gestures, or words.	**Revisit initial ideas:** Help children compare what they thought before with what they now understand.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
3.2 — Highlight and explore patterns, critical features, big ideas, and relationships	**Repeat predictable sequences:** Use familiar songs and routines so children can notice what comes next.	**Explore repeating patterns:** Use sounds, movements, objects, and visual sequences children can continue or change.	**Highlight patterns:** Help children notice repetitions, trends, and structures across examples and representations.
	Draw attention to features: Describe a useful detail such as 'The handle is here' while children explore.	**Highlight what matters:** Point out the feature relevant to the idea, such as which shape can roll.	**Make critical features explicit:** Use highlighting, labels, or comparisons to distinguish essential information from extra detail.
	Compare familiar objects: Explore similarities and differences in safe objects children can touch and examine.	**Compare and sort:** Invite children to group materials in different ways and explain or show what they notice.	**Explore categories flexibly:** Compare examples and non-examples and discuss more than one useful way to organize them.
	Show simple relationships: Narrate 'You pushed the ball, and it rolled' during shared play.	**Explore cause and effect:** Notice what changes when children alter a ramp, mixture, movement, or construction.	**Investigate relationships:** Use models, diagrams, and observations to examine how one change affects another.
	Make sequence visible: Pair familiar routine steps with objects or simple pictures.	**Show connected steps:** Use pictures or enactment to revisit the order of a process or story.	**Represent relationships visually:** Offer sequence charts, concept maps, or diagrams showing how important ideas connect.
	Name the shared idea: Use repeated words such as 'inside' as children put different objects into containers.	**Connect examples to a big idea:** Notice 'These all need water' while exploring plants in different places.	**Keep the big idea visible:** Reconnect details and examples to the central concept or question throughout learning.
	Allow time to notice: Pause after a repeated action so children can anticipate or explore a change.	**Invite children's noticing:** Ask 'What stayed the same?' or 'What changed?' and accept varied responses.	**Explore patterns critically:** Ask which pattern fits the evidence, where it breaks down, and what further examples reveal.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
3.3 — Cultivate multiple ways of knowing and making meaning	**Learn through relationships:** Share attention and respond as children explore people and materials.	**Build meaning together:** Make room for dialogue, shared play, observation, and questions.	**Explore ideas collaboratively:** Invite children to develop understanding through discussion, practical experience, reflection, and varied sources.
	Allow embodied exploration: Let children safely touch, move, listen, and act on materials.	**Learn through doing:** Offer hands-on exploration and movement alongside stories and explanations.	**Include experiential knowledge:** Connect practical investigation and bodily experience with written or abstract accounts.
	Notice children's interpretations: Respond to how children use an object without requiring one adult-selected meaning.	**Invite varied interpretations:** Ask what children think a story, object, or experience could mean.	**Compare interpretations:** Explore how people make different meanings from the same text, event, or evidence.
	Use stories and songs: Share family and community stories as meaningful ways to understand the world.	**Value oral knowledge:** Include storytelling, conversation, songs, and family accounts alongside print materials.	**Include oral and written sources:** Explore what different forms of knowledge reveal and whose knowledge each source carries.
	Connect with place: Explore familiar outdoor places through shared attention and responsive interaction.	**Learn with the local environment:** Build understanding through observation, relationships, and repeated visits to meaningful places.	**Include place-based knowledge:** Connect learning with local environments and community expertise, with appropriate guidance and permission.
	Welcome community knowledge: Use materials and practices families choose to share.	**Respect cultural knowledge:** Invite community perspectives without treating one person's account as representing everyone.	**Respect knowledge protocols:** Work with appropriate community knowledge holders and honour consent, attribution, and limits on sharing.
	Follow children's meaning-making: Notice connections children make through repetition, imitation, and exploration.	**Keep explanations open:** Encourage children to revisit ideas, try another explanation, and learn from one another.	**Examine how knowledge develops:** Ask how people know, what evidence or experience informs an idea, and how understanding may change.

UDL 3.0	What this might look like for children ages 0–2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
3.4 — Maximize transfer and generalization	**Repeat across familiar routines:** Use the same meaningful word or gesture during more than one everyday experience.	**Revisit learning in varied play:** Use an idea from story time in building, outdoor play, or daily routines.	**Use ideas in varied contexts:** Provide opportunities to apply a concept in different subjects, activities, and everyday situations.
	Use varied examples: Explore 'in' with a basket, cup, and box rather than only one container.	**Vary materials and settings:** Explore the same idea with different objects, people, and locations.	**Compare contexts:** Discuss what stays useful when materials, settings, or task details change.
	Keep helpful cues available: Use a familiar object or gesture when a routine happens in a new place.	**Carry supports forward:** Make familiar picture cues, language, and tools available in a new activity.	**Support transfer with tools:** Let children use references, checklists, models, and access supports while applying learning elsewhere.
	Make connections aloud: Say 'Your hat goes on here too' when dressing in a different setting.	**Name the link:** Say 'We used this idea when we built our bridge' during a new experience.	**Prompt deliberate connections:** Ask which earlier idea or strategy could help with the current situation.
	Offer supported new experiences: Stay close while children try a familiar action with a new object.	**Practise with meaningful variation:** Invite children to try an idea in an authentic new situation with support.	**Apply learning for a real purpose:** Use knowledge to solve a community problem, create something useful, or make an everyday decision.
	Revisit over time: Return to familiar words, actions, and experiences across days.	**Return to ideas regularly:** Revisit learning after time has passed using stories, play, and routines.	**Space opportunities to apply learning:** Revisit concepts across time so children can reconnect, practise, and extend understanding.
	Notice use beyond the original setting: Respond when children use a familiar word, gesture, or action in a new situation.	**Reflect on what carried over:** Ask 'Where else could we try this?' and explore children's suggestions.	**Reflect on transfer:** Help children explain what they adapted, which supports helped, and when a strategy may need to change.