

Teaching and Learning Resources Grant

The following table provides examples of items which are eligible for Teaching & Learning Resources Grant funding. For items which are not listed, ECDA will assess on a case-by-case basis for their eligibility for reimbursement. Generally, consumables (e.g. toner, paper) and furniture/fittings (e.g. tables, chairs) are not eligible for funding.

Domain Categories	Examples (non-exhaustive)
<p>Motor Skills Experiences</p> <p>All childcare centres and kindergartens should set aside space and equipment to enable play activities for motor skills development to be conducted on a daily basis.</p> <p>Children’s motor skills develop over time and influence their physical fitness, agility and coordination, which in turn influence their health and mastery of self-help skills.</p>	<p><u>Resources for Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Giant scrambler • Small trampoline • Rocking horse (low ones for toddlers) • Swing, slide, climbing frame, tunnel (e.g. Quadro set) • Tumbling mats • Tres, balancing planks • Water play equipment • Sand play equipment • Hula Hoops • Bean bags • Jump ropes • Stompers • Gym and playmats • Balls, rings • Wheel toys (e.g. tricycles, bicycles, push-pull wagons toys)
	<p><u>Resources for Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Puzzles (including puzzles with knobs for younger children) • Rattles and teething rings (including objects dangling on a bar) • Threading equipment, stringing beads • Nesting toys (e.g. cups) and stacking toys • Scissors (child-sized) • Manipulative toys • Building blocks (including hollow blocks, interlocking blocks) • Accessories (e.g. toy vehicles, figurines) • Washable markers, crayons and fat pencils for younger children
<p>Creative and Aesthetic Experiences</p> <p>Music, movement and art activities are fun and encourage children to</p>	<p><u>Resources for Music and Movement</u></p> <ul style="list-style-type: none"> • Musical instruments (including non-commercial shakers like beans in a sealed plastic bottle) • Music/video player with sing-along CDs and musical pull toys

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<p>express their feelings and ideas.</p> <p>These experiences foster creativity and promote self-confidence and esteem.</p> <p>All equipment and materials should be safe and non-toxic.</p>	<ul style="list-style-type: none"> • Dance props (e.g. scarves, ribbons). <p><u>Resources for Art</u></p> <ul style="list-style-type: none"> • Materials to create artwork (e.g. washable markers, crepe paper, paint brushes, sponge poster colours, crayons) • Easel boards
<p>Social & Emotional Experiences</p> <p>When children engage in dramatic or imaginative play, they learn to negotiate different situations and roles, express their feelings and ideas, develop friendships, think creatively, cooperate and solve problems, enhance their oral communication, and grow in confidence.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Props and accessories for different settings (e.g. theatre, supermarket, home) • Dolls of different races and cultures including finger puppets • Mirrors alongside activity areas • Flannel board stories • Clothing and accessories for dressing up (e.g. handbags, shoes, hats, scarves)
<p>Cognitive and Language Experiences</p> <p>Interactions with a purposeful environment and select materials strengthen children’s cognitive and language foundations (e.g. numeracy, problem solving, communication, language, and literacy skills).</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Books (including audio books, big books, touch and feel books, and board books) • Textured mats (especially for infants who are non-mobile) • Shape sorting and matching toys • Games and charts on science/ nature/ mathematical concepts • Puzzles (including those with knobs for very young children) • Measurement equipment (e.g. weighing scale, height measurement chart)