

Chapter 1 : BTEC Firsts Children's Play, Learning and Development () | Pearson qualifications

Learning can happen during every minute of a child's day when you plan and teach with intention. This how-to resource provides four planning and reflecting frameworks to help you bring engaging experiences into your classroom. It describes a methodical cycle that encompasses the many elements of a.

Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development. Pre-Birth to Three Play Pre-Birth- Three Living, playing and learning are almost one and the same thing for babies and young children for much of the time. They carefully watch her eyes and mouth " finding out all about her and they enjoy hearing her singing and seeing the different movements of muscles in her face. Playfulness begins in earnest " smiles become broader as the baby expresses delight at seeing special people like dad, or mum, big brother and grandparents. The movement of a mobile or seeing and hearing a black and white squeaky toy soon begins to interest young babies because they are finding out about the world through whatever they can see, hear, touch, smell and taste. By the time babies are reaching out and grasping small toys another phase has begun where baby may be able to shake a rattle or raise an object to the mouth to find out more about it by placing it in the mouth to explore it more thoroughly. Physical dexterity then allows fuller exploration of scrunchy material, paper or anything within reach. Babies and young children love to play with anything from their fingers and toes, to their toys, as well as with sounds and with adults and children. When young children play they learn at the same time, so play is a very important way for children to learn. When babies play, their whole bodies are involved in reaching, grasping, rolling and touching things. As they become more mobile and they gain control over their bodies babies enjoy putting things together such as piling blocks on top of one another or banging balls together, or filling and emptying containers. Two year olds love to pretend, basing their play on imitating things they have seen you, or other people do, like vacuuming, talking on the telephone or playing a trumpet. By the time they are moving towards their third birthday children begin to play with others more, and increasingly enjoy playing with other children. Babies and young children also enjoy looking at books, listening to stories and rhymes and joining in with songs. Babies and young children are learning all the time. They learn through looking, listening, touching, tasting, investigating, exploring, experimenting and through playing and talking. At the same time the sounds and words and gestures that they have experienced in interactions with others help babies to understand ways of relating to others and whilst they will have had great fun blowing raspberries or squealing with delight when somebody has played peek-a-boo with them they have also begun to learn social and emotional skills which will help their development as people. Young children soak up the atmosphere around them and are affected and can be upset if others are depressed or sad so it would be fair to say that they are learning about emotions right from the start. And by the time a child is a year old their understanding of language is growing rapidly. When children play, they are learning at the highest level. Play can extend certain areas of their learning " for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play. One example of a planned experience for older children in the EYFS would be setting up a health centre in a classroom. Children enjoy finding out about stethoscopes and Xrays, role playing different jobs, diagnosing a sore throat and even bandaging a pretend broken arm. The DVD really enables the audience to review and critique, following chapter viewings and discussions. A DVD, case studies and examples support parents and practitioners, working in a wide range of settings, to learn more about the conditions and contexts for play and learning. Developed as the result of a project undertaken in five early years centres in the UK, focusing on high quality experiences for children

from birth to three, the resource materials are highly relevant for training and professional development, addressing significant issues relating to childcare practice. The underlying message is that when children play they also learn, and the authors explore this in further detail by examining the following questions: How are play and learning connected for young children? What kinds of provision and interactions do babies and young children need? The DVD and accompanying book are organised in such a way that it can be studied by individuals or groups led by a trainer. The sequences involved reflect everyday experiences and interactions between children and their parents or practitioners, and additional support is provided by the inclusion of selected readings, questions and challenges for consideration. The importance of observing children in order to identify and respond to their interests is emphasised throughout. *Playing to Learn* is only available through the website. Books by Ann Langston.

Chapter 2 : Observation, Assessment and Planning - Early Years Matters

Buy Planning for Children's Play and Learning 4 by Jane Drake (ISBN:) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

Authentic assessment can be used in the early childhood classroom each day as children interact with one another in play scenarios and learning center areas. By interacting with their peers through role play and using open-ended materials and props, children begin to demonstrate many of the skills and concepts they have mastered. What is authentic assessment and what are the benefits? Assessment has long been defined as the process of observing, recording, and documenting what, how and when children demonstrate skills and concepts. Authentic assessment includes the many tools that provide a more accurate representation of development and learning, including work samples with teacher narratives, child portfolios, photographs, learning stories that capture learning through photographs, videotapes, and anecdotal documentation. This type of assessment serves to inform the teaching and learning process in a way that allows teachers to also give feedback to children on their learning that is individualized. This questioning requires critical thinking on the part of the child that may not be captured in a traditional assessment. Children demonstrate learning at this stage of their development by experimenting with manipulatives and other hands-on materials in a very concrete manner. When should we plan to use authentic assessment? Teachers should use it daily. When I was a teacher of four and five year olds, I intentionally tried to observe children every day. It allowed me to examine how a child was processing and making connections to previous knowledge and background experiences. This led me to focus on observing the children when they are participating in learning centers “a time when they were free to select materials, peers, and methods for play. I wanted to use multiple sources of information when assessing children, so I began with anecdotal notes. I began by taking anecdotal notes that were factual, objective descriptions of what a child has done. This strategy allows teachers to review progress over time by denoting the date , the context when it occurs within the daily routine , and peer involvement. Persistence to task, attention span, use of trial and error, taking risks, language use between peers, and the use of symbolic representation are some competencies that can be observed when children play in learning centers. The block center is a popular choice in classrooms where much learning across the content areas can be found. Children feel comfortable representing what they know when using blocks and can often demonstrate their thinking process as well. They talk to peers, plan and incorporate literacy tools e. How can we structure the learning center areas to heighten opportunities for concept and skill development during play? The teacher can put dress-up materials train hats and clothes in the dramatic play center. The teacher might suggest additional ideas to extend their learning. With these additional roles, children could be challenged with math problems such as measuring luggage to see if it will fit on the train compartment, how much they would have to pay for a ticket, how many people can fit on the train, and how long will it take to get to their destination. The teacher may also add some open-materials to the dramatic play and block area such as cardboard boxes of different sizes, paper towel tubes, and large sheets of paper for making luggage and conductor hats. When using multipurpose props, children must also use more language to explain to the other children in the group what the prop is and how it will be used. All of these activities lead to more complex play with greater opportunities for developing math and literacy skills. The work of Sara Smilansky Isbell, offers teachers a way to observe children in the dramatic play center. She suggests observing individual children for ten minutes at a time and recording the following: Within each of these categories, she developed a continuum along which children demonstrate their abilities. This allows teachers to easily denote where children currently are in their verbal communication instead of using other methods of observation which were more laborious. How can we use video and recordings? This method also supplies the teacher with additional information that may be missed when observing and making anecdotal notes. Teachers may also reflect on their involvement level in the play scenario and what they might do differently the next time they engage in play scenarios with the children. How can we use work samples and portfolios? Decisions must be made on what to collect. Work samples may demonstrate the length of time a child was on task to complete an activity,

the range and variety of materials used, and significant work products of the child. All three of these examples will provide information about the child. They can be collected over time and placed in an individual portfolio for each child. A variety of materials that can be collected include photographs, writing samples, cutting attempts, dictated stories, and drawings. After reviewing the work samples, teachers may plan for play and determine the need to rotate the art materials to include a greater variety of collage materials and provide puzzles of a greater difficulty for this particular child. How can we use photography and documentation panels? Although a picture may be worth a thousand words, the narrative descriptions that accompany pictures can help us to see the learning that takes place and specifically what took place before and after the picture was taken. What about observing and planning for children with disabilities and other special needs in my classroom? Just as with typically developing children, teachers must first observe to see which learning center areas and activities interest the child. We know children with disabilities and children who are learning English as a second language may have difficulty participating in play activities Bagnato, et al. Teachers may need to create additional environmental supports e. Engaging the child with familiar toys and materials e. Teachers may join in more frequently in the play scenario for a child with a disability and also use peer-to-peer modeling to help the child join in the play scenario. How do I get started with authentic assessment? This plan should be shared with other adults working in the classroom. Initially, teachers must determine how frequently observations will take place. The teacher may begin with small timeframes such as 10 minutes to become comfortable with the process of observation and documentation. The teacher will need to determine where to position herself in the learning center areas to hear the children without distracting them. Beginning with small timeframes daily and then increasing the amount of time allows teachers to develop a regular routine habit of observing children. Materials for documentation can be index cards, sticky notes, or computer labels. A notebook for individual documentations for each child can be readily available in the classroom. By having a page in the notebook for each child, teachers can quickly identify children they have not observed in a current week to ensure they observe that child during the upcoming week. An initial focus for observation can be something open-ended such as the purposeful use of materials in the different learning center areas in the classroom. This can let a teacher know if children are not using certain materials which might indicate a need for teacher facilitation of the materials. By indicating this focus in lesson plans, teachers will be intentional in their participation during learning center time. If children are misusing materials e. By reviewing documentation weekly, teachers can reflect and make any necessary adjustments in their lesson plans, including areas for individualization and accommodations needed for individual children Gronlund, *The Milestones of Child Development*: These resources cover major growth and developmental domains including content areas. Before conducting authentic assessments, teachers should be familiar with these resources and refer to them regularly throughout the year to remain grounded in realistic expectations for the young children in their classroom. How can authentic assessment inform our teaching practices? By collecting and reflecting on multiple sources of information, teachers can accurately capture the development of the whole child who is growing and changing rapidly. Teachers should consider placing materials such as writing materials and books in all of the learning center areas to stimulate literacy activities. Materials can provide flexibility of play open-ended and promote creativity. Teachers can look closely to find ways to plan and support children in problem solving activities. With authentic assessment, teachers view individual children from a strengths-based perspective, incorporating their individual interests and unique qualities. When done with intentionality, authentic assessment helps teachers create the link between assessment and developmentally appropriate curriculum. Authentic assessment and early childhood intervention. *Tools of the mind: The vygotskain approach to early childhood education*. Upper Saddle River, NJ: Planning for play, observation, and learning in preschool and kindergarten. *The power of observation: Birth to age 8. From play to practice: We are all explorers: Learning and teaching with Reggio principles in urban schools.*

Chapter 3 : How to Support Children's Approaches to Learning? Play with Them! | NAEYC

'Planning for Children's Play and Learning includes practical guidance and ideas on creating stimulating learning environments indoors and outdoors, planning exciting learning experiences.' - Early Years Update, September

Children possess a natural curiosity to explore and play acts as a medium to do so. Play must have no extrinsic goals; there is no prescribed learning that must occur. Play is spontaneous and voluntary. Play involves active engagement on the part of the player. Play involves an element of make-believe. Definitions of play Creativity Role play and pretend play involves creativity, such as: Play can also be creative when the player constructs building blocks, uses paint or uses different materials to build an object. Creativity is not about the end product, but the process of the play scenario. Imagination Imagination is used during play when the person involved creates images in their minds to do with their feelings, thoughts and ideas. The person then uses these images in their play. Play is active, child-initiated, process oriented, intrinsic , episodic , rule-governed, and symbolic. Play is mostly a self-chosen activity by the child, rather than prescribed by a parent or teacher; it is a process, rather than a predicted outcome or product. Work, on the other hand, has a definite intent and a prescribed outcome. In order for an activity to be considered play, the experience must include a measure of inner control, ability to bend or invent reality, and a strong internally based motivation for playing. If parents and educators try to label experiences as play, but in reality have specific requirements for the activity, then it becomes work not play. For example, it is really impossible to play with flash cards whose purpose is to have a child memorize something on each card. This is not playing and children quickly differentiate between pure play and work being disguised as play. Researchers may choose definitions of play or work based on: A child in the United States who sets up a lemonade stand is considered to be working for money. Children have different ideas of what play and work are in comparison to adults. Classical, modern and contemporary perspectives[edit] There are three main groups of play theories: Herbert Spencer suggests that play is a mechanism that allows humans to expend excess energy not required for survival; this can be achieved by children through play. Theorist John Dewey suggests that children learn best by both physical and intellectual activity; in other words, children need to take an active role in play. Contemporary theories focus on the relationship of play to diversity and social justice in daily living and knowledge. Children learn social and cultural contexts through their daily living experiences. The Zone of Proximal Development concept, developed by Lev Vygotsky , suggests that children require activities that support past learning and encourage new learning at a slightly-more-difficult level. Cultural values of the Yucatec Maya[edit] The way that children learn through play is culturally specific "as result of differences in childrearing beliefs, values, and practices. Most western cultures would agree with the previously described definition of play where play is enjoyable, have no extrinsic goals, no prescribed learning that must occur, is spontaneous and voluntary, involves active engagement on the part of the player, involves an element of make-believe. For example, the Yucatec Maya do not have emotional aspects in make-believe play, and most of their play is reality based. Yucatec Maya commonly learn through "Intent Community Participation," an approach different from that commonly found among middle class European American families. Unlike children from the U. Pretend play is considered a form of lying because children are not representing something that actually happens. For example, a Mayan mother told an ethnographer that she would "tolerate" her child pretending that the leaves in the bowl was a form of food. For example, children go through the steps of making tortillas, weaving, and cleaning clothing. This relates to not having Age Segregation. Unlike children of the industrialized middle-class who play mainly with children of the same age, The Yucatec Mayan children engage with all ages, exploring activities of daily life. Different cultures and communities encourage children to play in different ways. For instance, some cultures may prevent parents from joining in play, prohibit children from receiving toys, or may expect children to play in mixed age groups away from adults. They may be expected to grow out of play by 5 or in middle childhood. Children are active participators by observing and modeling activities that are useful to the community. In the first half of the twentieth century, Susan Isaacs introduced the study of play. However, experts such as Gunilla Dahlberg et al. She suggests that, "the children she studied

did not play, and that it is not necessary for them to do so". Play also contributes to brain development. During play children try new things, solve problems, invent, create, test ideas and explore. Children need unstructured, creative playtime; in other words, children need time to learn through their play. This is such an important understanding. Young children actively explore their environment and the world around them through learning-based play. When they engage in sociodramatic play, they learn how to cope with feelings, how to bring the large, confusing world into a small, manageable size; and how to become socially adept as they share, take turns and cooperate with each other. These include verbalization, language comprehension, vocabulary, imagination, questioning, problem-solving, observation, empathy, co-operation skills and the perspectives of others. It is argued that these skills are better learned through play than through flashcards or academic drills. While parents ascribe more learning value to structured play activities e. This guidance goes on to state: The variety of play children engage in also increases when adults join in. The joining in is different from controlling. When adults join in they should guide shape, engage in and extend it, rather than dictating or dominating the play. Orchestrate an environment by deciding what toys, materials, and equipment to be included in that environment. It is important to offer a variety of materials and experiences at varying levels of difficulty. Both indoor and outdoor experiences should provide exploratory centres and space. The play environment should allow children to make choices, and to explore play possibilities. Observe carefully as children begin to use the toys, materials and equipment. Observation helps identify ways adults can build on and guide the learning. Adults can promote play and opportunities for expansive discoveries; they can enhance or facilitate play by encouraging children to bring their interests and experiences into the play. The adults can ask questions, to expand and enhance play. However, many such findings may be reflective of procedural knowledge rather than declarative knowledge. Children act out stories that contain different perspectives and ideas. It can also improve social skills such as empathy, problem solving, and communication. The philosophy is that children should be involved actively in their own learning. In learning center time, they use a plan, do, review approach. This approach allows them to transcend the egocentric now while taking responsibility for directing their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. This broad approach encourages children to learn through play. Ontario Early Years Centres is a parent-child interactive program with a focus on play-based learning. Parents and caregivers stay with the child, and can obtain information about programs and services available for young children and their families. The curriculum has purposeful progression, and is based on emergent curriculum, but no defined teacher-directed sequence. The Reggio approach believes that children learn through interaction with others including parents, staff and peers in a friendly learning environment.

Chapter 4 : Children's Outdoor Play & Learning Environments: Returning to Nature

Practitioners need help keeping up to speed with the latest developments in the Early Years. Updated in line with current policy and practice, this new edition fully reflects the Early Years Foundation Stage themes, principles, commitments and guidance and recognises the importance of play as a context for teaching, learning and assessment.

Outdoor spaces designed by children would not only be fully naturalized with plants, trees, flowers, water, dirt, sand, mud, animals and insects, but also would be rich with a wide variety of play opportunities of every imaginable type. If children could design their outdoor play spaces, they would be rich developmentally appropriate learning environments where children would want to stay all day. Playground Paradigm Paralysis We are all creatures of our experience, and our common experiences usually shape the conventional wisdom, or paradigms, by which we operate. When most adults were children, playgrounds were asphalt areas with gross motor play equipment such as swings, jungle gyms and slides where they went for recess. So when it comes time to plan and design a playground, the paradigm is to search through the catalogues of playground equipment, pick a piece or two that looks good to the adult and place it in an outdoor space which resembles their childhood memories of playgrounds. Then once or twice a day, teachers let children go outside for a recess from their classroom activities to play on the equipment. Today, fortunately, most playground equipment is becoming much safer than when adults grew up. National standards encourage the installation of safety fall surfaces and ADA is making the equipment more accessible. However, limiting outdoor playgrounds to gross motor activities and manufactured equipment falls way short of the potential of outdoor areas to be rich play and learning environments for children. This playground design paradigm paralysis also denies children their birthright to experience the entire natural outdoors which includes vegetation, animals, insects water and sand, not just the sun and air that manufactured playgrounds offer. It is a well accepted principal in early childhood education that children learn best through free play and discovery. Quality play involves the whole child: Children used to have access to the world at large, whether it was the sidewalks, streets, alleys, vacant lots and parks of the inner city or the fields, forests, streams and yards of suburbia and the rural countryside. Children could play, explore and interact with the natural world with little or no restriction or supervision. The lives of children today are much more structured and supervised, with few opportunities for free play. Their physical boundaries have shrunk. Children have little time for free play any more. With budgets for city and state governments slashed, public parks and outdoor playgrounds have deteriorated and been abandoned. Childhood and outdoor play are no longer synonymous. Today, many children live what one play authority has referred to as a childhood of imprisonment. We were fascinated when the research consistently showed that children had a strong preference to play outdoors in natural landscapes, and that parents generally supported this kind of play. The Love of Outdoors Two new disciplines, eco-psychology⁶ and evolutionary psychology, are now suggesting that humans are genetically programmed by evolution with an affinity for the natural outdoors. Evolutionary psychologists use the term biophilia⁷ to refer to this innate, hereditary emotional attraction of humans to nature and other living organisms. Researchers say that for more than 99 percent of human history, people lived in hunter-gatherer bands totally and intimately involved in nature. So in relative terms, urban societies have existed for scarcely more than a blink of time. The Aversion to Nature However, if this human natural attraction to nature is not given opportunities to be exercised and flourish during the early years of life, the opposite, biophobia, an aversion to nature, may develop. Biophobia ranges from discomfort in natural places to active scorn for whatever is not man-made, managed or air conditioned. Biophobia is also manifest in the tendency to regard nature as nothing more than a disposable resource. In todays society, environmental education requires that in schools, children have regular personal interaction with as diverse a natural setting as possible. The natural world is essential to the emotional health of children. Outdoor space allows children to gradually experiment with increasing distance from their caretaker. This is particularly important for children who live in small and crowded homes. The sensory experiences are different, and different standards of play apply. Activities which may be frowned on indoors can be safely tolerated outdoors. Children have greater freedom not only to run and shout, but also

to interact with and manipulate the environment. Natural outdoor environments have three qualities that are unique and appealing to children as play environments - their unending diversity; the fact that they are not created by adults; and their feeling of timelessness - the landscapes, trees, rivers described in fairy tales and myths still exist today. Adults typically see nature as background for what they are doing. Children experience nature, not as background for events, but rather as a stimulator and experiential component of their activities. Nature for the child is sheer sensory experience. Children have a unique, direct and experiential way of knowing the natural world as a place of beauty, mystery and wonder. Natural elements provide for open-ended play that emphasize unstructured creative exploration with diverse materials. The high levels of complexity and variety nature offers invites longer and more complex play. Because of their interactive properties, plants stimulate discovery, dramatic pretend play, and imagination. Plants, in a pleasant environment with a mix of sun, shade, color, texture, fragrance, and softness of enclosure also encourage a sense of peacefulness. Some authorities call them naturalized outdoor classrooms or naturalized playgrounds. There is a sense of wildness about an discovery play garden. Conventional play design focuses on manufactured and tightly designed play equipment. Conversely in a discovery play garden, although there may be some conventional play equipment, many of the spaces are informal and naturalistic so they will stimulate high quality free play and discovery learning. Discovery play gardens are much looser in design because children value unmanicured places and the adventure and mystery of hiding places and wild, spacious, uneven areas broken by clusters of plants. Children need tools, open space, challenge and opportunities to control and manipulate the environment. Suransky calls this "history making power"³⁷ - the power for the child to imprint themselves upon the landscape, endow the landscape with significance and experience their own actions as transforming the environment. Loose parts have infinite play possibilities, and their total lack of structure and script allows children to make of them whatever their imaginations desire. It is also desirable to integrate the outdoors with the indoor classroom with one sense of place and identity, so the transition between the two will be almost seamless. Design that allows children to go freely back and forth between inside and outside encourages children to experiment with autonomy from adults, both physically and symbolically. Things children like in their outdoor environments include: The structures and equipment do not all need to be manufactured. As much as possible, they should be made of natural materials such as logs, stumps and boulders and use the landscape in natural ways with berms and mounds. Natural environments allow for investigation and discovery by children with different learning styles. In fact, the identity of many of the play areas can be created through ecological theming with vegetation. For example, an interactive water play can be set in a bog or stream habitat. It is also important to incorporate ecological areas that utilize indigenous vegetation and settings so children can experience, learn about and develop an appreciation of their local environment. Naturalized outdoor play spaces are rich learning environments for all age children. They contain a hidden curriculum that speaks to children through their special way of knowing nature. Every learning center and activity that can be created in the indoor classroom can be created in the outdoors. Specialized areas can even be designed to meet the developmental needs of infants and toddlers. Cost Discovery play gardens do not cost more to build than conventional playgrounds. Rather than spend most of the budget on conventional manufactured playground equipment, moneys are shifted to landscaping and creating play areas using natural materials. To accomplish this, a much higher percentage of the budget must be allocated for professional design services than with a dominantly equipment-based playground. Participatory Design Participatory design - having children, teachers, parents and maintenance staff participate in the design process - is essential to the success of any discovery play garden. Teachers input is needed so they will take ownership of the discovery play garden as an outdoor classroom and utilize it to support their curriculum goals. Maintenance staff need to participate to assure that they will support the space and provide the maintenance required. User participation in the design process also helps to assure that the design will be culturally respectful. Discovery play gardens offer children chances to manipulate the environment and explore, to wonder and experiment, to pretend, to understand themselves, and to interact with nature, animals and interesting insects and with other children. To contact Vicki, [click here](#). Davis Magazine, v9, n2, , University of California, Davis. David eds , New York, Plenum,

Chapter 5 : Learning through play - Wikipedia

It's a relatively easy to understand concept that involves allowing child initiated, real time, learning through play based on capturing the interest of a child at the current time.

Government of New Brunswick How Children Learn From the day children are born, they enter a new and colourful world of discovery, where everything is new and unfamiliar. To get to know themselves, others and their worlds, they need to feel safe and confident. Creating rich, stimulating, engaging environments for them to explore will ensure that they are active participants in their own learning. The Early Learning and Child Care Curriculum is based on the vision all children can grow to their fullest potential with dignity, a sense of self worth, and a zest for living and learning. To reach this point requires a holistic approach to early learning and care, where all of the curriculum elements function in harmony with each another. The curriculum promotes healthy development by emphasizing responsive relationships, stimulating environments and learning through play. This factor contributes to the innovative nature of the curriculum, and allows its contents to be practised across a variety of cultural, linguistic and social backgrounds. By implementing its teachings at the earliest age possible, children are prepared for a smoother transition into primary school, and given a foundation of learning that will support them throughout their lives. Caring and supportive relationships are fundamental when creating an environment that encourages healthy learning experiences for children. Positive relationships foster feelings of safety and trust that all children need in order to explore and experiment with confidence. Parents have personal knowledge about their children that is essential to educators when planning and documenting learning experiences. When educators listen to children and treat them with consideration and respect, a warm and caring relationship of trust is created. Flexibility in planning allows educators to address the individual interests, strengths and needs of each child, which encourages them to actively participate in their own learning. Relationships between children When placed together, children begin to develop friendships that are vital to learning and development. As children begin to participate in a greater range of social activities, parents and caregivers serve as facilitators, making sure that these relationships will allow children to learn from each other. Relationships between child-care educators Discussing unique approaches, long-term planning initiatives, and consultation on various situations provides parents and caregivers with a chance to gain perspectives from others in their field, leading to professional growth. Environments consist of social people and physical places and things elements. An optimal environment is one that is conducive to learning and development, reflects the goals and values of those involved, and is motivating to children. Environment as the third teacher " parents being the first, caregivers the second, and environment the third. With thoughtful planning, parents and caregivers can maximize the learning potential in an environment. The right objects or materials, combined with a flexible and open atmosphere, will entice children to explore new methods of problem solving and provide fresh outlets for creativity. A healthy learning environment includes: At play, children take learning into their own hands. Using their own ideas, they create, collaborate, and solve problems. Environments and relationships that create an atmosphere of trust, while providing positive and engaging experiences, are necessary for healthy, developmental play. They will use their imaginations to invent new situations and assume roles in the play world, pushing boundaries and making discoveries that develop new interpretations that may be related to the real world. As children develop the capacity for creative thinking, their interactions with others will become more complex, and their ability and ease of communication will increase. Witnessing and accepting the creativity of others helps children to develop respect, an appreciation for diversity and a sense of democracy. Playful exploration and problem solving At play, children examine the properties of objects. They arrange things in categories according to colour, size and shape; they experiment with cause and effect, and build their vocabularies in order to communicate about objects. They test their limits. Mentally, they test their abilities to observe and distinguish. Physically, they discover their strength, speed, and control over movement. Children learn to co-operate with each other within limitations. They begin to recognize rules of time, space and roles as they participate in teamwork and play fairly with others. They become creative in reaching solutions when

faced with a practical problem. Dizzy play Children rejoice in their ability to turn around the mood of a room with their boisterous laughter, bursts of energetic activity, and silly antics. This behaviour tests their limits and establishes a level of acceptability in their actions. Parents and caregivers recognize and embrace these performances with a level of patience, and strive to maintain safety while adhering to the resilient nature and desires of children. Community An increased sense of community may be reached through shared laughter and enjoyment through play, which nurtures bonding and trust, as well as a sense of cultural identity.

Chapter 6 : Playing is Learning | Early Learning Central

Learning through Play: Three to Five. Providing high quality planned experiences for children's play is an important way for adults to support children's learning that is both enjoyable and challenging.

By Gaye Gronlund As a parent, you want your children to learn all that they can—to grasp math concepts, to be curious about exploring the world, and to learn to read and write. Did you know that you can help your son or daughter academically by playing with them? Play and learning go together! What kind of play helps children learn the best? Play that really engages children—play that they will focus on and stay with even when problems arise. This kind of play helps children develop their approaches to learning—in other words, the ways they respond to learning situations. Curiosity about the world, initiative and problem solving, and focused attention and persistence are just a few approaches to learning that children develop through play. In the early years, parents can help children develop the skills to be better students by playing with them. Yes, as they enter kindergarten and the elementary years, children need to have some understanding of letters and numbers. However, if they have not developed solid approaches to learning, they will not be as successful in school settings.

Encouraging Toddlers at Play Joey is 20 months old. He has a basket full of toys, including rattles, soft plastic blocks, a set of stacking rings, stuffed animals, and cloth and plastic books. This is typical toddler play behavior. Joey is curious about the world and is looking at it another way—through the slats in the basket! Joey loves to shake the rattles to hear the different sounds or to stack two or three blocks and knock them down. His attention to each might be up to five minutes or so, which is just right for his age. He may solve problems as he tries to place the rings on the stacking post or to add more blocks to a tower. He comments about what he is doing: Do you see it hiding behind the chair? Does everything look different from under there? Can you try to put just one on top of another gently?

Encouraging Preschoolers at Play Alicia is 4 years old. Through her pretend play Alicia learns to think abstractly. When she holds a block in her hand and uses it to pretend to talk on the phone, she is using the block as a symbol for something else. And, since letters and numbers are abstract because they are symbols of what they represent, pretend play is one way a child develops her understanding of letters and numbers. They give her paper and crayons so that she can pretend to write grocery lists. They encourage her to count how many items she has placed in her toy shopping cart. They accept her scribbles and letter-like shapes as her writing just right for 4-year-olds and help her when the numbers get a little mixed up. Alicia will work with puzzles for long periods of time, too, especially if her dad joins her. Together, they figure out strategies for putting the pieces together. She may turn the pieces around, trying out different ways until she is successful. She is developing problem solving and persistence as she does so.

Your Role as Your Child Plays Playing with your child helps keep your child engaged in the kind of play where learning occurs. Your interest, questions, and comments as you play alongside will help your child use toys productively. And the two of you will have lots of fun together! She works with teachers, families, and programs across the country and writes books and articles about play, standards, assessment, and curriculum.

Chapter 7 : Planning Play Activities

My mission at Planning Playtime is to do two things: First, I want to help kids experience the joy and wonder of learning through play, so that they want to continue exploring, creating, and educating themselves throughout their life.

Chapter 8 : Home - Planning Playtime

children's play and interactions in order to plan and implement curriculum, to assess learning, and to engage children and families as partners in planning the learning experiences.

Chapter 9 : Play by Age | Learning 4 Kids

Planning in the early years is about meeting young children's needs so that they can play and learn happily in ways which will help them develop skills and knowledge across the Prime and Specific areas of learning in the EYFS.