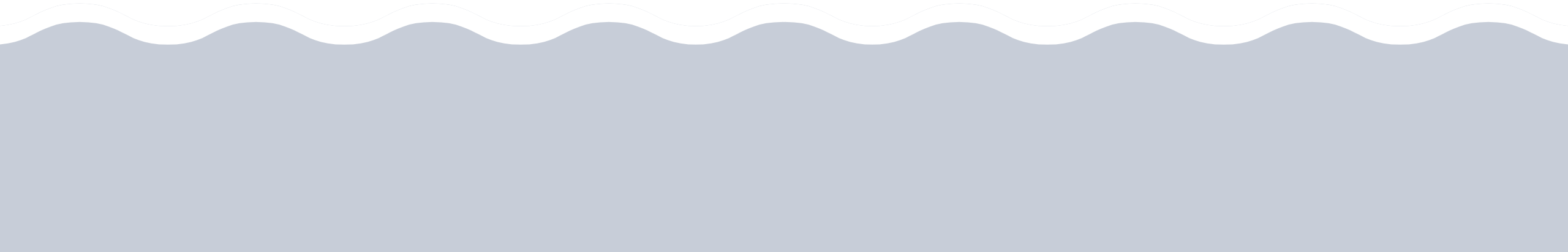


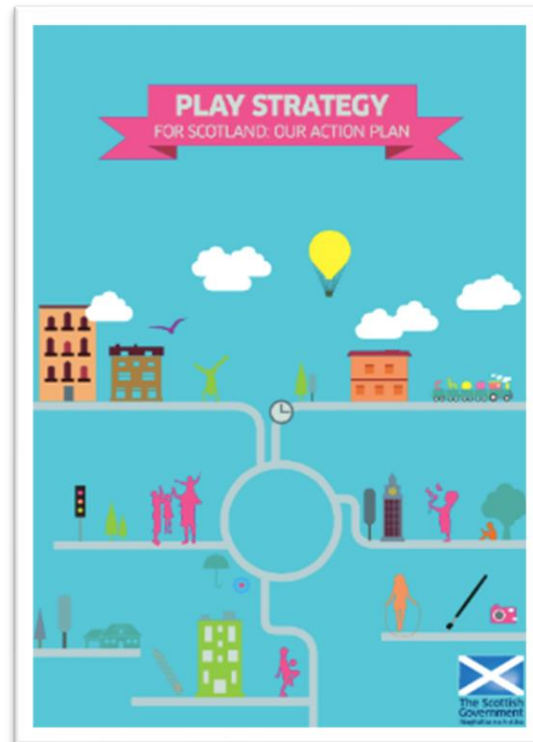
Purposeful Play at St Leonard's



Why Play?

Play Strategy for Scotland (2013)

Lots of focus on Early Year, however, research is increasingly supporting and providing evidence for play into upper years.

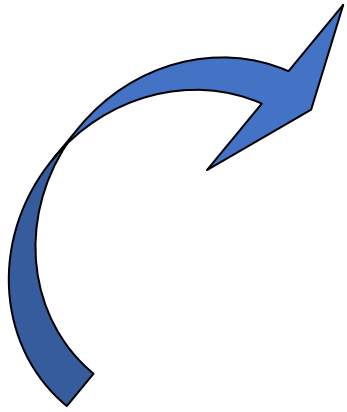


“
Play seems to serve important social, emotional, and cognitive functions”
(Bateson, 2005)

Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children but also for the society in which they live.

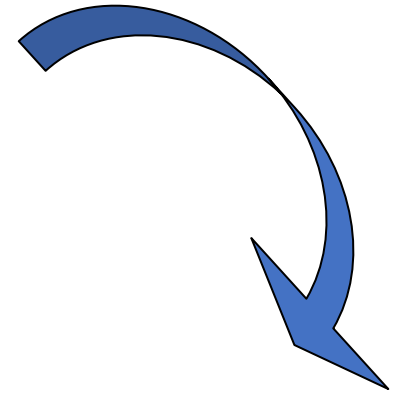
Planning and Next Steps

experiences and opportunities/learning environment/resources/routines/the Role of practitioner



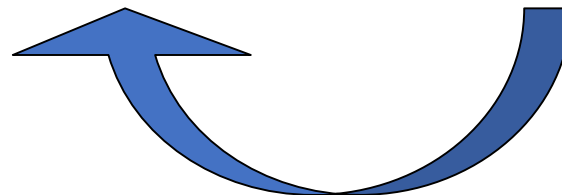
Assessment

Analysing/discussing observations. What do these tell us about the learner?



Observation

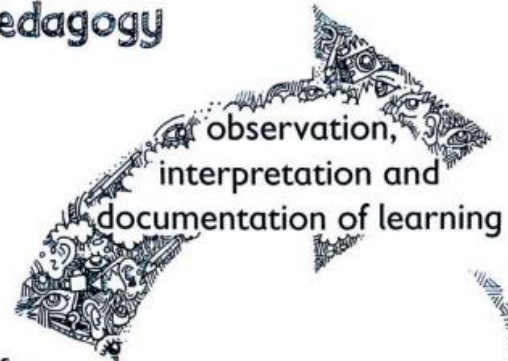
Look, listen, interact, record



Why Play?

Realising the Ambition document (2020)

child-centred pedagogy
in practice



'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

Sensitive interactions -
honing the skill of stepping in and stepping back

Flexible experiences -
learn from the child to inform practice

Variety of spaces -
outdoors and inside

facilitation

responsive and intentional
planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

Our Rationale



Purposeful Play

ST LEONARDS PRIMARY SCHOOL
PLAY RATIONALE DEVELOPED NOVEMBER 2021



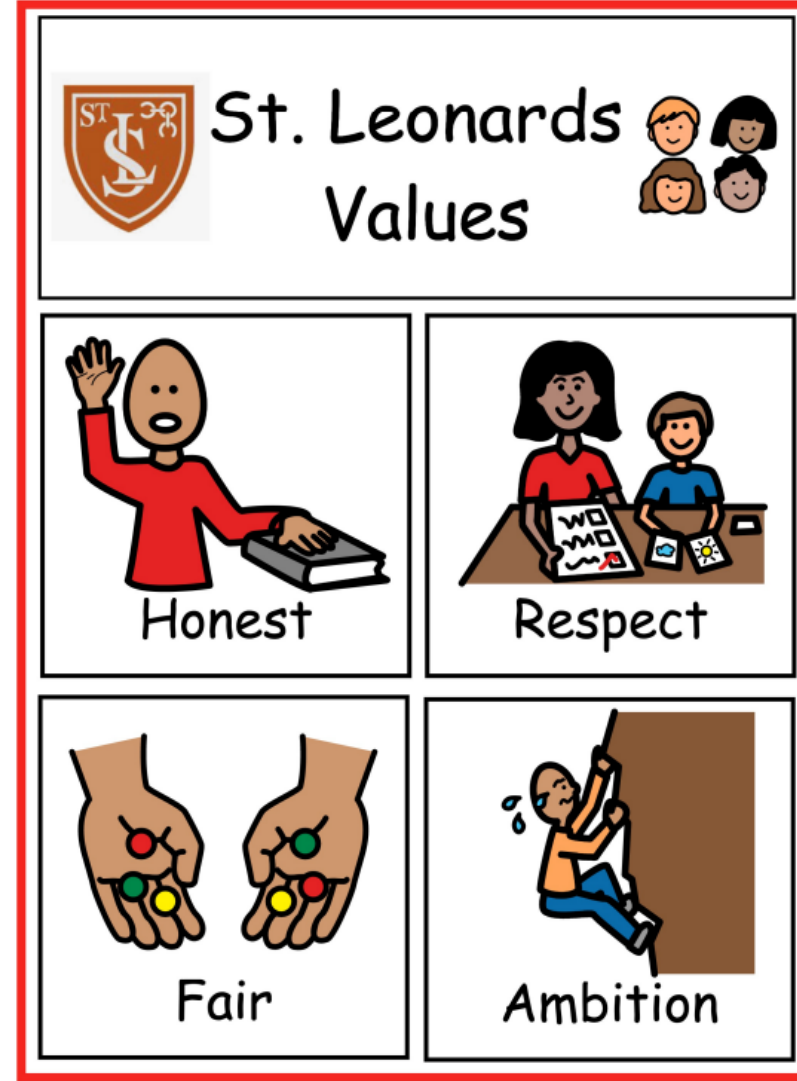
Our Rationale

During Term 1, St Leonard's Purposeful Play Rational was developed.

During research it was clear that play linked well with our values.

- Honesty
- Respect
- Fairness
- Ambition

Through a variety play opportunities our children are provided with the chance to develop each value. Briggs and Hansen (2012)



Children learn through experiences which include:

Playing

Being with other people

Being active

Children learn through experiences which include:

Exploring new things and experiences

Talking to themselves

Communicating about what they are doing
with someone who responds to their ideas

Children learn through experiences which include:

Representing ideas and experiences

Meeting physical and mental challenges

Being shown how to do things

Children learn through experiences which include:

Practising, repeating, applying skills

Having fun



The appropriateness of play

Social Development

- Provides experiences within social situation
- Stimulates conversations

Emotional Development

- Awareness of those around them
- Promotes independence in a secure environment



The appropriateness of play

Cognitive Development

Physical Development

- Fine and Gross Motor skills
- Spatial awareness
- Sensory awareness

“children are just beginning to grow in their play development at the ages 4-7”

(Bruce et al, 2010, p. 357)



Play within Curriculum for Excellence

Play Strategy for Scotland

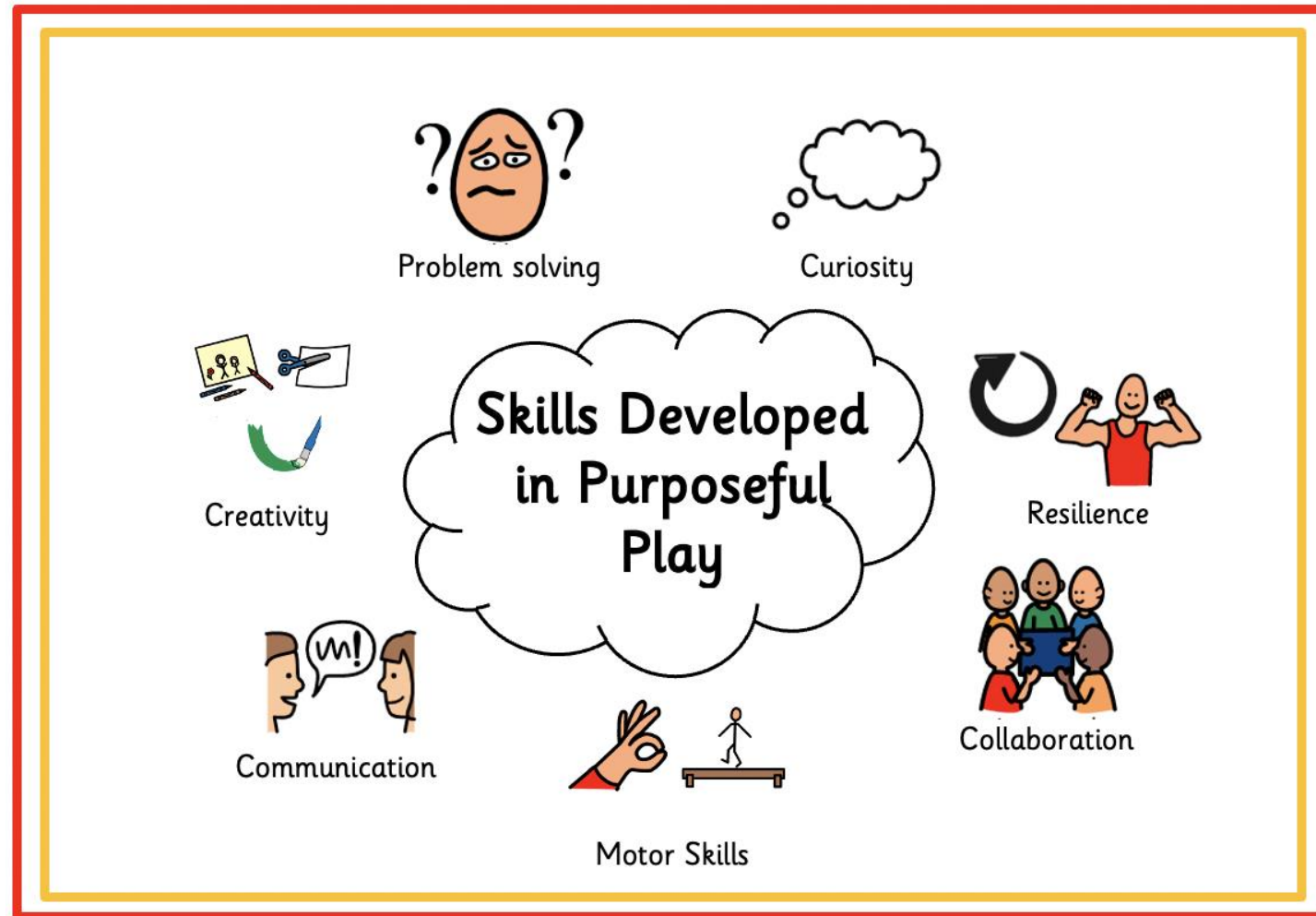
Active Learning

- Four capacities
- Subject Disciplines
- Types of play

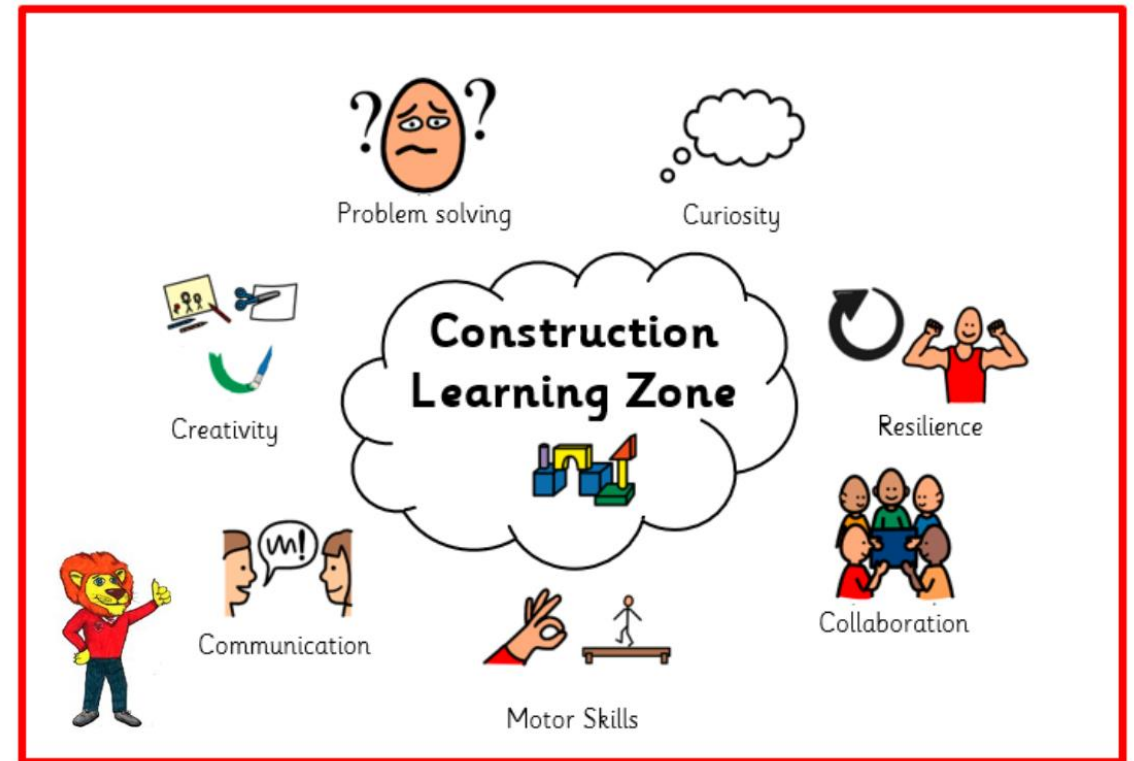
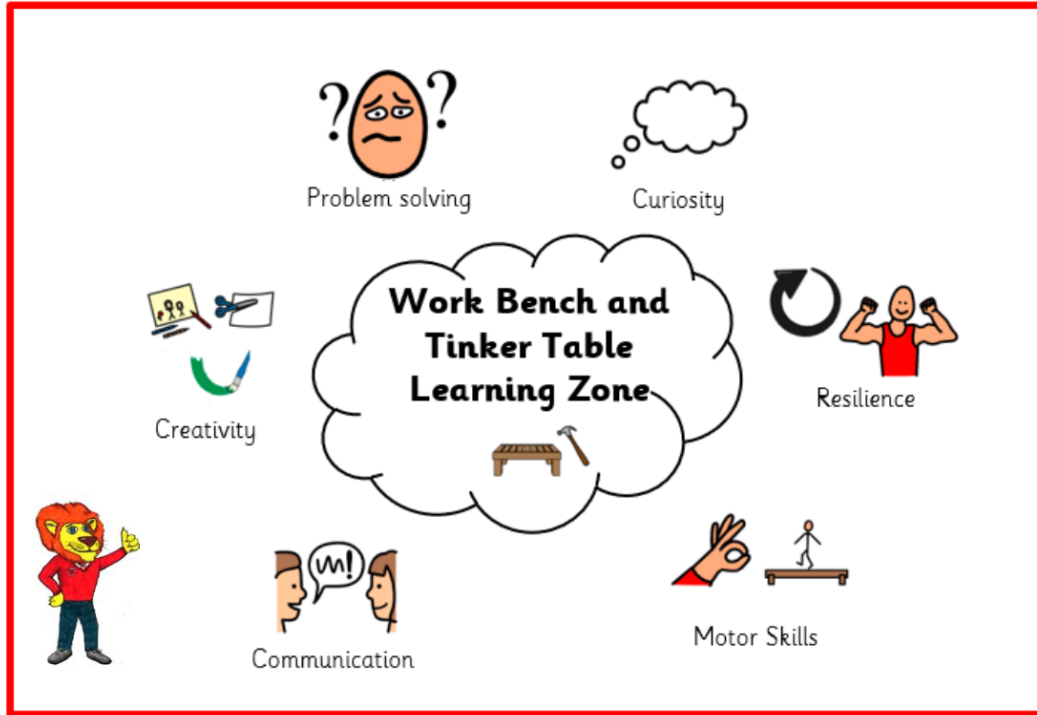
“All areas of the curriculum can be enriched and developed through play”

(Scottish Executive, 2007, p. 5)

Leo's Learning Zones



Skills developed in Leo's Learning Zones



Curricular and Core Provision Zones

Leo's Learning Zone

Maths and Numeracy



In this zone, I will develop these skills...

Collaboration
Communication
Problem solving
Resilience
Curiosity

Weekly Challenge





Play-based
learning across
the years



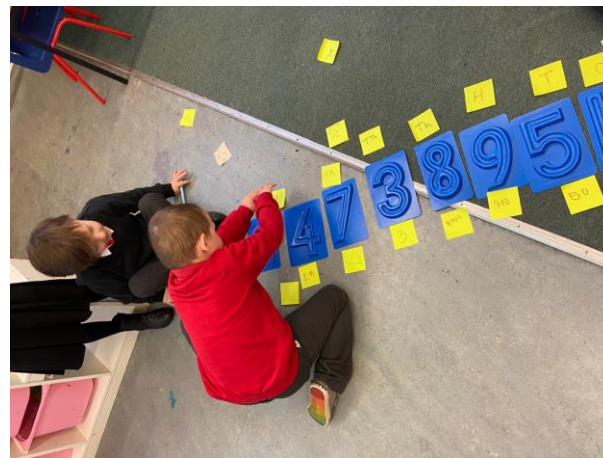
Our Journey with Play
so far...
Nursery



Primary 1



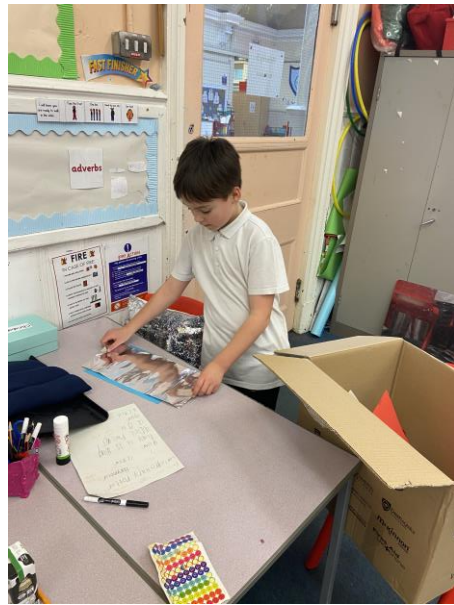
Primary 2



Primary 3 - 4



Primary 5 - 7



“Play is key to raising attainment”

Scottish Government

