



Power of Play

- ❖ Since 2013 there has been a determined focus by the Scottish Government to work towards realising the ambition for Scotland to be the best place for children to grow up in and learn.
- ❖ It explores the range of interactions, experiences and spaces we need to provide for babies and young children to help them learn and grow best from their earliest days through to being a young child in early primary school.





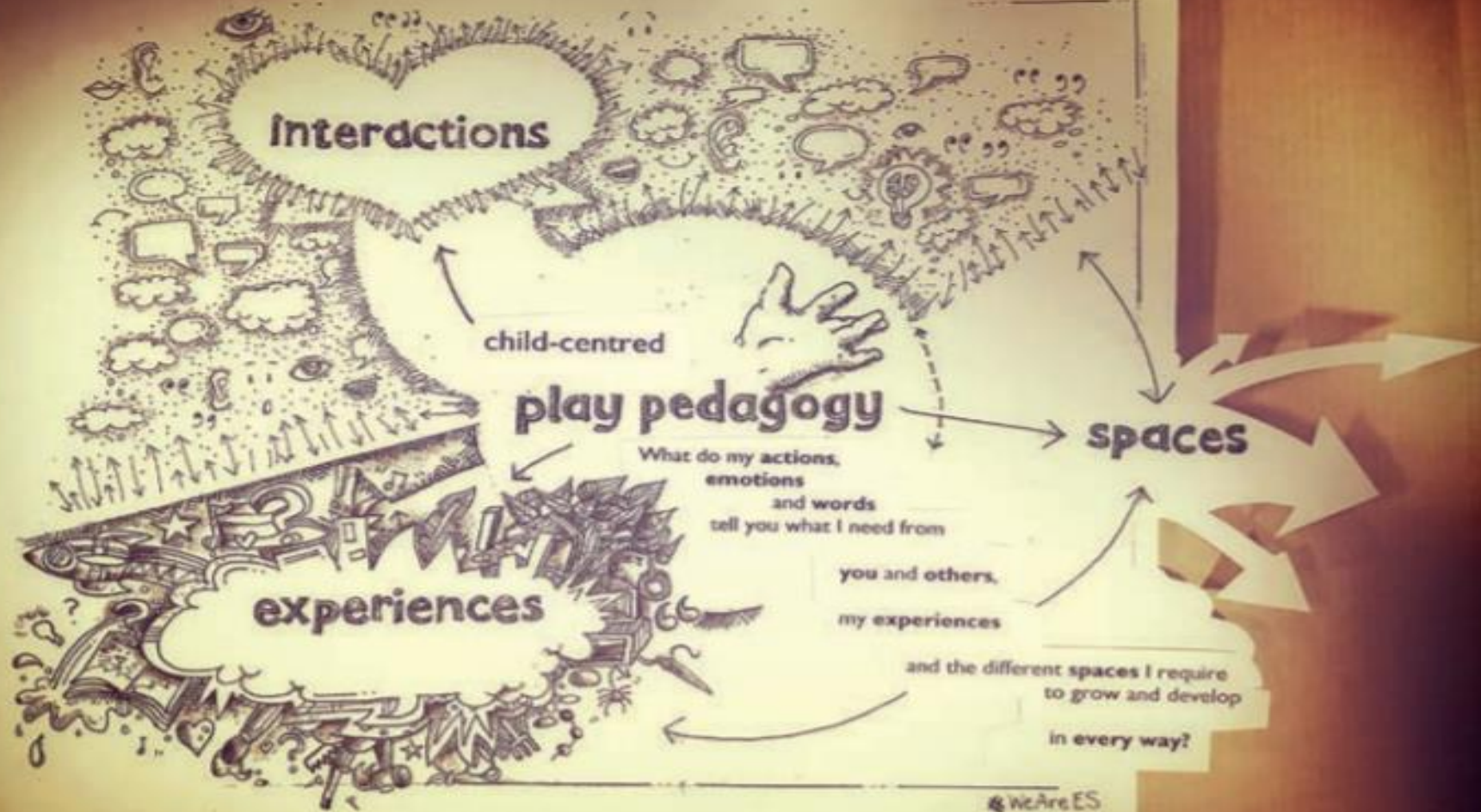
What is Play?

- Play itself is **a voluntary, enjoyable activity with no purpose or end goal.** Play is the foundation for a child to become a **curious** and **excited learner** later in life. Play-based learning helps children develop **social skills, motivation** to learn, and even **language** and **numeracy skills.**

CHILDREN ALREADY PLAY, DON'T THEY?

- There has been a **decline** in opportunities for unstructured play.
- Many children are engaged in **adult-directed**, scheduled activities (e.g., sports activities, music, dance) and have **very little downtime** to spend "just playing" by using their **imagination e.g., building forts, playing outside**.
- Children can have too much **daily "screen time"** starting at an early age, meaning that more time is spent in front of a screen than engaged in physical or imaginative play.





A typical day in Lower Primary

9-9:25am – SMART start – children unpack, self register/choose lunch option then select where they want to play. Class Teacher has check-ins with children during this time with selected children.

9:30-10:30 - Literacy – Welcome Time, Whole class phonics followed up by explanation of 'must do' tasks. Children can move around the 'learning stations' set out.

BREAK

10:45 – 12:15 - Numeracy – Story time, mental maths with whole class. Short learning input and then activities set out that incorporate or recap on learning. Each group must visit the Teaching Table for direct input.

LUNCH

Story time to settle back in then H&WB, Expressive Arts , Science, Outdoor Play & Free Choice.



CREATING SPACES FOR QUALITY PLAY.



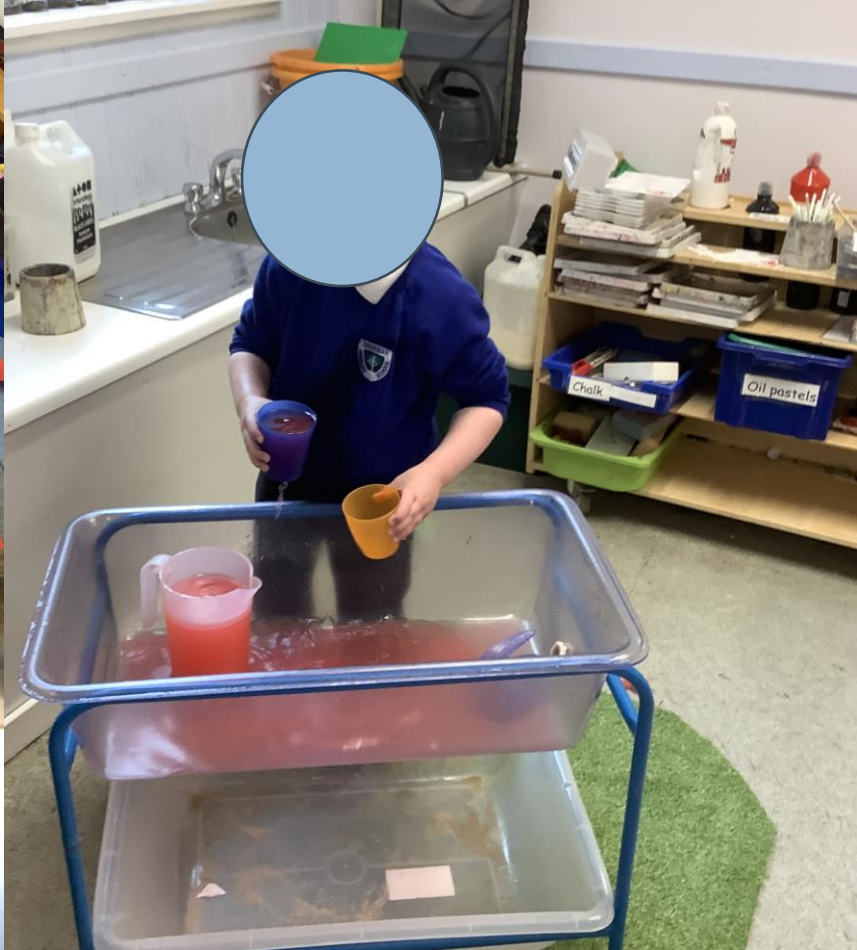
LOTS OF FLOOR SPACE!



Messy Play - Gloop!



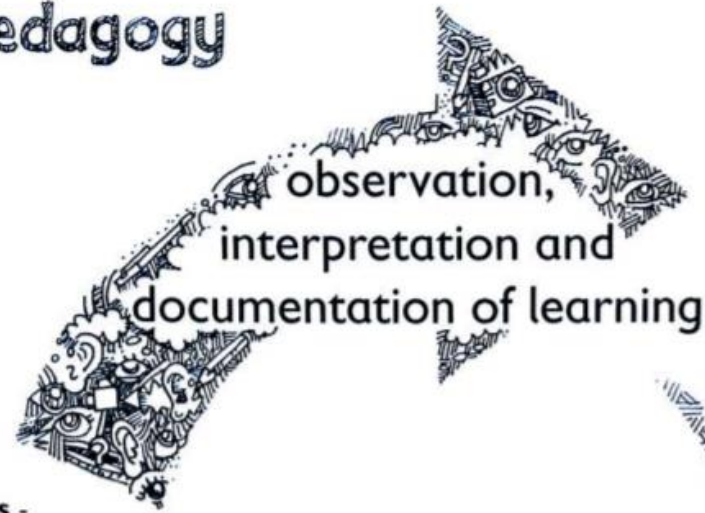
Fine Motor development



Water Play - Filling, pouring and measuring.

EXPERIENCES

child-centred pedagogy in practice



observation,
interpretation and
documentation of learning

'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?

Some benefits of Learning through Play.

- Problem solving and learning cause and effect.
- Learning how to play with others through compromise, conflict resolution and sharing.
- Development of fine and gross motor skills.
- Nurturing their creativity and imagination.
- Discovering their independence and positive self-esteem.



ANY
QUESTIONS?

