

Children's Play, Learning and Development Knowledge Organiser – Unit 3 Play and Learning

Aim A - Types of play and learning activities and the benefits for children's learning and development	Aim B - Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early practice	Aim C - Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities
<p>In this section you will be considering definitions of play and different types of play and learning. You will need to give examples for each type and say how they benefit different areas of development.</p> <p>Types of Play</p> <ul style="list-style-type: none"> • Physical • Imaginative, e.g. role play, small-world play • Sensory • Creative art and design • Construction <p>Areas of Development</p> <ol style="list-style-type: none"> 1. Physical development 2. Cognitive development 3. Language development 4. Literacy development 5. Emotional development 6. Social development 	<p>How have the following theorists and approaches to the education curriculum influenced your placement setting?</p> <p>Theoretical Approach</p> <ul style="list-style-type: none"> • Lev Vygotsky Zone of Proximal Development and Zone of Actual Development More Knowledgeable Other • Jean Piaget Schemas – assimilation, equilibrium, disequilibrium, accommodation 0-2 years - Sensorimotor, 2-7 years pre-operational, 7–11 years concrete operations, 11-15 years - formal operations • Jerome Bruner Scaffolding Enactive Mode (0 – 1 year) Iconic Mode (1 – 7 years) Symbolic Mode (7+ years) • Friedrich Froebel Environment and surrounding Gifts (resources) • Chris Athey Schemas <p>Curriculum Approach</p> <ul style="list-style-type: none"> • Reggio Emilia • High Scope • Forest Schools • The New Zealand Te Whariki • Montessori 	<p>You must use your knowledge to plan a series of activities for children in your setting.</p> <p>What skills will be needed?</p> <ul style="list-style-type: none"> • Observation • Modelling • Scaffolding • Knowledge of the curriculum • Knowledge of child development and how children learn • Communication and language skills and why they are important for early years educators. How do these lead to positive and sensitive interactions? • How to assess a child's development • How to engage a child's interest and extend their learning <p><u>How play can be organised to promote learning?</u></p> <p>Adult Initiated Play The adult puts out resources and toys that prompts children to play in a certain way, e.g. hiding coins in a sand tray to support counting.</p> <p>Child Initiated Play Children choose resources and how to play with them, e.g. making available a wide range of toys, equipment and sensory materials for children to self-serve without asking permission.</p>

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Key Words	Wider Reading	Character Traits
<p>Inclusion Exclusion Key person Efficacy Non-judgemental Respect Transition Communication</p> <p>Routines Bonding Empowerment Confidence Value Choice Support Behaviour Application Practitioner Policy</p>	<p>Books <i>'Btec Level 3 National Children's Play Learning and Development Student Book (Early Years Educator)'</i> by P Tassoni and L Burnham <i>'How Children Learn'</i> by Linda Pound <i>'Understanding Children's Play'</i> by Jennie Lindon</p> <p>Websites: www.montessori.org.uk https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>Playing to Learn article: https://www.atl.org.uk/Images/Playing%20to%20learn%20-%20Feb%202012.pdf</p>	<p>Respect: Celebrate the uniqueness of children, and understanding the myriad of factors that affect their development.</p> <p>Excellence: Have high expectations of yourself and work hard. Manage your time wisely.</p> <p>Resilience: Persist at more challenging topics, such as application of learning theories.</p> <p>Self discipline: Manage workload, organisation, attendance and punctuality.</p>
	<h3>Command Verbs</h3> <p>Describe: Give a clear, objective account in own words showing recall, and in some cases application, of the relevant features and information about a subject.</p> <p>Discuss: Consider different aspects of a topic, how they interrelate and the extent to which they are important.</p> <p>Evaluate: Draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance.</p> <p>Explain: Show understanding of the origins, functions and objectives of a subject and its suitability for purpose. Give reasons to support an opinion, view or argument, with clear details.</p> <p>Identify: Indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.</p> <p>Justify: Give reasons or evidence to support an opinion or prove something right or reasonable.</p>	

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