

Wednesday 21st February
9am

Learning Through Play in the Early Years

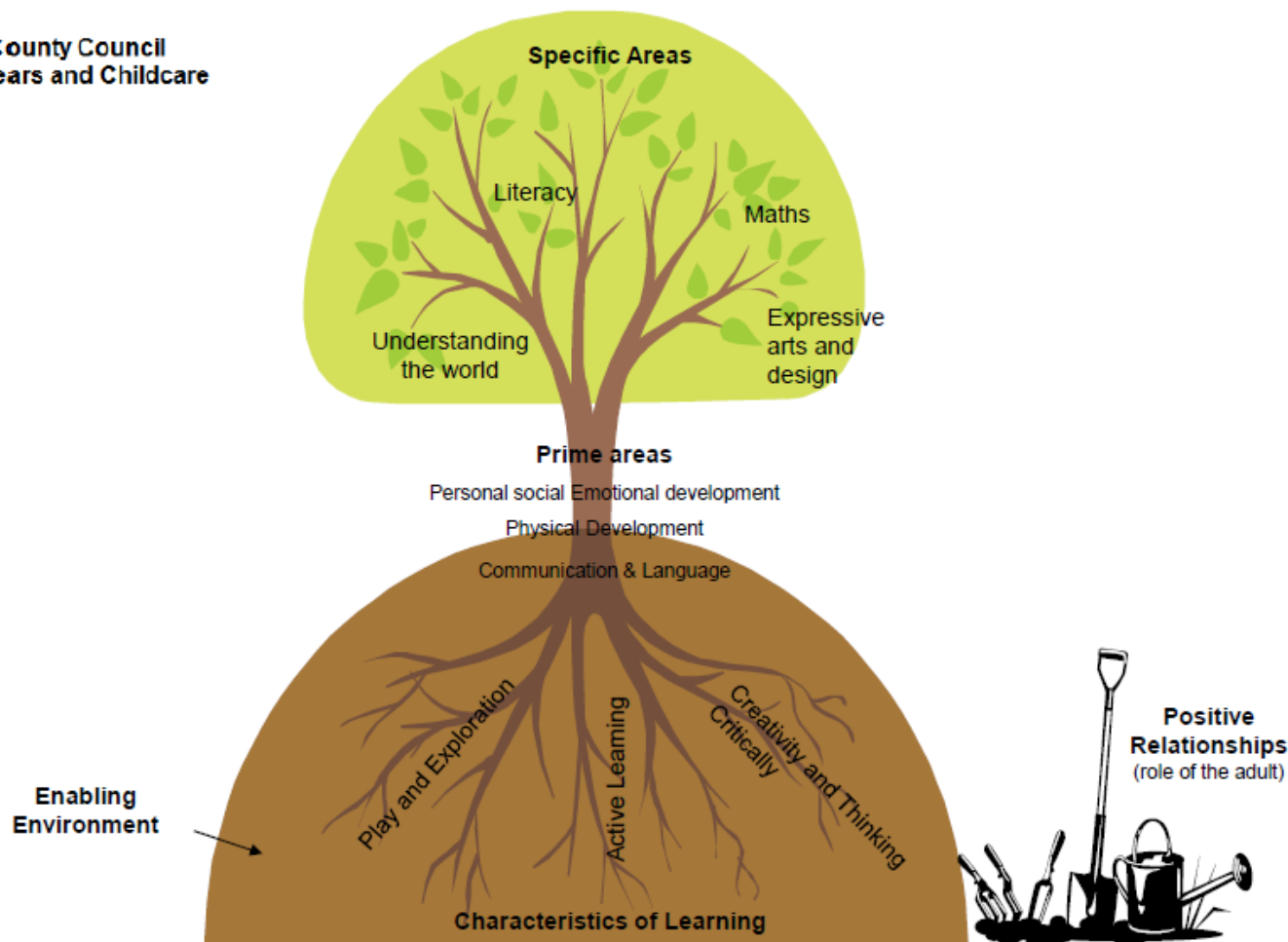


St Paul's C of E Primary



Early Years Curriculum

Essex County Council
Early Years and Childcare



Early Years Curriculum

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Published: 9 December 2023
Effective: 4 January 2024

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

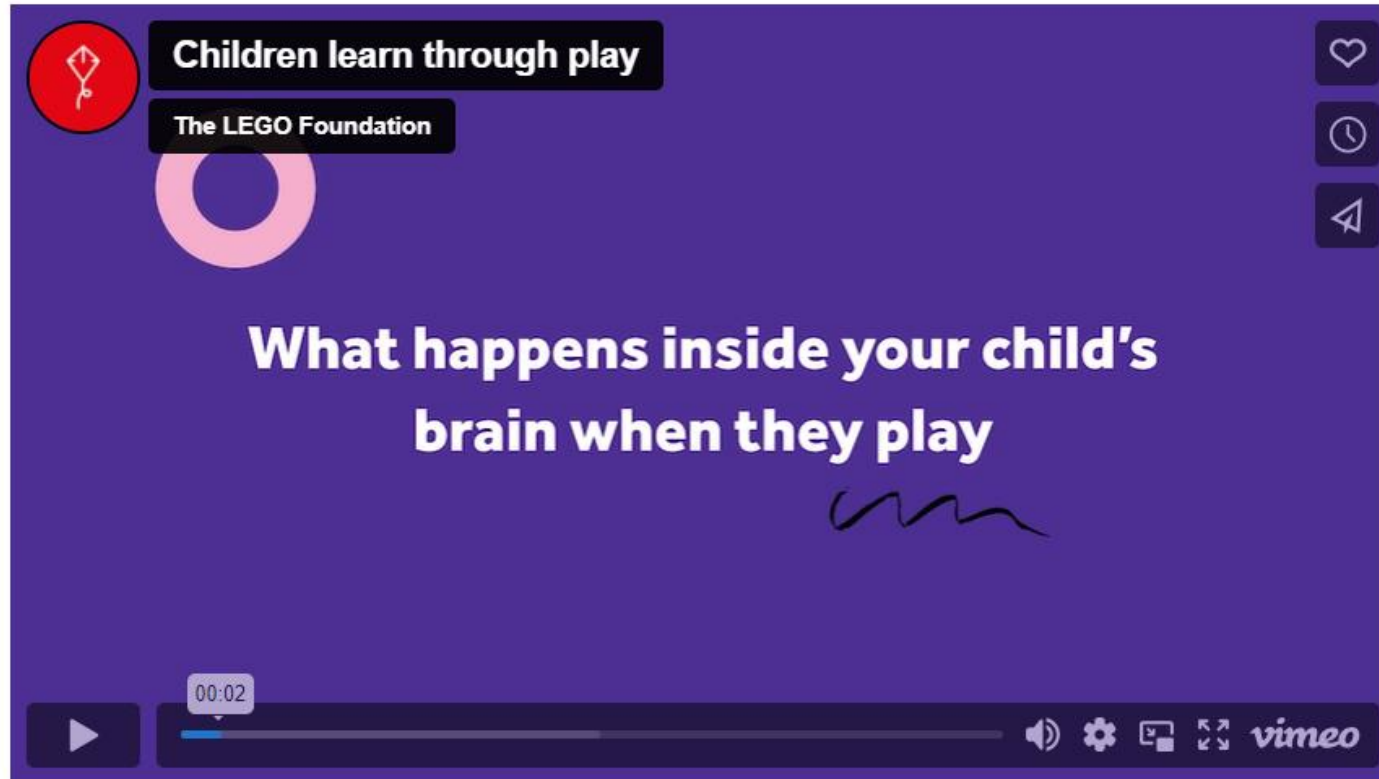
Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Learning Through Play



What is Play?



Play can be any activity, imaginary or with toys, that is:

interesting
for them

chosen by
them

fun for them

something
they want to
do

Children have the right to play ...



Article 31 of the United Nations on the Rights of the Child (UNCRC) affirms

‘the right of the child to rest and leisure and to **engage in play** and recreational activities appropriate to the age of the child’

Why Should Children Play?

Play is essential for developing:

cognitive skills

social interaction

physical skills

imagination

creativity

emotional regulation

communication skills

resilience

wellbeing

Why Learn through Play?



Young children naturally **explore** and **learn** through play. Play is a **fun**, **motivating** and **meaningful** way to learn. It enables children to learn at their own level and pace while making connections.



Types of Learning through Play



Free Play or Child-Led Play

Free play or child-led play is entirely initiated and directed by the child. The adult's role is to observe and interact if the opportunity arises to extend learning, following the child's interests.

Adult-Led or Active Learning

Adult-led play, sometimes called Active Learning, is initiated and directed by the adult. Specific learning intentions are planned for by the adult.

- Social interactions
- Language development

- Understanding of the world around them

Imaginative play



- Team work
- Problem-solving

- Focus and patience
- Gross & fine motor skills

Construction



- Emotional development
- Speaking and listening skills
- Social interactions
- Cognitive development

Creative (Music and Art)



- Turn-taking skills
- Gross & fine motor skills
- Mental health & well-being
- Coordination & balance

Physical play



- Develops curiosity
- Language development
- Exploration/using senses
- Fine motor skills

Messy & Sensory play





Outdoor play



Play provision that is **stimulating**, **challenging** and **exciting** allows children to **take risks** which help them to **build confidence**, learn skills and **develop resilience** at their own pace. It also helps equip them to **manage risk safely** in their lives. Outside can provide the opportunity to be **BIGGER, LOUDER, MESSIER AND FREE!**

The Role of the Adult...

Adults within the environment will:

- Observe children playing;
- Interact with children and participate in their play when appropriate;
- Challenge children's thinking by commenting, modelling, pondering and questioning;
- Add resources to extend and deepen learning;
- Plan activities, next steps and evaluate learning.





How Can I Support My Child's Learning through Play?

- Value play as a valid form of learning.
- Talk to your child about what they enjoy playing with at school.
- Spend time playing with your child at home following their interests.
- Extend your child's learning through quality interactions (questions, comments, wondering out loud, modelling language).

Supporting your child at home...

In this 'Home Play Pack' you will find more information about different types of play, along with a list of resources and ideas for you to try at home!



Supporting your child at home...

Literacy

- Drawing and labelling maps in their play e.g. Label the police station
- Shopping lists – 'you can choose three items for me to buy at the shop...'
- Reading/following recipes
- Writing labels for rooms in their dolls house
- Writing pretend prescriptions in doctor's role-play
- Making a till receipt when playing shops
- Creating signs for shops
- Writing thank you cards
- Writing letters to ask for things e.g. 'For my birthday please can I have...'
- Signing your name up for a turn (this works well with siblings!)
- Wrapping presents and labelling them



1 Honey
2 Lemon
3 Chicken
4 Batter
5 green peas
6 red pepper
7 black pepper
8 pop corn

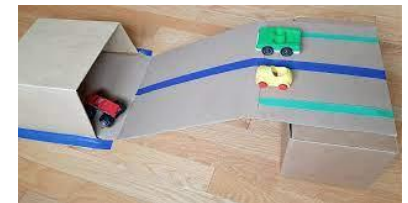
Maths

- Number the spaces in the car park toy
- Cooking together - weighing and reading amounts/numerals
- Laying the table - sets of objects e.g. Knife and fork, counting the places, looking at colour and size and matching
- Laundry - folding clothes in half, matching socks into pairs, looking at patterns on clothes
- Treasure hunt - directional and positional language
- Hopscotch (recognising numerals)
- Races - car races, running races etc... who got there first? Language of speed and distance
- Building - measuring how tall/long something is
- Construction – discussing shapes used to make models and noticing shapes within shapes



Science /understanding the world

- Making dens - looking at enclosing a space and using connecting materials e.g. Tape, glue, staples, pegs etc
- Materials for dens - Can we see through this material? How can we make it darker? Lighter? The material keeps falling down, I wonder why? What lighter material could we try?



The list goes on...!

Early Years Curriculum (Please take a copy)

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Published: 8 December 2023
Effective: 4 January 2024

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Challenges in Ash Class this week...



Communication
and Language



Personal,
Social and
Emotional



Physical



Literacy



Maths



Understanding the
World



Expressive Arts

Challenges in Oak Class this week...



Communication and Language



Personal, Social and Emotional



Physical



Understanding the World



Literacy



Maths



Expressive Arts

Rainbow Challenge...



Communication and
Language

Personal, Social and
Emotional

Physical

Literacy

Maths

We're in the process of introducing the 'Rainbow Challenge' to encourage children to extend their choice of play.

Once children have completed all 5 challenges, they will receive a 'Rainbow Challenge' certificate!

If you have any further questions about play in the Early Years, please email via the office.

info@stpauls-dorking.surrey.sch.uk

Thank you for your continued support.

Mrs Van Calenberg and Mrs Watkins

Co-EYFS Leads



Now it's time to go and explore the 'play' opportunities we have in our indoor/outdoor environment...

Have fun!



Feedback form - Learning Through
Play Workshop - Wednesday 21st
February 2024



We really value your feedback!