

Knowledge Organiser A: Understand how children play

A1: Stages of children's play



Key terms:
 1- **Unoccupied play** → from birth to 3 months. Movements with arms, legs, hands, feet etc. Learning how their muscles move
 2- **Solitary play** → birth -2 years. A child plays alone
 3- **Onlooker play** → 2 years. A child watches other children play but does not play with them
 4- **Parallel play** → 2+ years: a child starts to interact with others during play but there is not a large amount of interaction
 5- **Associative play** → 3-4 years: a child starts to interact with others during play but there is not a large amount of interaction
 6- **Cooperative play** → 4+ years: a child interacts fully with others and has interest in both the activity and the other children involved.

Learning through play

A2: How play can be organised to promote learning

Key Concepts

- Adult-led play**
 Adults plan, organise and lead the children in a play activity
 Can include higher risk activities and how to use resources and equipment safely. The adult can introduce new vocabulary. Learning is limited to the adult's choice of activity and time given to it, limited repetition of the activity to enhance learning new skills.
- Adult-initiated play**
 Adults put out resources and toys that prompt children to play in a certain way.
 Encourages children to try playing in new ways and develop new skills, more effective for promoting independent learning skills.
 Children may not learn expected skill or concept
- Child-initiated play**
 Children choose resources and how to play with them
 Children can develop their own ideas more freely, increased opportunities for the development of social skills
 A child may focus on one area of learning or development repeatedly, ignoring others, learning may be limited without an adult to expand on learning opportunities.

A3: The role of adults in promoting learning through play

- Organise a variety of activities:**
 Inside/outside activities
 Individual/group activities, including games
 Sensory activities, art and craft activities, games
- Explaining and demonstrating how equipment and resources work**
- Adapting activities to suit personal interests**
- Choosing equipment and resources that motivate children to engage, explore, question, challenge and allow time for these activities**
- Modelling communication – use of language**
- Joining in with play activities – promoting sharing and turn taking**
- Awareness of health and safety- toys and resources are age appropriate and used appropriately by the child**

Child Development BTEC Technical Award - Component 2

B2: Demonstrate how children's learning can be supported through play

Planning play opportunities

B1: How learning through play can occur during planned activities in the following environments: at home, in nurseries, preschools, reception school classes, community-based groups.

Physical play and learning

- spatial awareness – eye coordination, foot and leg coordination, hand-eye coordination
- activities to stay healthy
- how to take care of yourself
- gross motor skills – body management, strength, bodily coordination
- fine motor control – accuracy and manipulation of objects.

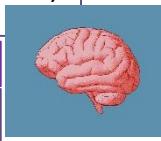
Age groups:

- 0-18 months
- 18 months – 3 years
- 3-5 years



B3: Cognitive and intellectual play and learning

- Learning promoted through cognitive and intellectual play:**
- Problem-solving skills
 - Creativity
 - use of imagination
 - listening and attention skills
 - numeracy skills
 - exploration of environments inside and outside confidence using technology



IMAGINATION

Activities and resources for physical play and learning:

- role play of home life situations (e.g. cooking, mealtimes, baby bath time)
- food preparation, snack times, hand washing
- bat and ball games
- tricycles, bicycles, sit-and-ride toys
- climbing frames, swings, slides
- creative activities – crayons, pens, paint brushes, paper, scissors, needles, threads, beads playdough, sand and water activities construction toys, e.g. small bricks, small-world toys.

Activities and resources for cognitive and intellectual play and learning:

- Counters, weights and play money
- Shape sorters, puzzles, matching-pair card games
- Trips and visits, e.g. Park, zoo, woods
- Digging and building
- Computer games, apps, PCs, tablets
- Writing- wipe boards



B4: Communication and language play and learning

Learning through communication and language play:

- listening skills – including refining speech sounds through interaction with others
- vocabulary and literacy skills, including speaking and questioning skills how to express and discuss feelings appropriately
- understanding of others' experiences, e.g. cultural experiences such as religious festivals
- activities and resources to support communication and language play and learning
- books – lift-the-flap books, textured, stories, talking books, story sacks role play, e.g. dressing-up clothes
- nursery rhymes and songs, e.g. Miss Polly had a Dolly, Twinkle Twinkle Little Star
- action games, e.g. follow the leader, hide and seek
- listening walks – use of the outside environment
- cooking and baking activities – the process of following instructions.



B5: Social play and learning

Learning through social play:

- Development of friendships and relationships- build bonds, trust, emotional support networks
- Sharing, turn taking, compromise
- Understanding of culture and values

Activities and resources to support play and learning:
 Team games and activities
 Group projects such as gardening
 Role play
 Board games



B6: Emotional play and learning

Learning through emotional play:

- Expression of feelings, including teaching children how to self-manage emotions and behaviours
- Promote independence
- Improve self-confidence, self-esteem and self-awareness
- Build on relationships

Activities and resources to support emotional play and learning:

- Puppets and dolls
- Role-play dolls
- Emotion faces, 'how I feel today' mirrors
- Circle time/carpet time



Knowledge Organiser

Component 3: Supporting Children to Play, Learn and Develop. Learning aim C: C Adapt play to promote inclusive learning and development

Child Development – Adapt play to promote inclusive learning and development BTEC Technical Award - Component 3

C1 The benefits of adapting activities for all children in play, learning and development

Recognition that every child has a right to learn – United Nations Convention on the Rights of the Child.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

C2 Adapting activities/resources to support a child with physical needs (as appropriate to the age group)

- Adapting activities/resources to support a child with physical needs (as appropriate to the age group)
- Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility
- Choose resources that are age and stage appropriate.
- Select appropriate resources that all children can use, including resources for grasping, holding, releasing and transferring
- Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers.
- Adjust the level of activities and resources to suit the child's needs (visual impairment, hearing impairment, physical issues)
- Provide materials and resources for sensory needs, including use of contrasting colour schemes, 3D art materials, use of scents and textures



C3 Adapting activities to support a child with cognitive and intellectual or communication and language needs (as appropriate to the age group)

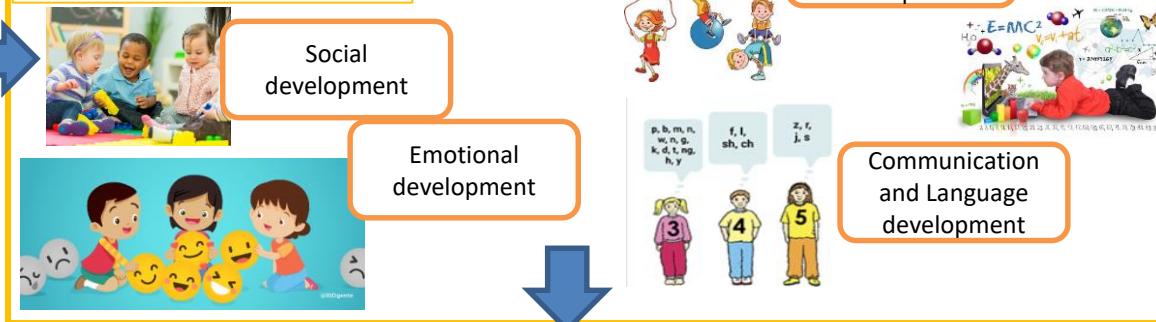
Provide opportunities to learn and play near to other children doing the same activity – encourage sharing of ideas. • Shorten activities to suit concentration span. • Use peers or other adults to model activities. • Break activities down into short steps – repeat steps as necessary. • Modify toys and equipment to suit individual needs – reduce number of parts, remove items that are too small, use specific colours. • Limit the number of materials available to avoid overwhelming the child. • Use technological/digital resources as appropriate

C4 Adapting activities to support a child with communication and language needs (as appropriate to the age group)

- Use group and/or team activities to promote social inclusion – encourage friendships with other children, build bonds and trust with adults.
- Build confidence in own skills.
- Use alternative communication:
 - Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures
 - Makaton – signs and symbols to support speech or be used in place of speech.
- Use nursery rhymes with actions to promote identification of words, including songs where words and actions are repeated.
- Label equipment – use picture cards to encourage independence and choice
- Display routines and activities as pictures.

I want	I see	thank you
drink	biscuit	apple
cake	crisps	banana
book	sand	bricks
pens	farm	puzzle
shoe	jumper	trousers
coat	sock	hat

Promote all 5 areas of development for all children



The role of the adult:

- promote inclusion – ensure all children can join in organised activities
- role-model desired behaviours when interacting with children who have additional needs
- give children a choice when planning and choosing activities
- respond positively to desired behaviours in children, using praise and rewards
- recognise when children are becoming bored, losing concentration, finding activities too difficult.

It is important to give children choices when an adult plans and chooses activities. Children should be allowed to plan their own activity and choose materials. Giving them choices allows them to learn to make decisions for themselves and develop independence.

Children tend to respond positively to praise. If children are praised then they tend to repeat the behaviour. Praise is a way of expressing approval



Can you link to areas of development ?



RESILIENCE - the process of handling stress and recovering from trauma or adversity.

School timetable		Name: Kim	
Monday	Tuesday	Wednesday	Thursday
Friday	Break		
Lunch time			
After school			

C5 Adapting activities/resources to support a child experiencing social and emotional needs

- Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable. • Provide a structured approach – assign specific tasks to the child during the transition to reduce their worry. • Maintain engagement of the child by filling tidying-up periods with short activities. • Set out activities that focus on a child's areas of interest – choosing books and games that include the issue that is worrying the child. • Promote choice and control over the environment by providing a range of materials and resources that can be used to complete an activity. • Encourage expression of thoughts, feelings and ideas – use pretend play activities, including dressing-up clothes and role play, cooking materials, use of puppets and dolls. • Encourage group activities – builds confidence in participating with other children; encourages sharing and turn taking.

- #### Benefits to other children:
- they learn how to include others in their games and activities
 - promotes positive behaviours – improves social skills; sharing of resources
 - they become more responsive to the needs of others – communication methods, impact of behaviours such as sudden noises or movements