



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Deepening Practice

ECAD5018

PLAY



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PLAY

- Play Underpins Learning– it is a complex phenomenon that entails higher mental processes of cognition, volition, and emotion.
- Research establishes relationships between children's play and development in several areas, including language (Toub et al. 2016), executive functions (Tominey & McClelland 2011), mathematics and spatial skills (Fisher et al. 2013), scientific thinking (Schulz & Bonawitz 2007), and social and emotional development (Dore, Smith, & Lillard 2015).
- The *science of learning* has identified four key ingredients of successful learning: learning occurs best when children are *mentally active* (not passive), *engaged* (not distracted), *socially interactive* (with peers or adults), and building *meaningful connections* to their lives (Hirsh-Pasek et al. 2015).

UNCRC

- *Article 31 of The Convention on the Rights of the Child*
- 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
- 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.



<https://youtu.be/5tjRPWPhIfA>



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Different Types of Play

Attunement Play

Body Play and Movement

Object Play

Social Play

Imaginative and Pretend Play

Storytelling and Narrative Play

Creative Play



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Attunement of play



Responsive attentiveness between parent and child

<https://youtu.be/Yn8j4XRxSck>



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Body play and movement



Play-driven movement of leaping and moving teaches gravity as well as one's body. And it lights up the brain and fosters learning. Innovation, flexibility, adaptability, resilience, have their roots in movement.

<https://youtu.be/LqCn6NfuSmg>



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Object play

Encourages our problem-solving, exploratory skills



<https://youtu.be/B6Wqqll5g3A>



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Social play



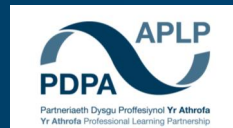
Seen as the foundations of social interaction and an excellent indicator of our future success

<https://youtu.be/l05mzSyqQEk>



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Imaginative and pretend play



The ability to create their own sense of mind, representing and working with others co-operatively, this is the "Play" that Vygotsky discussed in his body of work

<https://youtu.be/UP4DVw3-xOk>



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Storytelling and narrative play

The way in which children understand the world



<https://youtu.be/xlg052EKMtk>



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Creative play



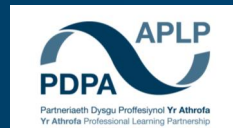
- Transcending ordinary everyday life, generating new ideas

<https://youtu.be/mYBhgUnpQmE>



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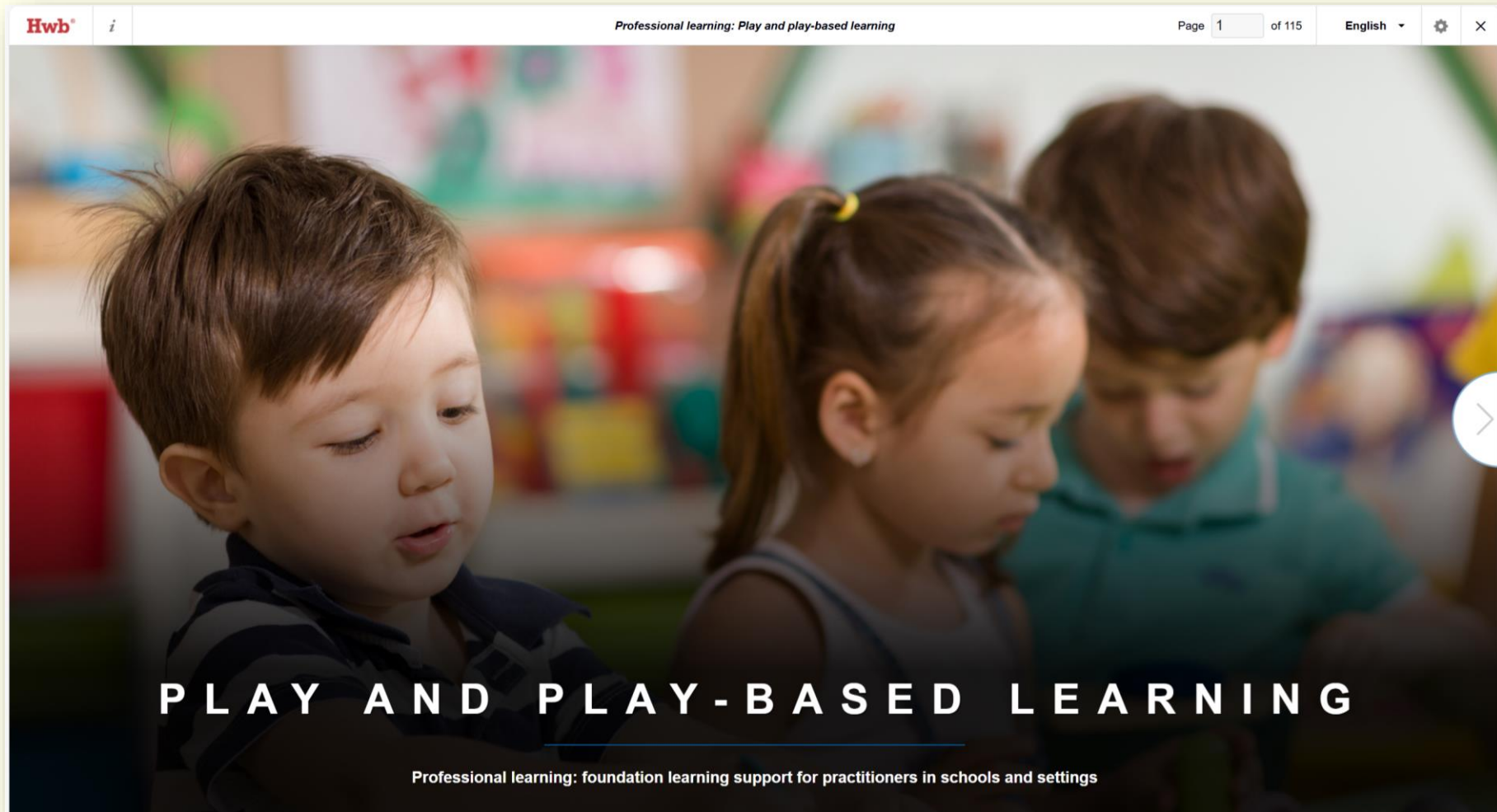


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Why is Play Significant to us in PE?

- Creative behaviour is an extremely valued disposition in everyday life ([Runco, 2014](#)), as well as in sport performance ([Memmert, 2015b](#)).
- It appears that creative players make the difference, as they bring the unforeseeable into the game and disrupt the opponents ([Memmert, 2013, 2015a](#)).





[View – Hwb](#) Self directed professional learning with a certificate at the end.



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Directed Task

Key Questions:

Task:

- Explore different types of Play from foundational learning to end of year 6.
- [Mudiad Meithrin The Power of Play Kym Scott on Vimeo](#) (Password 2012) for a Module on 'The Power of Play'.

Further Activities

- Plan a lesson based on one play schema for a topic that will encompass one HWB what matters statements
- [Lesson Plan 24-25.docx](#)

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