

Chwarae yn y
Cyfnod Sylfaen

Play in the
Foundation Phase

Amcanion y ddarlith

Aims of lecture

- I ddeall pwysigrwydd chwarae yn y Cyfnod Sylfaen
- I ddeall pedagogeg chwaraeus
- I deall pwysigrwydd chwarae a symud wrth ystyried datblygiad plentyn
- I brofi ystod o weithgareddau chwaraeus a chreadigol
- To understand the role of play in the Foundation Phase
- To understand playful pedagogy
- To understand the importance of play and movement in child development
- To experience a range of play and creative activities

Y Cyfnod Sylfaen

The Foundation Phase

- Cwricwlwm i blant 3 – 7 oed
- Cwricwlwm seiliedig ar chwarae
- ‘Mesydd Dysgu’ dim pynciau traddodiadol
- Plentyn yn ganolog i’r dysgu
- Ardal tu allan yn allweddol i ddysgu effeithiol yn y Cyfnod Sylfaen.
- Curriculum for children aged 3 – 7yrs old
- Play based curriculum
- ‘Areas of Learning’ and with no subjects in the traditional sense.
- Child-centered learning
- The outdoors in central to the learning in the Foundation Phase

Atgoffa / Re-cap

The contribution of the Foundation Phase to the development of children's physical literacy.



Pwysigrwydd chwarae yn natblygiad plant

The role of play in child development

Sensorimotor integration



Play and Physical literacy

- Play ‘facilitates the establishment of many of the other attributes that are characteristic of a physically literate individual, including motivation, confidence, environmental and interpersonal engagement, self-knowledge and self-expression.’
Maude (2010:111)

*“Children need to
move to learn”*

(Marjorie Ouvry-

‘Exercise Muscles and
Minds’)

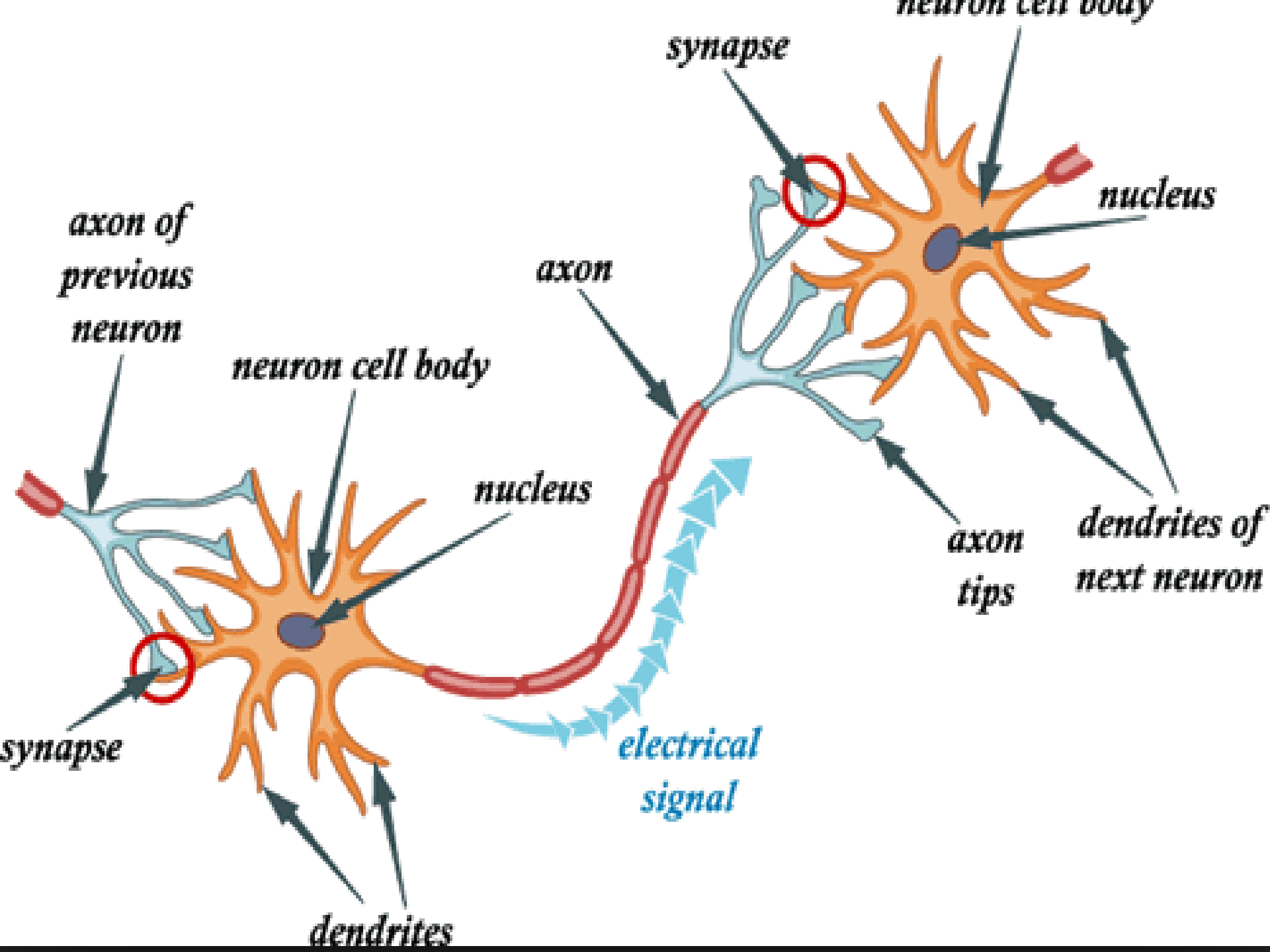


‘A place to learn’ – LEARN Lewisham Early Years
Advice and Resource Network



Evidence from neuroscience

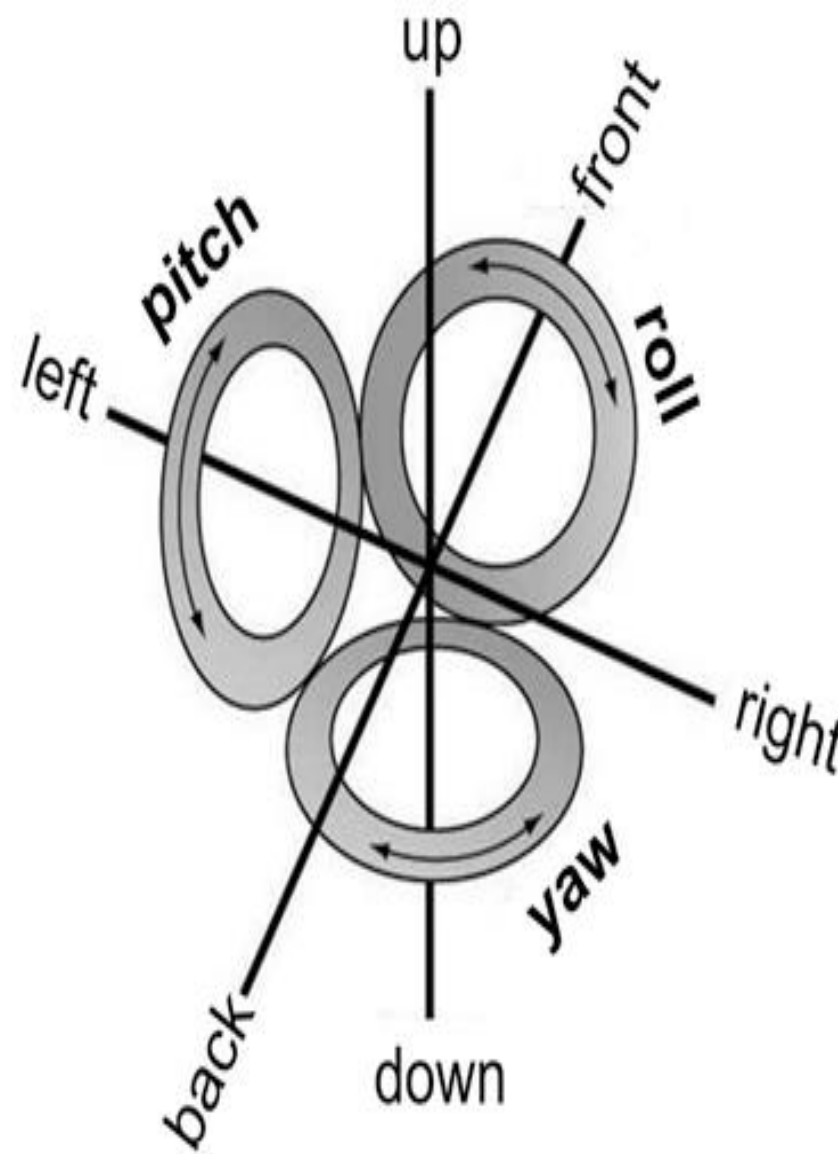
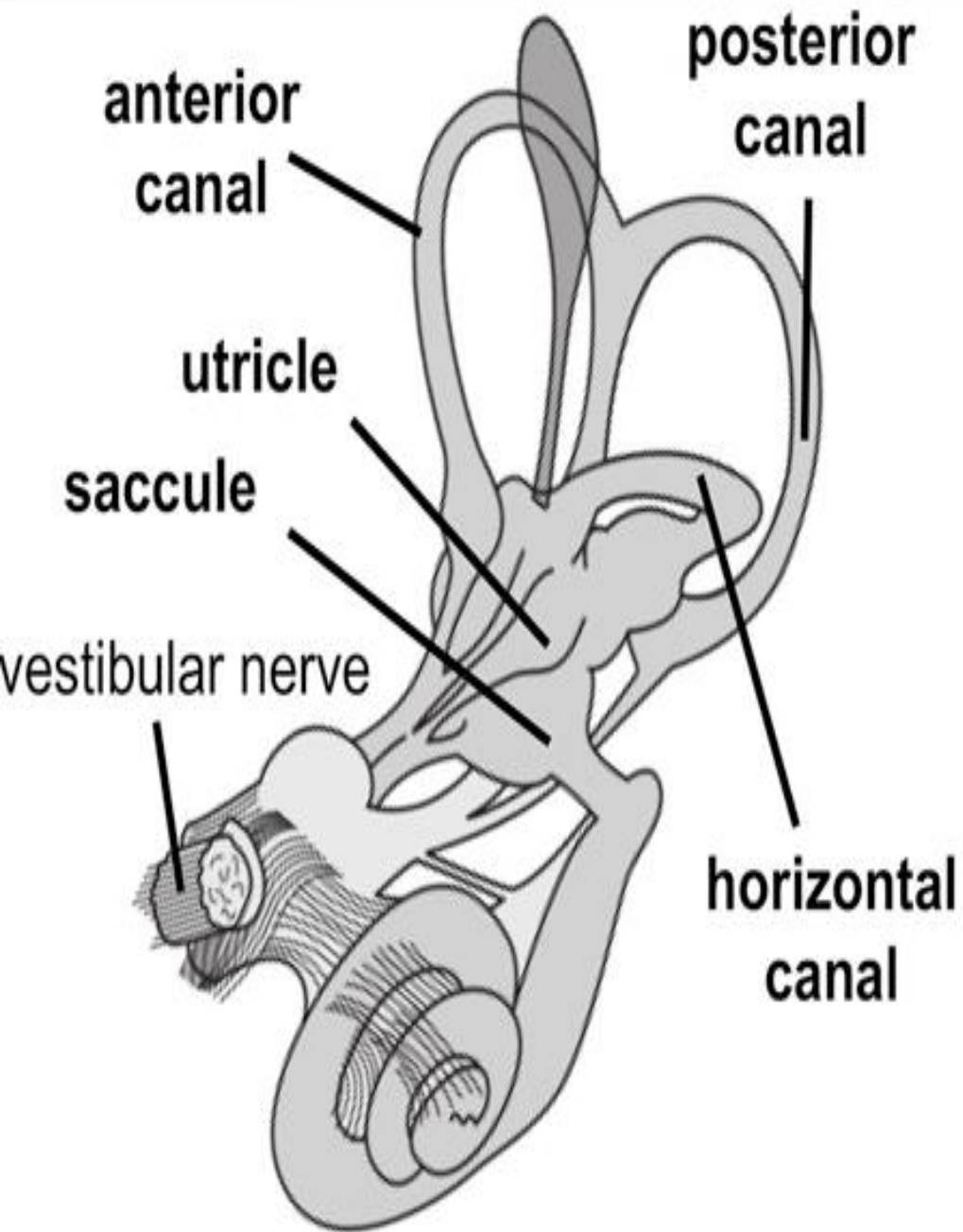
- ‘Movement skills in childhood are inextricably linked to core aspects of development including social, cognitive and psychological.... Language emerges as children physically interact with their surroundings...’
- Studies show movement skills are linked with early language and literacy, emotional regulation, social behaviour and academic self perceptions
- Diamond,A. (2000; 2015), Iverson, J (2010), Van der Fels et al., (2015), Bedard et al., (2017)



Agweddau sylfaenol o sensori a motor sy'n dylanwadu ar ddysgu.

Basic sensory & motor components that influence learning.

- Ymwybyddiaeth corfforol
- Cynllunio motor
- 'Perception of movement'
- Sgiliau cain
- Cyffwrdd
- Sgiliau Gweledol
- Prosesi Iaith
- Body awareness
- Motor planning
- Perception of movement
- Fine motor control
- Touch
- Visual skills
- Language processing



Mae symud yn gosod y sylfaen i ddysgu.

Moving lays the foundations for learning

- I blant o 7 i 8 mlwydd oed mae angen symud a chwarae i roi gallu sensorï motor er mwyn rhoi sylfaen cadarn ar gyfer datblygiad corfforol, personol a chymdeithaol.
- Mae chwarae yn cynnwys gyfres o ymatebgion amrywiol sy'n hyrwyddo 'sensory integration' (Ayres, 2005)
- 7 or 8 yrs of moving and play are required to give the child a sensorimotor intelligence that can serve as a foundation for intellectual, social and personal and physical development
- Play consists of a series of adaptive responses that make sensory integration happen. (Ayres, 2005)

Symudiadau Sylfaenol

Fundamental Movements

- Defnyddiwch llawlyfr o wythnos diwethaf
- Dewiswch gweithgaredd o wythnos diwethaf a dysgwch y grwp.
- Ystyriwch dylanwad y weithgaredd ar :
 - (i) weithdrefnu'r ymennydd
 - (ii) Datblygiad corfforol
 - (iii) Rhyngweithio'n gymdeithasol
 - (iv) Cwricwlwm unigol
- Use the booklets shared from last week.
- Choose an activity from last week and teach the group.
- Consider the impact of the activity on :
 - (i) the mechanisms found in the brain,
 - (ii) Physical development
 - (iii) Social interactions
 - (iv) Individualised curriculum

The Foundation Phase- a play based curriculum

- The Foundation phase advocates a holistic child-centered approach. Well-being underpins the Foundation Phase, the learning being through ‘first hand experiential activities with the serious business of play providing the vehicle’ (DCELLS, 2008a:4).

Sut wyf yn dysgu?

How do I learn?

- Gwneud
- Arbrofi
- Llwyddo
- Methu
- Gwyllo
- Cael hwyl
- Ymchwilio
- Ail adrodd
- Doing
- Experimenting
- Achieving
- Failing
- Watching
- Enjoying
- Investigating
- Repeating



Ydych chi'n cofio?

Do you remember?



Beth ydy chwarae?

What is play?

- Beth yw'ch dyfyniad o beth ydy chwarae ...
- Trafodwch hyn mewn parau
- Penderfynwch beth i chi'n credu ydy prif nodweddion chwarae.
- Write what you think is a definition of play...
- Discuss this in pairs
- Decide what you think are the key features of play.

Nodweddion Chwarae of Play

- Interest and ownership by the child
- Open
- The outcome is not made by an adult
- The play is not controlled by an adult
- Bruce, T. (2001) Learning Through Play' 12 features of play.
- Diddordeb a pherchnogaeth gan y plentyn
- Yn agored
- Nid yw'r bwriad wedi ei osod gan oedolyn
- Nid yw wedi ei reoli gan oedolyn (ym myd addysg mae'r athrawes yn rheoli)
- Bruce, T. (2001) Learning Through Play.' 12 features of play.

Defining play

- ‘play involves an attitudinal component,’ with a key element of play being ‘auto telicity, engaging in activities for their own sake or as ends in themselves’ Feezell (2013:17)
- The context or situation and the emotions of the player are all important in defining whether an activity is play or not, giving the example that ‘sometimes running is play, and sometimes it is not. Play is a state of mind rather than an activity’. Brown (2009:60)

- ‘play is child-chosen, play is child invented, play is pretend but done as if the activity were real, play focuses on the doing (process not product), play is done by the players (children) not the adults (teachers or parents), play requires active involvement and play is fun’. Meckley (2002, cited in Wood and Attfield, 2005, p.4)



Theorists and play

- Vygotsky (1967) argued play's importance in creating its own zone of proximal development and from the time of early educational pioneers and theorists such as Rousseau, Dewey, Froebel, Montessori, MacMillan and Steiner, play has been recognised as having an important role in children's early education.



Play as a continuum

- ‘if a distinction were drawn between play and playfulness, then this dichotomy would be less visible as feelings of playfulness could permeate both play and work.’ Howard *et al.*, (2002:3)
- This is particularly relevant to a play-based curriculum such as the Foundation Phase, as it could be argued that any play that takes place in the school setting cannot be ‘pure play’ but would be on a continuum of play and playfulness (Howard *et al.*, 2002; Pellegrini, 1991).

Is play always good?

- Sutton-Smith (1997) questions the rhetoric surrounding play as a discourse of play as fun that fails to acknowledge any play that is not fun, or dark play, highlighting that there is little or no mention of children for whom play is not fun, or happy. The notion that play reproduces experiences from real life surely means that some children must be experiencing rejection, discomfort and alienation (Sutton-Smith, 1997).

- Article 31 of the United Nations ‘recognises the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child’ (UN, 1989: article 31).
- Burr (2002) points out, however, that this takes no account of children’s vastly different economic, cultural and political circumstances around the globe. It assumes a shared western vision of the notion of childhood.

Dylanwad Chwarae

The power of play

- Children are often deeply involved in their play and experience a state of flow and higher levels of motivation through peak experience (Csikszentmihalyi, 1979, 1989; Leavers, 1994; Maslow, 1987).
- Broadhead (2006:191) argues that children's play is 'their self-actualisation, a holistic exploration of who and what they are and know and of who and what they might become'.



Cues that children use to distinguish between play and work

Howard and McInnes's(2010:35)

Play		Work	
Emotional cues	Environmental cues	Emotional cues	Environmental cues
Voluntary	On the floor	Compulsory	At a table
Under child's control	Lacks adult involvement No adult evaluation	Under adult control	Includes adult involvement Includes adult evaluation
Easy	Can be continued-focus on the process	Hard	Has to finish-focus on the product
Fun	Physical	Can be fun	Not physical

- McInnes *et al.* (2011:123) suggest that it is the use of these cues that enables children to 'map activities on a play-work continuum'.
- Fjortoft (2001) in studying affordances in children's environments identify how the physical environment offers different modes of play, such as space and smooth surfaces afford running and cycling, and trees afford climbing and swinging, whilst shelters offer peace and quiet.

- Broadhead (2006:2) suggests that the more cooperative children's play is, the more they are likely to connect with other children and understand their knowledge along with a 'deeply fulfilling emotional engagement with the world around them.'

- 'sociable and cooperative endeavours expose children to other children's perspectives and they become experts for one another, scaffolding their own and peers' learning experiences' (Broadhead, 2006:202).



Prif bwyntiau / Main points

* Dysgu drwy brofiadau uniongyrchol a chwarae /

Learning through experiential activities & play

- Rôl yr oedolion / The Adult's role
- Tu allan / The outdoors
- Plentyn ganolog / Child centred
- O fewn cyd-desun / Within context
- Annog dysgu gydol oes / Encourage lifelong learners

Y plentyn yn arwain y dysgu

Child led learning

- <https://dysgu.hwb.gov.wales/playlists/view/62ca7ec4-b6a2-485c-bf47-7f396550d0ab/en#page3>

Dewch i chwarae! Let's play !

Dewiswch o'r rhestr ...

Choose from the list..

Gwnewch lloches i Tedi

Make a den for Teddy

Tynnwch lun sain

Draw a sound picture

Gwehyddu'r helyg

Weave the willow

Nature rubbings

Nature rubbings

Gwnewch mobile gwynt

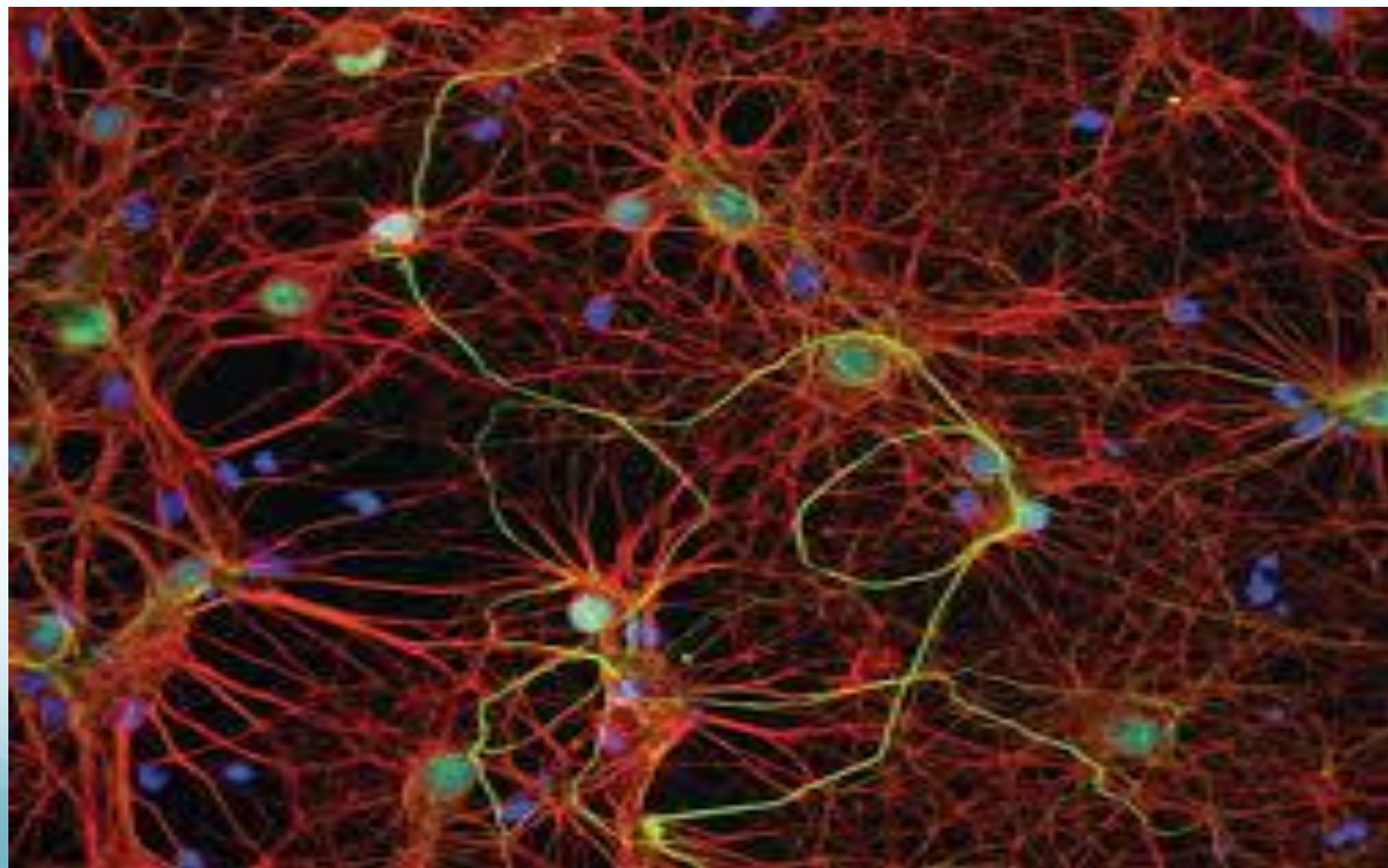
Make a wind mobile

Casglwch eitemau i lenwi eich
blwch wyau.

Collect items to fill your egg
box

Stori 'Stick Man'

Story of Stick Man



Llyfryddiaeth Bibliography



<http://gov.wales/docs/dcells/publications/150803-fp-framework-cy.pdf>

<http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf>