

Freud Museum London (2017) suggests that Sigmund Freud saw play as a bridge between fantasy and reality. Other theorists saw it as an interesting and different way of linking children's play and the psychic life of adults. Freud's theories were completely different, he suggested that using play to understand the development of children in their own right. Anna Freud focused on the child's words and dreams, and not as much on their writing, drawing or play. Donald Winnicott and other theorists later measured play as a way of developing a sense of self in relation to the outside world.

Learning through play for Piaget was defined as a movement through practice play, imaginative play, and play with a set of rules. Vygotsky argued that children could be supported in moving from their level of performance to a level of what they could have a potential of doing. Smidt, (2006) states that Vygotsky believed that development was created through play which was when children could, "operate at their highest possible cognitive level'.

Both Bruner and Vygotsky emphasize a child's environment, particularly the social environment, more than Piaget did. Both agree that adults should play an active role in assisting the child's learning. Bruner, like Vygotsky, highlighted the social nature of learning, citing that other people should help a child develop skills through the process of scaffolding. This is supported by Sinclair, A., Jarvella, R., Levelt, W. (1978).

Daly, Byers, Taylor, (2004) believed that role play was significant for learners to learn about their environment and then onto the bigger wider world, and then from there they take on various roles such as parent or a car driver to which then would be appropriate in adulthood.

Daly, M., Byers, E. and Taylor, W. (2009) *Early years management in practice*. 2nd Ed. Essex: Heinemann, Pearson Education Limited.

Freud Museum London, (2017) *Play and Psychoanalysis: Insights Feature* [video]. Available at: <https://www.youtube.com/watch?v=LUR5iqUnMIY&feature=youtu.be> (Accessed: 5th December 2020)

Sinclair, A., Jarvella, R., Levelt, W. (1978) *The Child's Conception of Language*. Berlin, Heidelberg: Springer Berlin Heidelberg.

Smidt, S. (2006) *The Developing Child in the 21st Century. A global perspective on child development*. Routledge: Abingdon, Oxon.