

Abstract:

The writing is intended to assist practitioners in becoming more confident and competent practitioners, as well as activities involving working in the setting of a play and informal curriculum practice. Many men and women, practitioners, and the majority of society in our globe are concerned that their children will receive adequate education in classrooms and will lead happy and productive lives in the future. For many years, tensions have existed in the United Kingdom between pre-school pedagogical traditions, which tend to use developmentally focused techniques, and primary school's more formal or subject-centered curriculum framework. (Fabian and Dunlop, 2002; Dunlop and Fabian, 2003). A play-based early years curriculum, known as the Foundation Phase, was implemented in September 2010 in response to international research findings and practice, and is now the mandatory curriculum for all three to seven-year-olds in Wales. It promotes creativity and imagination in youngsters, as well as making learning more interesting and effective. (Welsh Government, 2015). The examination of this experience yielded four major insights, which are outlined in this report. The importance of teacher's confidence and competence; teaching reading in a play-based curriculum; and smoothing transitions in a play-based curriculum are among them.

In recent years, play-based learning (PBL) has sparked interest, debate, and controversy across different national contexts. There is no definitional agreement, which could have unfavorable effects when it comes to realizing its potential in professional practice. Piaget (1967/1951) demonstrates that they have varying

perspectives on the degree of conceptual congruence between play and learning according to situations. There is a widespread trend both nationally and internationally to recognise early childhood education as a separate phase in children's development that should be marked by a curriculum that emphasizes whole-child learning and teaching methods that are suited for young children. (OECD 2001; Bertram and Pascal 2002). While individuals may take on a variety of responsibilities in play - based learning (PBL), practitioners should also voice reservations about how and when to participate.

Finally, practitioners report encountering numerous obstacles in implementing play - based learning, the most significant of which being policy and curricular delivery pressure. Various academic disciplines and researchers have labeled a number of broad cognitive processes as having "executive function." General cognitive processes are linked to learning traits like engagement and persistence. Given that they are a part of executive function, attention and memory may be seen as universal cognitive processes, or they may be connected to learning skills tied to perseverance. Inextricably connected to socioemotional competence, but also to physical well-being, is mental health. By providing a structure to the day, such as snack time after a period of active play and the calm ritual of a shared tale before leaving for the day, routines throughout the remainder of the day offered children continuing confidence and security in their surroundings. By providing a structure to the day, such as snack time after a period of active play and the calm ritual of a shared tale before leaving for the day, routines throughout the remainder of the day offered children continuing confidence and security in their surroundings.

Playful learning is one type of activity that is part of the curriculum and learning process for young children. Problem for creating a more unified approach to early childhood provision, centering early childhood care and education on the wellbeing of the child, and laying the groundwork for learning outside the classroom so that young children can successfully manage the transition from pre-school to primary school. Depending on where they reside, children may transition from pre-school to required schooling at different times. On the other hand, early childhood education might include kids as young as three or as old as eight.

Tensions occur between preschool educational traditions, which tend to use developmentally focused techniques, and primary school's more formal or subject-based curriculum structure. The Walsh formal method is described by Wood and Bennett (1999) as mostly teacher-led, with a concentration on reading and numeracy, and learning via repetition and practice to attain mastery and competence. A developmentally appropriate approach, on the other hand, encourages children to learn via play, provides options and alternative activities to build independence, and recommends a mix of child-initiated activities and teacher/practitioner direction. Malaguzzi died away twenty years ago, but we believe he would be proud of the advancements achieved by North American early childhood educators in their comprehension of his pedagogical principles. His thought departs from the generally recognised Piagetian approach, which sees child development as mostly internal and occurring in phases and pushes educators to regard children as competent and capable learners in the context of group work

(Fraser & Gestwicki 2002). (Mooney 2013).

Both child-initiated and teacher-supported learning are included in a play-based approach. Through exchanges that attempt to expand their thinking to higher levels, the teacher fosters children's learning and curiosity. Teachers should offer experiences that build on a child's prior knowledge, are culturally and linguistically responsive, and are planned for each child to be challenged and genuinely successful in order to strengthen children's sense of competence and confidence as learners, motivation to persevere, and willingness to take risks. (NAEYC, n.d.). Children leave their homes and familiar environments to learn from a variety of individuals, including their classmates and teachers. Children have an inherent need to play. A play-based curriculum capitalizes on this incentive by utilizing play as a learning environment. Children may use their imaginations to explore, experiment, discover, and solve issues in this setting. ⁴(Anne-Marie Morrissey, Rouse and Robertson. 2018). Children and young people who play have better cognitive, physical, social, and emotional health. Children learn about the world and about themselves via play. They also gain traits like confidence and self-esteem that they need for relationships, job, and school. (Nidirect, 2018). Following that, in the five major areas of practice, early childhood authorities make discursive decisions: The first criterion for developmentally appropriate practices is to foster a loving community of learners. From the foundation phase, children's expectations of how they will be treated at this age, as well as how they would treat others, are heavily influenced by their experiences in early infancy. The community's duty is to foster such development and learning by providing a physical, emotional, and cognitive

environment. From birth, children's connections and interactions with adults are essential factors of their growth and learning. The information, skills, abilities, and understandings that students are to gain, as well as the preparations for the learning experiences through which those gains will occur, are all part of the curriculum that is designed to attain essential goals. In the evaluation phase; Observing and evaluating children's growth and learning in relation to Teachers and programmes must assess children's growth and learning in order to design, administer, and evaluate the efficacy of classroom activities. It is critical for the development of reciprocal connections with families.

Despite a long-standing consensus on the importance of play in early infancy, there are several ideas and conceptualizations of play (Bennett, Wood, and Rogers 1997; Bergen 2014). Indeed, rather than providing a uniform definition, the extensive scientific literature on play relies on a variety of viewpoints and attests to play's conceptual dispersion and complexity (see e.g. Sutton-Smith 1997). This is within (PAP) in the early childhood curriculum. The two concepts have been combined, however there is no definitional agreement because of the various theoretical components that also support learning (Brooker, Blaise, and Edwards 2014, 1). This is despite the fact that play is widely acknowledged as a foundation for learning in early infancy, as Brooker and colleagues explain. Learning via play appears to be a simple concept, yet it has significant implications.

Play, according to Piaget, is essential for the development of intellect in children. His theory of play contends that as a kid grows older, their surroundings and play should help them improve their cognitive and verbal skills. (Hamid, 2018). The idea that children like to study, experiment, and—this is my personal favorite—ask

questions is supported by a Piaget-inspired curriculum. It encourages providing kids the chance to interact and disagree with one another while instructors act as mentors and facilitators. Furthermore, it's crucial to enable children to make errors and learn from them. Both Piaget and Vygotsky thought that via play, children can learn about the world, create ideas, and give meaning to their constantly shifting perspective. Play, according to Piaget, parallels development, but play, according to Vygotsky, stimulates growth. Play, according to Piaget (1969), allows youngsters to connect their experiences, knowledge, and understanding. The underlying premise of Piaget's theory is that while all children go through the same developmental process, they do so at various places. As a result, teachers must go out of their way to plan classroom activities for individuals and small groups of kids rather than the entire class. When examining the National Curriculum, it is clear that Piaget's theory has had a significant influence because the information's pacing matches the traits he identified. In Key Stage 2, for instance, students are Concrete Operational and can only relate to actual objects and concepts. (wps.ablongman.com, n.d.). Play, according to Vygotsky (1966), is essential for a person's cognitive growth. Although Vygotsky (1978) disagreed with Piaget regarding the existence of phases in play development, he did believe that play promotes the development of abstract thought. Vygotsky advocated for play-based learning in children of all ages, not only young children. He claimed that children may build important thinking structures through exploratory play and experiences. The significance of culture and language in one's cognitive development was emphasized by Vygotsky's theory. Smith (1998), Whitebread et al, (2017), argues that a definition of play is necessary, notwithstanding the difficulty in achieving a single, all-encompassing definition.

Fisher (2002) agrees, stating that because there is no one meaning of the term, playful actions can be interpreted in a variety of ways. These theoretical concerns and empirical findings are employed as a platform that informs our data analysis and as a lens that allows for a theoretically rigorous investigation of issues raised by the synthesis research in the following sections. Additionally, Vygotsky believed that connection with peers may help people learn new skills and approaches. In the zone of proximal development, he recommends that instructors adopt cooperative learning activities in which less skilled children learn with the assistance of more skilled classmates. The theory of Vygotsky does not imply that any child can learn anything. Only education and pursuits that are in the zone encourage growth. For instance, a youngster may not gain right away from education in this area if they are unable to distinguish the sounds in a word despite repeated prompting. The application of previously learned techniques and the introduction of concepts that are very challenging and sophisticated have minimal positive effects.(www.simplypsychology.org, n.d.).

Moving from a teacher-led formal approach to a more play-based, unstructured classroom practice, Play provides the foundation for the development of important social and emotional skills and knowledge. Through play, children learn to connect, share, negotiate and resolve disputes, and develop self-defense skills. Plus, kids learn leadership skills in a fun way. Children who are taught leadership are more confident, better at teamwork, creative problem-solving, and collaborating with others. (Better Child Care (Penn State Extension), 2019). Children play to understand the world around them and to give meaning to experiences by

connecting them to things they already know. Children use play to express their experiences and expand their understanding of them (UNICEF, 2018). Learning through play is critical to a child's social and emotional development, including the ability to form healthy relationships with peers. While playing with one another, kids learn how to cooperate, speak clearly, solve difficulties, and resolve conflicts. Play-based learning refers to early childhood education that is oriented on child-led and unstructured play. Play-based learning helps young children improve their social skills, learning motivation, and even their literacy and numeracy skills. Play requires initiative, focus, and a sense of wonder about the world. 11 (Wonderschool, 2017). Finally, the evidence knowledge of gained about the importance and meaning importance of play can be seen from classroom observations and teachers' accounts descriptions of their the teaching experiences instructing of students in Years grades 1, 2, and beyond above point that to play the is need needed for a greater emphasis on a "proactive and intentional pedagogy" (Wood 2007b) through the use of play , especially as when students advance are beyond past Year the 1 first grade. In order to create harmony between playing, learning, and teaching, Wood proposes "a play pedagogy of play that respects the ideological legacy and provides a theoretical rationale sound justification for doing ideological heritage" (2004, 31).

Staff duties in play-based activities vary depending on the sort of play that children engage in, as well as during the play itself. Adults may take on a greater supervisory role during outside play. They generally function as play facilitators in more structured events that take place inside, although they may also take on a

formal teaching role in rare cases (e.g. Miller and Smith 2004). Confident and thoughtful practitioners will choose the strategy most suited to the children's developmental stage, as well as for individuals and groups, as part of this overall emphasis on integrating child-initiated play with playful adult-led possibilities. Extensive knowledge shows that multiple play formats help children learn and learn. Become a confident learner for the future. Research also shows that experienced adults. A child's ability to learn in some ways is a key factor in a child's good deeds progress. The perspective of the Welsh Assembly Government on education and lifelong learning is placed within the larger framework of our overarching vision for children and young people. Those youngsters who watch others play but don't participate are spectators. Other kids playing is something they like seeing. They frequently stand or sit on the edges of play areas where other kids are playing. While they could first come out as timid or isolated, they are frequently intently watching the action to figure out what to perform. (Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau Department for Children, Education, Lifelong Learning and Skills Play/Active Learning Overview for 3 to 7-year-olds, 2008). Across subjects, educators identify and define a wide range of responsibilities. They may be categorized along a scale based on the nature of adult participation: at one end, the adult identifies as an information transmitter, and at the other end, the adult acts as an insider and a play-mate. According to a study, the most prevalent role instructors describe taking is that of facilitating play. The participating ECE teacher in Moon and Reifel's (2008) study in the United States explains play facilitation as, for example, setting up the atmosphere and offering various objects and resources so that the children may select what, how, and when they wish to

play. It takes knowledge, experience, and talent to recognise when and how to intervene in children's play. The Power of Play, a new clinical report from the American Academy of Pediatrics, affirms the importance of play for young children's healthy development and brain growth. (AzAEYC, 2018). The American Academy of Pediatrics AAP now suggests that physicians prescribe play specifically, in light of recent research that emphasizes the benefits of play. They especially encourage parents and other adults to include play into children's everyday life beginning with infancy and continuing throughout the early years.(Anon, n.d.). Much of the research featured in this collection reflected this perspective (e.g. Hunter and Walsh 2014; McInnes et al. 2011; Wood and Bennett 1997). Given the importance of play in a child's development, it's essential to understand our position as adults in children's play in order to encourage play and embrace development and learning. Adults may help a kid learn and develop via play by praising and encouraging it. (Renae, n.d.). Giving individuals the chance to learn while having fun and maximizing instructional possibilities by utilizing learners' curiosities The "Enabling learning" section of the Curriculum for Wales guideline was developed to help senior leaders and practitioners in schools and settings with the development, creation, and implementation of a pedagogically appropriate curriculum for all students. It may also be employed as a technique to evaluate the impact and efficacy of curriculum design on student development. When developing a curriculum, the practitioner's knowledge of child development and expertise are essential. The conventional components of a child's development ought to be the focus of instruction. (hwb.gov.wales, n.d.).

Ultimately, research found meta-synthesis indicated that instructors face a wide range of problems and barriers while implementing play-based learning in their classrooms. These have been categorized into six basic categories: 1) legislative demands and curricular concerns, 2) parental attitudes and views, 3) teacher education and credentials, 4) collegiate peer pressure, 5) structural obstacles, and 6) children's characteristics. Overall, the first category – policy demands and curricular concerns – is by far the most often mentioned and discussed by instructors across the dataset, as well as one that is intricately linked to the majority of the remaining difficulties. Educators must strike a balance between giving time for uninterrupted free play and embedding or extending academic information in various ways inside playful activities to promote children's learning while adopting a continuum of play-based learning. (Encyclopedia on Early Childhood Development, n.d.).

Many ECE experts discover it tough to put in force a play-based curriculum due to the fact of household expectations and notions about what their kid's preschool attendance ought to include. Teachers characterize mother and father as being inconsistently worried from an early age with tutorial success and faculty readiness and, consequently, as being hesitant to be given the significance of play in their kid's preschool activities. In Fung's learn about (2009, 21), for instance, instructors become aware of dad and mom as "a latent intervening force" that is entrapped in their very own "overwhelming tutorial concern" and a barrier to carrying out their expert duties in accordance with their very own convictions. As a conventional response to parental expectations, direct guidance time, a focal point on

worksheets, drills, and homework are simply a few situations that have been recorded (Fung and Cheng 2012; Baker 2015).

Certain aspects of children's behavior and competencies are also discussed in some studies as potential barriers to PBL pedagogies. The varying capacity of youngsters to play is frequently cited by Howard's respondents (2010, 97) as a perceived barrier: "What do you do with a play curriculum if a newborn just doesn't know how to play?" '. When working in an Abu Dhabi environment, Baker (2014a; 2015) makes a similar observation that children's play behavior may also no longer be in line with ECE practitioners' expectations for play, which may, in turn, exacerbate their own challenges to engaging in play activities with these children. PBL is also said to be hindered by children's limited 2d language ability as well as particular youths' unique physical or emotional needs (Howard 2010; Baker 2015). A unique perspective is provided by a teacher in Lynch's study (2014, 340), who expresses a view of PBL as possibly impeding the detection of early learning difficulties in younger preschoolers: "I've had students with learning difficulties that haven't been recognised because there wasn't any requirement to read or write or any evaluation of abilities or concepts."

Allowing children to grow in confidence and learn their boundaries requires putting their trust in them. One of the best ways to build confidence in children is to give them the flexibility and option to pursue their hobbies for as long as feasible. If a kid is sincerely involved in an activity, they should not be compelled to participate

in it or moved on to explore something else in a daycare situation. (Kelly, 2016). For the provision of high-quality childcare, confidence is a crucial component. When choosing a nursery, the majority of parents search for staff members that exude confidence, which is a crucial qualification for early years practitioners. According to Oscar Resource Coaching's Rebecca Miller, "A confident staff person is secure with the knowledge and abilities expected of them." They have got the proper training about the EYFS and assistance from their workplace, according to the statement.(Nursery World, n.d.).

This essay elucidated the meaning of play-based learning from my point of view. The classroom cameos also demonstrate how play, playfulness, and structure can be mixed to create a learning atmosphere that is both appropriate for young children and fosters good attitudes that will help them continue to study in school and beyond. In this developmentally appropriate approach, my philosophy for Early Learning is really important. Must adhere to the developmental practice principles in all of my work-related domains. Such an experience is something must get via my job experiences and understanding of the importance of early years in teaching.

Section 2

According to early years matter, every child is unique, and each one is capable of becoming resilient, capable, confident, and self-assured. Babies and little children

develop at their own speed and in their own unique ways in all areas of development. Individuals and communities are valued in inclusion, and no individual is discriminated against. Young children are fragile, but when their well-being is protected by adults, they are kept safe and acquire resilience. Children's emotional, mental, social, environmental, and spiritual health are all affected by their health and well-being (Early Years Matters, n.d.). The University of Warwick believe, child development, inclusive practise, being safe, and health and well-being are among the commitments that promote equality. . It acknowledges that children are capable learners who grow in their own unique ways from an early age. Children and their families should be accepted and appreciated for who they are; we welcome children from all over the globe and enjoy the variety – as well as the challenges. Encourage children to play outside and to recognise the value of exercise and rest. Set clear and consistent boundaries for the youngsters, and have realistic expectations of their skills.(warwick.ac.uk. n.d.). Children who play outside have a different learning environment and are not constantly in the same space. The development of children's brains is actually aided by child-led play, which makes it easier for them to retain information. It also aids in the development of their muscles and their self-confidence. Through the Characteristics of Effective Learning, which flow through all domains of learning, the Unique Child seeks out to relate to people and things.

The practitioner's knowledge of practice causes them to think twice before making a decision, and they always strive for goals that are both demanding and attainable for children. This research-based information aids us in predicting which

experiences will benefit children's learning and development. Practitioners must get to know each child in the group well if they are to provide suitable practice. This involves a range of techniques, including observation of children's learning, clinical interviews, study of children's work, individual child assessments, and discussions with families about their living spaces, among others. Childhood education encompasses not just a set of instructional techniques and tactics, but also the science of teaching and learning, as well as the many other parts of my work as an Education Officer. It's also a teaching technique (Learning Journals, 2021).

Children are born with the ability to learn and the desire to do so. They actively seek out opportunities to engage with others and the environment around them. However, development is not a one-way street. It is contingent on each child's ability to participate in positive interactions and enabling circumstances. All of the development recommendations are based on the EYFS' four themes. Its three components rely on themes, principles and practices.

Assisting newborns and young children in developing a strong sense of their own identity and culture. Recognizing any areas that need extra help. Keeping kids safe. Understanding and respecting all children and families equally. Understanding and monitoring each child's growth and learning. Measuring progress. Positive connections: Making positive connections teaches kids to be tenacious and self-reliant. Warm, loving, and supportive interactions foster a sense of belonging. They pay close attention to and are sensitive to the needs, feelings, and interests of the kid. They encourage the child's initiative and independence. They consistently

set forth distinct boundaries. They are energizing.

Environments that are supportive: Children learn and develop efficiently in settings where their experiences are adapted to their individual needs and there is great cooperation between professionals, parents, and caregivers. Value all people in a positive atmosphere • are passionate about education

They offer: • entertaining materials that are pertinent to every child's culture and community • numerous opportunities for learning via play and engaging instruction • support for kids to take risks and explore new things

Learning and growth: There are several methods in which children learn and develop. All young children in early childhood education and care, including those with special educational needs and disabilities, are covered by the framework. Children are educated by providing them with stimulating, pleasurable experiences across the spectrum of their learning and development. They promote the characteristics of effective early learning. Playing and experimenting, active learning, critical thinking, and creation are all recommended.

(Early Education, 2012).

For kids ages three to seven, Wales provides a developmental programme called the Foundation Phase. It increases the effectiveness of learning while inspiring youngsters to be imaginative, creative, and fun. securing the introduction of the new curriculum in 2021 with a focus on equity, leadership, and professional growth within a self-improving system. The Foundation Phase, a fundamental part of the

curriculum, is founded on the notions of learning through play. We are aware that play-based learning is a successful method according to studies. It can help children's language and communication skills develop and grow. Children may use their imaginations, learn about and experiment with different materials, and predict the outcomes of their experiments via play. It can also help them become more self-assured, self-driven, and adept at controlling their own thoughts and actions. When playing, children may challenge themselves, take risks, exhibit initiative, and make mistakes without feeling inferior. Through play, children learn how to negotiate and how to interact with their peers. (Adults and caregivers should read this.) What progress is my child making in the Foundation Phase?, n.d.).

Children can gain the skills they need in a regulated setting with the assistance and supervision of an experienced teacher who understands how to transform interests and experiences into learning opportunities. Children's learning ability improves when they use all of their senses in learning activities, according to research. All of the senses are included in learning with a play-based curriculum. In play-based learning, children are continuously making decisions and assumptions. They may then put their theories to the test and figure out how to solve difficulties. Children can gain the skills they need in a structured setting with the aid and supervision of an experienced teacher who understands how to transform their interests and experiences into learning opportunities. (Ward, n.d.). Play-based learning is defined as a "environment for learning through which children organize and make sense of their social surroundings as they engage actively with people, things, and representations," according to the Early Years Learning Framework. (bestchance

Child Family Care, n.d.).

Lev Vygotsky (1896 – 1934) (McLeod, 2020).

Vygotsky also believed that children build their knowledge and learning, but in a socio-cultural framework. His thesis is founded on the notion that language and cognitive development are inextricably linked, and that infants gain their understanding of the world via language. The social component of play, learning, and development is

highlighted in Vygotsky's theory. A crucial aspect of a child's growth is language development. It helps your child's communication skills. Additionally, it encourages your child's capacity for emotion expression and comprehension. The Early Years Outcomes help you identify if a child is struggling or not making progress while providing practitioners with a basic overview of how young children develop their communication abilities. Therefore, it is the practitioner's duty to take the necessary measures. It also emphasizes the value of both adult-directed and child-directed play. Wales, the Foundation Phase emphasizes personal and social development, well-being, and cultural diversity, and children's abilities are built across all areas of learning via involvement in experiential learning activities both inside and outdoors. Within and beyond the home, children learn about themselves and their interactions with other children and adults. (Foundation Phase Framework, 2015). Adults must be aware of children's play and growth in order to know when to intervene to help them learn more effectively (Rymanowicz, 2015). Adults may collaborate with children to help them expand and challenge their learning. If the kids run into a difficulty, they may have a conversation about how

to best fix it; solutions will be proposed and tried until they find a solution that works for them. Vygotsky's philosophy, like others', encourages learning via exciting and demanding play. Te Whiriki looks at children's learning through the lens of the child and family, giving them the utmost attention. Their abilities and creativity are considered. The Characteristics of Effective Learning that exist in England might be used to compare this (Veazey, 2020).

Jean Piaget (1896 – 1980)

Piaget was a constructivist, which means he believed that children 'build' their own beliefs and knowledge of the world based on their experiences. He regarded learning as a continuous process in which infants develop their knowledge using what he called "schema.". From birth to maturity, Piaget believed that children go through four developmental stages: Sensori – motor stage (birth to 18/24 months), during this period, the infant is becoming aware of their immediate surroundings and the impact they may have on it. During this period, the kid will learn about 'object permanence,' which is the concept that something exists even if you can't see it. (There are references to attachment theory in this part, which you will learn about in section 9.) One of the first to recognise that children and adults think in distinct ways was Piaget. According to Piaget, intelligence progresses through many phases as it develops. According to Jean Piaget's theory of cognitive development, children's intellect evolves with age. A kid's cognitive growth involves more than simply knowledge acquisition; the youngster also has to create or develop a mental picture of the world. They'll start using symbolic language as well. Pre-operational stage (18/24 months–7 years), at this age, children are highly

egocentric; they feel that the world revolves around them and their wants, and they have a hard time seeing things from other people's perspectives. Piaget's study also discovered that children of this age lack the ability to preserve - to comprehend that simply because one kid has a drink in a tall narrow glass and the other gets a drink in a short broad glass, the first child does not have more. Even if kids observe the adult start with two drinks in the same glass, filled to the same level, they will believe this. Some young individuals with specific needs or disabilities may never reach this developmental stage. Piaget believed that development occurs before learning, and that the quantity and complexity of the schema will alter as the child progresses through each stage of development. It's also crucial to remember that Piaget considered children's thinking to be distinct from that of adults, and so they will learn in different ways. (Evidence Based Approaches to Child Development, 2021).

Wales, through the processes of planning, developing, and reflecting, the practitioner may assist children develop their thinking across the curriculum, allowing them to get a better knowledge and explore and make sense of their surroundings. (Foundation Phase-Learning and Teaching Pedagogy, Welsh Government 2008).

By carefully matching what they give to a child's present requirements, development concerns can assist practitioners promote children's learning and development. Continuous formative evaluation is at the heart of good early childhood education. (Department for Education, 2012).

In order to ascertain how children are growing, what they love doing, and what they are learning via their play and the experiences offered, one must observe children and listen to them. It is impossible to exaggerate the value of child observation. Each child has a distinct set of characteristics and talents, and they are documented through observations made in various contexts. The child should always come first. By observing what children do, what interests them, and who and what they enjoy using for play, adults may learn a lot about children. The approach described in the Development Matters in the Early Years Foundation Stage publication, *Observing What a Child Is Learning*, can assist you in creating systematic observations. Observations are often conducted as part of daily tasks. A foundation for a comprehensive strategy that maintains the child at the center of all that is planned is provided by discussing them with the child, their parents, and team members. (Early Years Matters, 2021). Children should be observed as they behave and interact during play, daily routines, and scheduled activities. Parents should also be asked about the child's activities at home.

Daily choices are made by practitioners regarding what the kid has learned or is capable of doing so that the child can advance in their learning. This is frequently referred to as "formative" assessment since it influences the following steps that are planned with the child and the parent. Another type of evaluation known as "summative" assessment is used twice in the Revised EYFS. The first assessment is conducted when a child is between 24 and 36 months old; the findings are documented, and parents and professionals use them to determine a child's strengths and learning needs. The second assessment is conducted when a child is

in their final term of reception class, close to the end of the Early Years Foundation Stage. This "compiles" all the data gleaned from the kid's continuing assessments. This data is included in a list of children's accomplishments that is connected to the Early Years Foundation Stage Profile (EYFSP), which illustrates how far various kids have come in the seven areas of learning and development of the Revised EYFS. (Early Years Matters, 2021 and GOV.UK, n.d.). To determine where your kid is on their developmental path, take a look at the development examples in the columns labeled "Unique child: Observing What Children Can Do."

The goal of early childhood planning is to meet the needs of young children so that they may play and learn in a way that fosters the growth of their abilities and knowledge throughout the Prime and Specific areas of the EYFS. Planning varies from school to school and from place to location for a number of reasons. The long-range planning and the daily and weekly experiences that are scheduled for kids are sandwiched between the medium-term plans, which are made to guarantee that certain learning areas are addressed over the course of six weeks or a half term. One strategy is to use special stories to guide kids' thinking about "friendship." However, no planning should be rigidly followed; instead, it should be flexible and used as a guide. Short-term daily/weekly planning, which is based on conversations with the kids and their parents and is centered on their current interests, is the most important type of planning. The core of short-term planning may be found in this little child's fleeting yet compelling interests on this specific day. (Early Years Matters, 2021). To assist the child in enhancing and advancing their current learning and development, consider the recommendations on "Positive

Relationships" and "Enabling Environments." actions that professionals may take to aid pupils in learning. Practitioners will develop a range of new strategies in response to the kids they work with.

Use the development statements to highlight areas where the child's present learning and development may be challenged and extended, as needed (planning).

Assessment and progress monitoring were seen to be beneficial only if they were utilized effectively to promote learning and development, identify students who needed more help, and contribute to curriculum preparation. Inconsistent practice that failed to accurately represent a child's developmental stage or how far they had advanced might jeopardize effective evaluation and progress monitoring.

¹¹(Callanan et al., 2017). Observing how children's feelings of well-being clash with the emphasis on a child's well-being and how this tension reflects the generational structuring of adult-child interactions led to the conclusion that sociality and purpose in life have a significant impact on a child's well-being. The significance of intergenerational ties for children in this setting is determined. Every child is unique. Parents, teachers, and other caregivers must respect each child's individuality because each child is unique in their physical, emotional, social, and intellectual development. Even though children of a certain age or developmental stage may have some similar needs and features, each child is unique.

Section 3

Looking from an angle of an Early Years practitioners view, implementing a play

based curriculum is not as easy as it sounds due to the fact it can be unstructured and may not always be ideal for child development. When implementing a play based curriculum many factors have to be considered. A play-based curriculum develops motivation by utilizing play as a learning environment. Both child-initiated and teacher-supported learning are included in a play-based approach. Through exchanges that attempt to expand their thinking to higher levels, the teacher fosters children's learning and curiosity (Morrissey, Rouse and Robertson, n.d.).

When thinking about how to introduce and promote play-based learning in the classroom, it's critical to recognise the importance of play in learning. Families may hold differing viewpoints on the importance of play, which may reflect personal beliefs, cultural experiences and expectations, or represent popular social media attitudes and perspectives. Parents' willingness to support play-based learning in the classroom is likely to be influenced by the ability to communicate why it is important and the benefits it provides to young learners. It's also beneficial to be aware of each learner's play preferences and cultural background, since learners' play expectations will reflect their cultural, community, and family experiences. When thinking about how to promote play-based learning in the context of Australian Curriculum learning and assessment priorities, inviting young learners to express their thoughts about play, what they enjoy to play with, and with whom is a good place to start. while maintaining their unique identities, languages, and customs, a strong bicultural foundation Depending on whanau and community identities, languages, and cultures, various knowledge, abilities, and attitudes are

valued differently. Religious and cultural viewpoints, as well as child-rearing practices, are all impacted by these influences. Children's learning and development are aided by making connections between the many situations they encounter, including their families. Critical elements of this connectedness include language promotion and culturally and linguistically appropriate ways of communicating with whanau, parents, other family members, and the community. (Ministry of Education, n.d.). The design and organization of the physical environment has an impact on how children feel, act, and behave. The physical environment promotes growth and development through games and materials in designated play areas. The layout of the play area significantly affects how successfully students interact socially and linguistically. (Sagepub, 2013).

The Foundation Phase curriculum is designed as a four-year (three to seven-year) progressive framework to address the various requirements of all children, including those who are younger in development and those who are more capable (Welsh Government, 2015). Children's growth and natural eagerness to explore and learn via firsthand experiences are aided by indoor and outdoor surroundings that are entertaining, engaging, stimulating, and safe (WJEC, 2019). Children's grasp of academic ideas and enthusiasm to study are improved in the elementary grades through play chances.

The Foundation Phase, a holistic play-based learning continuum for children aged three to seven years old, was launched by the Welsh Assembly Government in 2008. With a growing understanding of the importance of physical literacy and the

role that Physical Education plays in its development, a three-phase complementarity mixed methods study examined the impact of this new curriculum on pupils' physical literacy, finding that the Foundation Phase contributes positively to physical literacy development. (Welsh Government, 2015). Teachers and practitioners encountered the following difficulties while attempting to teach foundational reading skills to students: The use of phonic and look-and-say methods, which may not be beneficial to all students, huge class sizes, a lack of parental participation, and a language barrier are all factors in education. (Gopie, 2017).

The Foundation Phase curriculum encourages and embraces diversity while promoting equality of opportunity and ideals. Positive relationships with the home are encouraged, as is an understanding of the importance of parents/caregivers (PACEY, 2020). It is acknowledged that the earliest instructors of children are recognised. Children practise and solidify their learning via play. Individually, in small groups, experiment with ideas, take risks, solve issues, and make decisions as well as in huge groupings. Children get a better knowledge of themselves and the world around them via firsthand experiences (Early Education, 2020).

The important business of 'play' provides the channel for children to learn through first-hand experience activities. At the heart of it all is the development of a child's self-image, as well as emotions of self-worth and self-esteem (Voice of Play, 2014). The Foundation Phase setting should encourage children to explore and be self-sufficient, with a stronger emphasis on using the outdoors as a learning resource.

Practitioners need to comprehend how children develop and design a curriculum that takes into consideration the developmental requirements of children as well as the skills they will need to become competent learners (Principles for early years education, n.d.). Barriers to experiencing play, learning, and engagement caused by physical, sensory, communication, or learning problems must also be considered. It is about teachers and other educators recognising, motivating, and pushing children's learning abilities. Involvement of practitioners in children's learning is critical, especially when interactions entail open inquiry, sharing and prolonged thinking. A mix of organized learning through child-initiated activities and activities guided by professionals. Practitioners in the Foundation Phase should recognise past learning and achievement, provide options, challenge children with care and compassion, support them, and help them progress in their learning. The Foundation Phase curriculum should be flexible enough to allow practitioners working with children to create and deliver a curriculum that is appropriate for both children at an early stage of development and those who are more capable. A wide, balanced, and diversified education is required for children. Children should grow, develop, and advance in their development via proper planned and organized experiences in the Areas of Learning.

Practitioners and teachers need to provide counsel and assistance, customized programmes, and support networks for school and family to children with learning and/or behavioral issues. Teacher practice is influenced by the following theorists: Vygotsky - social engagement and supporting the child to reach their full potential by providing work that is just above their individual capability (Cullen, 2001);

Piaget - individualized learning experiences (Cullen, 2001).

Showing learners how to play with developmentally appropriate toys and puzzles through modeled instruction. Using problems that demand math skills and are related to current learning objectives (biglifejournal.com, n.d.). Allowing learners to engage with puzzles and have unstructured playtime. Interacting with the students, prompting and directing them with questions. Finishing the learning exercise by having a group conversation about what students learned.

By utilizing play-based learning, preschool instructors may support learning throughout the Welsh Curriculum while also addressing young children's emerging interests. Teachers that use this method consider the degree of play assistance needed, various play enhancement techniques, and the roles they play as play participants. Adult participation in play benefits young learners in a number of ways, including modeling, in-depth discussions, open-ended inquiries, encouragement, reinforcement, and provocation (UNICEF, 2018). A detailed grasp of the adult position in the play is required to avoid the teacher dominating or constantly stage managing the play and to keep the focus on the study area material for the Welsh Curriculum.

When the Children and Young People's Strategy is put into action, new play and leisure activities will be given more thought. Having secure, open areas for play and socialization benefits all kids, especially those with impairments and those who are marginalized, at risk, or in difficult situations. Their education, skill development, social confidence, physical and mental health, capacity to engage

with others, and skill development all benefit from this, which also fosters communal cohesiveness.

REFERENCE

Active and experiential learning Effective foundation phase practice in delivering literacy and numeracy in Year 1 and Year 2. (2017). [online] Available at: https://www.estyn.gov.wales/system/files/2020-07/Estyn%2520Active%2520and%2520experiential%2520learning_E_Accessible_1.pdf.

Anne-Marie Morrissey, Rouse, E. and Robertson, N. (2018). Play-based learning can set your child up for success at school and beyond. [online] The Conversation. Available at: <https://theconversation.com/play-based-learning-can-set-your-child-up-for-success-at-school-and-beyond-91393>.

Anon, (n.d.). Why the American Academy of Pediatrics Tells Pediatricians to ‘Prescribe Play’. [online] Available at: <https://babysparks.com/2019/10/16/why-the-american-academy-of-pediatrics-tells->

pediatricians-to-prescribe-play/ [Accessed 6 Jul. 2022].

AzAEYC. (2018). The Power of Play: New AAP study underscores Early Education goals. [online] Available at: <https://www.azaeyc.org/aap-study-supports-power-of-play/> [Accessed 6 Jul. 2022].

bestchance Child Family Care. (n.d.). The science of play: The importance of play-based learning. [online] Available at: <https://www.bestchance.org.au/blog/the-science-of-play-the-importance-of-play-based-learning/>.

Baker, Fiona Sally. 2014b. “Teachers’ Views on Play-Based Practice in Abu Dhabi Kindergartens.” *International Journal of Early Years Education* 22 (3): 271–286. <https://doi.org/10.1080/09669760.2014.944884>. [Taylor & Francis Online], [Google Scholar]

Baker, Fiona Sally. 2015. “Challenges Presented to Personal Theories, Beliefs and Practices of Play in Abu Dhabi Kindergartens: The English Medium Teacher Perspective.” *Early Years: An International Journal of Research and Development* 35 (1): 22–35. <https://doi.org/10.1080/09575146.2014.958982>. [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

Bennett, Neville, Elizabeth Wood, and Sue Rogers. 1997. *Teaching Through Play: Teachers’ Thinking and Classroom Practice*. Buckingham: Open University Press.

Bergen, Doris. 2014. "Foundations of Play Theory." In *SAGE Handbook of Play and Learning in Early Childhood*, edited by Elizabeth Brooker, Mindy Blaise, and Susan Edwards, 9–20. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE.

Better Kid Care (Penn State Extension). (2019). Leadership and children (Better Kid Care). [online] Available at: <https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/leadership-and-children>.

biglifejournal.com (n.d.). How to Teach Problem-Solving Skills to Kids (Ages 3-14). [online] Big Life Journal. Available at: <https://biglifejournal.com/blogs/blog/how-teach-problem-solving-strategies-kids-guide>.

Brooker, Elizabeth, Mindy Blaise, and Susan Edwards. 2014. "Introduction." In *SAGE Handbook of Play and Learning in Early Childhood*, edited by Elizabeth Brooker, Mindy Blaise, and Susan Edwards, 1–4. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE.

Callanan, M., Anderson, M., Haywood, S., Hudson, R., Speight -Natcen, S. and Research, S. (2017). Study of Early Education and Development: Good Practice in Early Education. [online] Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/586242/SEED__Good_Practice_in_Early_Education_-_RR553.pdf.

Child development theory and Practice 0-11 Jonathan Doherty 2013

Department for Education (2012). Development Matters in the Early Years Foundation Stage (EYFS). [online] Available at: <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>.

Dunlop A-W.A. and Fabian H., (Eds) (2003). Transitions. European Early Childhood Education Research Journal . Themed Monograph 1.

Early Education (2012). Development Matters in the Early Years Foundation Stage (EYFS). [online] Available at: <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>.

Early Years Matters (2021). Observation, Assessment and Planning. [online] Early Years Matters. Available at: <https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/>.

Early Years Matters. (n.d.). A Unique Child. [online] Available at:

<https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/>.

Early Education (2020). Friedrich Froebel – Early Education. [online] Early Education. Available at: <https://early-education.org.uk/friedrich-froebel/>.

Education. (2019). Play Matters | Department of Education. [online] Available at: <https://www.education-ni.gov.uk/articles/play-matters>

Encyclopedia on Early Childhood Development. (n.d.). Play-based learning | Defining Play-based Learning. [online] Available at: <https://www.child-encyclopedia.com/play-based-learning/according-experts/defining-play-based-learning>.

Fabian, H. and Dunlop, A-W.A (eds) (2002). Transitions in the Early Years: Debating Continuity and Progression for children in early education. London UK: RoutledgeFalmer.

Fung, Chanel Kit Ho. 2009. “The Complexities in Promoting Play-Based Kindergarten Curriculum in Hong Kong: One Teacher’s Story.” *Canadian Children* 34 (2): 16–24. [Google Scholar]

Fung, Chanel Kit Ho, and Doris Pui Wah Cheng. 2012. “Consensus or Dissensus? Stakeholders’ Views on the Role of Play in Learning.” *Early Years: An International Journal of Research and Development* 32 (1): 17–33. [Taylor &

Francis Online], [Google Scholar]

Foundation Phase Framework , Welsh Government (2015)

Gov (n.d.). Results of the early years foundation stage profile pilot. [online] Available at: <https://www.gov.uk/government/publications/results-of-the-early-years-foundation-stage-profile-pilot> [Accessed 17 Oct. 2021].

Gopie, S. (2017). Challenges faced by educators in the teaching of reading in the foundation phase in Clare Estate Durban. [online] uzspace.unizulu.ac.za. Available at: <http://uzspace.unizulu.ac.za/handle/10530/1682> [Accessed 8 Jul. 2022].

Hamid, K. (2018). The Psychological Theories Behind Learning Through Play. [online] Pentagon Play. Available at: <https://www.pentagonplay.co.uk/news-and-info/psychology-learning-through-play>.

Howard, Justine. 2010. “Early Years Practitioners’ Perceptions of Play: An Exploration of Theoretical Understanding, Planning and Involvement, Confidence and Barriers to Practice.” *Educational and Child Psychology* 27 (4): 91. [Google Scholar]

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/early-years/information-for-childcare-providers/the-early-years-curriculum/Documents/Observation%20Assessment>

essment%20and%20Planning%20-%20Guidance%202014-2015.pdf.

Hunter, Thelma, and Glenda Walsh. 2014. "From Policy to Practice?: The Reality of Play in Primary School Classes in Northern Ireland." *International Journal of Early Years Education* 22 (1): 19–36. <https://doi.org/10.1080/09669760.2013.830561>. [Taylor & Francis Online], [Google Scholar]

hwb.gov.wales. (n.d.). Implementation and practical considerations - Hwb. [online] Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/implementation-and-practical-considerations>.

Information for parents and carers: How is my child doing in the Foundation Phase? (n.d.). [online] Available at: <https://gov.wales/sites/default/files/publications/2018-06/how-is-my-child-doing-in-the-foundation-phase-a-guide-for-parents-and-carers.pdf>.

Kelly (2016). How childcare practitioners can help build children's confidence. [online] www.earlyyearscareers.com. Available at: <https://www.earlyyearscareers.com/eyc/learning-and-development/childcare-practitioners-can-help-build-childrens-confidence/>.

Learning and Teaching Pedagogy. Welsh Government 2008.

Learning Journals (2021). What Are the Different Pedagogical Approaches to Learning? [online] Learning Journals. Available at: <https://learningjournals.co.uk/what-are-the-different-pedagogical-approaches-to-learning/>.

McLeod, S. (2020). Vygotsky's sociocultural theory of cognitive development. [online] Simply Psychology. Available at: <https://www.simplypsychology.org/vygotsky.html>.

Ministry of Education (n.d.). Identity, language, and culture. [online] tewhariki.tki.org.nz. Available at: <https://tewhariki.tki.org.nz/en/design-your-curriculum/principles-in-action/identity-language-and-culture/>.

Morrissey, A.-M., Rouse, E. and Robertson, N. (n.d.). Play-based learning can set your child up for success at school and beyond. [online] The Conversation. Available at: <https://theconversation.com/play-based-learning-can-set-your-child-up-for-success-at-school-and-beyond-91393#:~:text=A%20play%2Dbased%20program%20builds>.

Lynch, Meghan. 2014. "Ontario Kindergarten Teachers' Social Media Discussions About Full Day Kindergarten." *McGill Journal of Education* 49 (2): 329–347. [Crossref], [Google Scholar]

McInnes, Karen, Justine Howard, Gareth Miles, and Kevin Crowley. 2011. "Differences in Practitioners' Understanding of Play and How This Influences Pedagogy and Children's Perceptions of Play." *Early Years* 31 (2): 121–133. <https://doi.org/10.1080/09575146.2011.572870>. [Taylor & Francis Online], [Google Scholar]

Miller, Linda, and Alice Paige Smith. 2004. "Practitioners' Beliefs and Children's Experiences of Literacy in Four Early Years Settings." *Early Years* 24 (2): 121–133. <https://doi.org/10.1080/0957514032000732984>. [Taylor & Francis Online], [Google Scholar]

Mooney, C. G. (2013). *Theories of childhood: an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. Second edition. St. Paul, MN: Redleaf Press.

Moon, Kyunghee, and Stuart Reifel. 2008. "Play and Literacy Learning in a Diverse Language Pre-Kindergarten Classroom." *Contemporary Issues in Early Childhood* 9 (1): 49–65. <https://doi.org/10.2304/ciec.2008.9.1.49>. [Crossref], [Google Scholar]

Mills CM. Knowing when to doubt: Developing a critical stance when learning from others. *Developmental Psychology*. 2013;49(3):404–418. [PMC free article] [PubMed]

NAEYC (n.d.). DAP: Teaching to Enhance Each Child's Development and Learning | NAEYC. [online] www.naeyc.org. Available at: <https://www.naeyc.org/resources/position-statements/dap/enhance-development>.

Nidirect (2018). How Play Helps Children's Development. [online] nidirect. Available at: <https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development>.

Nursery World. (n.d.). Nursery Management: Staff - Feeling confident? [online] Available at: <https://www.nurseryworld.co.uk/features/article/nursery-management-staff-feeling-confident>.

OECD. 2001. Starting Strong I: Early childhood education and care. Paris: OECD.

Piaget, J. (1962). Play, dreams and imitation in childhood. New York, NY: Norton.

Piaget, J. (1967). Mastery play. In J. S. Bruner, A. Jolly, & K. Sylva (Eds.), Play: Its role in development and evolution. Harmondsworth, UK: Penguin (Reprinted from Play, dreams and imitation in childhood, by J. Piaget, 1951, Routledge & Kegan Paul).

PACEY (2020). Promoting positive diversity. [online] Pacey.org.uk. Available at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/promoting-positive-di>

versity/.

Play and Leisure Implementation Plan-Revised target dates. (n.d.). [online] Available at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/play-implementation-plan-revised-target-dates.pdf> [Accessed 17 Oct. 2021].

Principles for early years education. (n.d.). [online] Available at: <https://www.foundationyears.org.uk/wp-content/uploads/2012/10/Curriculum-guidance-for-the-foundation-stage-Principles-for-early-years-education.pdf>.

Renae (n.d.). Adult role in play - Seriously Kids. [online] Available at: <https://www.seriouslykids.com.au/adult-role-in-childs-play/#:~:text=Given%20that%20play%20is%20such> [Accessed 15 Oct. 2021].

Rymanowicz, K. (2015). The power of play – Part 5: Adult roles in child's play. [online] MSU Extension. Available at: https://www.canr.msu.edu/news/the_power_of_play_part_5_adult_roles_in_childs_play.

Sagepub (2013). Play and the Learning Environment 10 CHAPTER. [online] Available at: https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf.

Sutton-Smith, Brian. 1997. The Ambiguity of Play. Cambridge: Mass: Harvard University Press.

Ukdiss.com. 2021. Evidence Based Approaches to Child Development. [online] Available at: <<https://ukdiss.com/examples/child-development-theories-application.php>> [Accessed 16 October 2021].

UNICEF (2018). Learning through play: Strengthening learning through play in early childhood education programmes. [online] Available at: <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>.

UNICEF (2018). Learning through play Strengthening learning through play in early childhood education programmes 2 Learning through play Strengthening learning through play in early childhood education programmes Acknowledgements. [online] Available at: <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>.

Veazey, R. (2020). Te Whāriki: What is New Zealand's Early Years Curriculum? [online] www.famly.co. Available at: <https://www.famly.co/blog/te-whariki-new-zealand-early-years-curriculum>.

Voice of Play. (2014). Benefits of Play | Voice of Play. [online] Available at: <https://voiceofplay.org/benefits-of-play/>.

Wainwright, N., Goodway, J., Whitehead, M., Williams, A. and Kirk, D. (2016). The

Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy. *Education 3-13*, 44(5), pp.513–524.

Ward, M. (n.d.). What is a play-based curriculum? [video and blog]. [online] www.kids-konnect.com. Available at: <https://www.kids-konnect.com/blog/what-is-a-play-based-curriculum>.

warwick.ac.uk. (n.d.). A Unique Child. [online] Available at: <https://warwick.ac.uk/services/childrensservices/nursery/nurseryday/eyfs/uniquechild/> [Accessed 16 Oct. 2021].

Welsh Government (2015). Foundation Phase Framework Curriculum for Wales. [online] Available at: <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf>

WJEC (2019). [online] [Amazonaws.com](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-4/_multi-lang/unit03/1-features-of-a-positive-environment.html). Available at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-4/_multi-lang/unit03/1-features-of-a-positive-environment.html.

Welsh Government (2015). Foundation Phase Framework Curriculum for Wales. [online] Available at: <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf>

Whitebread, D., Neale, D., Jensen, H., Liu, C., Solis, S., Hopkins, E., Hirsh-Pasek, K. and Zosh, J. (2017). The role of play in children's development: a review of the evidence. [online] Available at: https://www.legofoundation.com/media/1065/play-types-development-review_web.pdf.

Wonderschool (2017). What is Play-based Learning? [online] Wonderschool Resources Hub. Available at: <https://www.wonderschool.com/p/parent-resources/what-is-play-based-learning/>.

Wood, E., and N. Bennett. 1999. Progression and continuity in early childhood education: Tensions and contradictions. *International Journal of Early Years Education* 7, no. 11:5–16

Wood, E. 2004. Developing a pedagogy of play, in Anning, A., Cullen, J. and Fler, M. Eds. *Early Childhood Education: Society and Culture* 19–30. London: Sage.

Wood, E. 2007b. Reconceptualising child-centred education, *Forum* 49, no. 1: 121–36.

<file:///C:/Users/SPICE%201/Downloads/17895-Article%20Text-16744-1-10-20171127.pdf>

wps.ablongman.com. (n.d.). Educational Implications of Piaget's Theory. [online]

Available at:
https://wps.ablongman.com/ab_slavin_edpsych_8/38/9951/2547688.cw/content/index.htm

www.simplypsychology.org. (n.d.). Lev Vygotsky's Sociocultural Theory | Simply Psychology. [online] Available at:
[https://www.simplypsychology.org/vygotsky.html#:~:text=Vygotsky%20also%20reviews%20 interaction%20with](https://www.simplypsychology.org/vygotsky.html#:~:text=Vygotsky%20also%20reviews%20interaction%20with).

Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau Department for Children, Education, Lifelong Learning and Skills Play/Active Learning Overview for 3 to 7-year-olds. (2008). [online] Available at:
<https://hwb.gov.wales/api/storage/52aae98d-65ed-4065-9222-1a7876e150de/play-active-learning-overview-for-3-to-7-year-olds.pdf>.