



MODULE CODE: ECPT6007

ASSESSMENT COMPONENT: A1
Curriculum Development Project

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
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NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Introduction

The planned curriculum is based in the field of childcare and education. The plan is for a module sat with in the qualification WJEC Level 2 Children's Care, Play, Learning & Development: Core (WJEC, 2024). The module is based on the theme of play within childcare, the importance, the theories behind play, barriers to play and play ideas. As this module is to be part of the Level 2 Children's Care, Play, Learning and Development course the marks from this module would form part of their overall grade on completion of the course.

Although play is already covered in the course on the module 'Principles and values of children's care, play, learning and development' (WJEC, 2024), the module is more focussed on the principles, policies and legislation surrounding play. The additional suggested module would be looking at the benefits of play, how play impacts children, barriers to play and play ideas. The module would also look at some of the theories behind play, focussing on experiential learning and how children and young people can learn through play. Links will then be made to their prior learning on the policies and legislation that surrounds the topic of play and the links to the Curriculum for Wales (Welsh Government, 2024).

Rationale

Play forms a vital role in the development of children in the early years specifically (Zhao and Gibson, 2023), with this in mind it could be suggested that those working with children, or those training to work with children, should have adequate training in play (Play Wales, 2021). Play is a fundamental right for children, with Article 31 of the United Nations Convention on the Rights of the Child (1992) stating that children have the right to relax and play (UNICEF, ND and Children's Commissioner for Wales, 2025). This suggests that all children have the right to access play to help their development and well-being. The Welsh Government have also highlighted the importance of play in their 'Play Progress Report' (2025), where they placed play as a priority and again highlighted the importance of promoting play, its benefits, the child's right to play and the play based learning in Wales.

Many courses aimed at childcare practitioners in the further education sector have modules on play, however these take a more theoretical approach to play and not the practical application of play in a child's development (WJEC, 2024). This is supported by King and Newstead (2022) who conducted a study on childcare workers and their knowledge on play and the play cycle, their finding indicated that a more in-depth knowledge of play for childcare workers will help to support children in learning environments.

Burke (2019) highlights the challenges that face educators as more emphasis is put on education in the early years rather than play. This is supported by Thomas and Lewis (2020) who noted that in Wales the benefit of play is acknowledged in education, however the foundation phase was a balance of play based teaching and learning activities. The challenge of balancing play and learning is also highlighted in areas of poverty in Wales, with Beckett (2023) stating that due to lack of quality childcare in areas of poverty children are missing early intervention, stimulation, and support. This could imply that the role of a childcare provider is an important role in the early education of children, therefore it is vital that the staff are properly trained in all aspects of childcare, including play. It also shows that there needs to be consideration for practitioners learning how to overcome barriers to learning to support the children in their care.

Professional standards

When planning for the curriculum, it is important to take into consideration the professional standards that need to be met, taking into consideration the values, knowledge and skills included in order to achieve high quality teaching and learning (Welsh Government, 2023).

Professional Standard	How the standard will be met in this module
Demonstrate commitment to learners, their learning, safety, and well-being	• Ensure that all risk assessments are complete for practical activities and visits.

	• Ensure that guest speakers are aware of the settings safeguarding policies and that the guest speaker is not left alone with the students at any time. • Informing all students of contact details should they find any of the content covered distressing so they can reach out to you. • Being able to provide information of services within the college if the students need support with their well-being. • Ensure that all activities are accessible for all of the students and differentiate tasks if necessary.
Value and promote diversity, equality of opportunity and inclusion	• Challenge any use of discriminatory or offensive language in the session. • Ensure all activities are accessible for the students and differentiate the activities if necessary. • Provide a safe learning environment for the students where they know it is ok to ask questions and make mistakes without ridicule. • Where possible provide the resources for the students to

	ensure that all students are able to participate.
Understand the importance of the Welsh culture and language as a bilingual nation	• Include the use of incidental Welsh in lessons and promote the use of the Welsh language in sessions. • Where possible use studies, statistics, examples and case studies from Wales and the local area. • Emphasise the importance of the use of the Welsh language in their professional practice with children. • When looking at policies, legislation, and curriculum, ensure that they are relevant for the students work in Wales.
Demonstrate dignity, courtesy, and respect towards others	• Provide a safe space for the students in the classroom. • Respect the student's cultures and beliefs and adapt the sessions where necessary to meet the needs of the learner.
Maintain and update knowledge of my subject(s) and how best to teach and assess them	• As the lecturer make sure that the information given to the students is relevant and up to date. • Work alongside the students when choosing teaching and assessment methods.

Plan and deliver effective learning, teaching, and assessment	• Plan all sessions in advance and make sure that all resources needed are available. • Reflect on the sessions and the formative assessments that the students complete to assess their engagement and understanding of the topic. • Using a range of media, including digital, effectively to enhance the learning process
Build positive and collaborative relationships	• Build positive relationships with the students, promoting positive behaviour in all lessons. • Exercising leadership through all aspects of professional practice and participating in and contributing to professional learning networks
Enable learners to share responsibility for their own learning and assessment	• Working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these • Communicating effectively with all learners, employers, and others as appropriate
Critically reflect on own values, knowledge, and skills to improve learning	• Developing my own literacy, numeracy, and digital literacy skills along with other appropriate professional skills • Critically appraising my own practice and adapting it in the

	light of reflection and feedback, including feedback from learners.
Demonstrate a commitment to sustainability	• Inspiring and motivating learners and colleagues to make the changes that will guarantee a sustainable future for everyone. • Supporting learners to acquire the knowledge and skills needed to promote sustainable development

Scheme of Work

Programme Title:	Venue:	Lecturer:
WJEC Level 2 Children's Care, Play, Learning & Development: Core - Play and creativity in the early years	Gower College, Swansea	Rachel-Elizabeth Paynter
Hours per week:	Day/Time:	Number of weeks
4 hours per week	Tuesday 10.00 – 12.00, Friday 9.00-11.00	8 Weeks
Module Aims: • Examine key aspects of play and the benefit of play on a child's development and well-being. • Explore the key theorist's perspectives on play in childhood. • Develop inclusive play activities for children in early years settings, taking in to consideration children with additional learning needs, poverty, and the potential barriers that some children may face in accessing play provision. Module Outcomes: By the end of this module students should be able to • Define play and the role that it plays in children's development. • Identify key theorists in the field of play and recall a summary of their theories. • Examine play in different contexts and be able to recall the barriers some children may face in accessing play and be able to explain how these barriers can be overcome. • Plan play opportunities for children looking at their strengths, weaknesses, risk assessment and accessibility.		

Week Number	Topic	Aim and Objectives	Teaching and learning activities	Resources required	Assessment
One	What is play?	Aims – To develop the student’s knowledge of ‘what is play.’ Objectives – To be able to identify the theories behind play and creativity in the early years. Explain what play is and where it can be seen in early childhood settings.	<u>Tuesday 10.00-12.00</u> Lecture looking at the theories of play in the early years, with specific focus on the theories of Piaget, Vygotsky, Bruner, and Froebel.	Power point presentation	Group research on a theorist involved in play developed into a factsheet to be shared.
			<u>Friday 9.00-11.00</u> Workshop session on identifying play via the use of video clips and case studies. Linking videos of practice to prior learning on theorists.	Laptops for research on the theorists	Continuous questioning through the workshop session on identifying play and theoretical models.

Two	Why is play important to children's development.	Aims – To develop the students understanding of the significance of play in children's development. Allow students to explore play equipment and identify strengths and weaknesses. Objectives - Explain why play is important to a child's development. Engage with and explore a variety of activities. Explore the use of everyday household objects in play.	<u>Tuesday 10.00-12.00</u> Lecture looking at the importance of play to a child development, producing a mind map on the importance of play in groups to be presented to their peers.	Video clips of early years practice Case studies Power point presentation Large sheets of paper Pens	Mind map exploring why play is important for children.
			<u>Friday 9.00-11.00</u> Practical session looking at and playing with a variety of toys available for children, focussing on how they can be played with, benefits of the toy to development and the use of everyday objects in play. Links to theorists.	A variety of different toys from different age groups. Household objects that can be used for play.	Group discussion and session evaluation as to the benefits of different toys.

Three	The stages of play.	Aims – To develop the students’ knowledge of the development of play and on key stages of play development. An introduction to play therapy.	<u>Tuesday 10.00-12.00</u> Lecture on the development of play in the early years, identifying stages of play.	Power point presentation Video clips – stages of play Smart phones/tablets/laptops	Kahoot quiz at the end of the session looking at the stages of play.
		Objectives - Describe the stages of play in early childhood. Explain the roles and responsibilities of a play worker. Observe and participate in play activities to better understand play therapy techniques.	<u>Friday 9.00-11.00</u> Guest speaker – play therapist. Explaining their role, where play therapy is used and demonstrating with the student’s activities used in play therapy sessions.	Guest speaker and any equipment or resources that they need for the session.	Debrief at the end of the session, including questions for guest speaker.
Four	Play leads to creativity.	Aim – To develop the student’s knowledge of	<u>Tuesday 10.00-12.00</u> Lecture looking at the links between	Power point Large sheets of paper	Group work looking at what creativity is and how it is linked to a child’s exploration.

		creativity in the early years. For the students to explore creative activities hands on and identify the impact on development. Objectives – Define creativity in the context of early years education. Identify links between exploration, imagination, and the development of creative skills. Reflect on their own experience of creative play and relate it to child development.	play, creativity, and exploration. What is creativity? <u>Friday 9.00-11.00</u> Creative session – Allowing the students a free play session of creative arts for 1 hr and 30 mins, followed by discussion about the benefits of creative play for children.	Marker pens Play dough. Cornflower Water Paint Cling film Shaving foam	Group discussion following the session about the benefits of these activities for children.
Five	Barriers to play.	Aims – For the students to research the barriers that	<u>Tuesday 10.00-12.00</u> Lecture looking at what could act as	Power point Laptops (8 – 2 per group)	Through the group work task looking at the barriers of play.

		children may face in accessing play provision and the impact that they may have on children. Objectives – Identify barriers that children might face in accessing play. Discuss and explain potential barriers to play in groups. Work collaboratively on a mini presentation and present it to the class.	barriers to stop children from playing. Splitting the class into four small groups and give each group a topic to investigate how the given barrier may affect play. They are then to put the information into a 5 min presentation to the class. Financial struggles Additional learning needs Safety Lack of space		
			<u>Friday 9.00-11.00</u> Low cost or no cost play activities and resources. Planned visit to the Swansea play centre to look at the toy library and play bus as	College minibus and driver Consent/contact forms. Any HCP forms and medication Risk assessments	Assessment will take assessed in the student's engagement with the session.

			well as speak to play workers about the work that they do and the activities that they provide in the area.	First aid kit (and first aid trained staff)	
Six	Barriers to play (2)	Aims – To reflect on the previous week trip to the play centre and research overcoming barriers to play based on their previous learning. Create low cost/no cost plat activities for children. Objectives – Describe how the barriers to play can be overcome. Work with peers to present their work on overcoming barriers using prior learning.	<u>Tuesday 10.00-12.00</u> Discussion about the session at Swansea Play Centre, what did the learn. Working from the presentations they made the week before, now making a 5 min presentation for their peers about how the barrier can be overcome. <u>Friday 9.00-11.00</u> Working in small groups they must look around the	Laptops (8 – 2 per group) Access to the department's storeroom	Assessment through the presentations that are given. Groups will be assessed as individuals, looking at their creativity, rationale for the activity, strengths, and weaknesses.

		Work in groups to identify play ideas. Explain how these could support areas of learning.	department and produce free play ideas for children. They must be able to tell us what it is, how it can be played with, what age would it suit and any limitations that their chosen activity might have.	Large sheets of paper Marker pens	
Seven	Play in education settings – The foundation phase.	Aims – To identify the key aspects of play in the curriculum for Wales and how these fit into the areas of learning. Objectives – Describe the curriculum for Wales. Explain the areas of learning. Plan a play session for children.	<u>Tuesday 10.00-12.00</u> Lecture looking at what the curriculum for Wales and where it sits in education. Looking at the areas of learning in the curriculum for Wales.	Power point Video examples Case studies of best practice	Assessment will take place through the engagement in the session and participation in discussion.

			<u>Friday 9.00-11.00</u> Following from Tuesday students are to plan a morning session for an early years class in a school (aged 3-4) by picking four activities that they would plan, looking at where their activities fall into the areas of learning for the children and what are the strengths and weaknesses for the chosen activities.	Laptops – one per student Students previous work in the lectures for reference Reference books and information	This activity forms their assessment for this module, incorporating the learning that they have done over the past 7 weeks. Work must be completed under supervised test conditions. Allowances to be made for students who are assigned extra time.
Eight	Completion of assessment	Aims – Completion of assignment. To explore and experiment with hands on play equipment. Objectives – To complete	<u>Tuesday 10.00-12.00</u> Students given time to complete their assessment work on play, feedback can be given to support the students but no	Laptops – one per student Students previous work in the lectures for reference Reference books and information	This activity forms their assessment for this module, incorporating the learning that they have done over the past 7 weeks. Work must be completed under supervised test conditions. Allowances to be made for students who are assigned extra time.

		assignment planning a play session for children aged 3 and 4 years. To know how to prepare messy play sessions for children. To be able to discuss the positives and negatives of the play experiences.	marking of draft assessments. Assignments must be completed by the end of this session to allow for marking to take place.		
			<u>Friday 9.00-11.00</u> Free play session – Teaching the students how to make play dough, slime, cornflower play, sensory paint and shaving foam activities and allowing the students to experiment on how they can be used	Flour Oil Food colouring Salt Scents PVA Activator Paint Glitter Shaving foam Corn flour Water Cling film	Constant discussion throughout the session on the activities and how they can be used in practice.

Indicative Reading List

Andrews, M. (2012) Exploring Play for Early Childhood Studies. 1st edn. London: SAGE Publications, Limited. Available at: <https://doi.org/10.4135/9781526435729>.

Andrews, M. (2017) Exploring play for early childhood studies. First edition. Thousand Oaks, CA: Sage Publications.

Bruce, T. (2011) Early childhood education. 4th ed. London: Hodder Education.

Bruce, T. (2011) Learning through play: For Babies, Toddlers and Young Children. 2nd ed. London: Hodder Education.

Gascoyne, S. (2018) Messy play in the early years: supporting learning through material engagements. First edition. Boca Raton, FL: Routledge.

Thomas, A. and Lewis, A. (2020) An introduction to the foundation phase: early years curriculum in Wales. London, England: Bloomsbury Academic.

Welsh Government (2024) Introduction to Curriculum for Wales guidance. Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/>

Woods, A. (2017) Child-initiated play and learning: planning for possibilities in the early years. Second edition. London; Routledge. Available at: <https://doi.org/10.4324/9781315541969>.

Assessment strategy, this should detail both formative and summative assessment.

The students will be assessed formatively through every session. This is through activities, discussion, quiz activities, groupwork and participation. The students will receive feedback on their work in real time and feed forward suggestions for future activities.

The summative assessment is based on their prior learning through the module. The students are asked to plan a morning play session for an early years class in a school (aged 3-4) by picking four activities that they would plan, looking at where their activities fall into the areas of learning for the children and what are the strengths and weaknesses for the chosen activities. Students need to take into consideration the cost of the activities, the resources needed, the inclusivity of the session for all learners, risk assessments for the activities, the space needed for the activity (for example if outdoor learning is to be included in their session) and how these activities will help to develop the children's needs.

The assignment will allow the students to demonstrate their learning through this module. The presentation of their work can be through written work, pictures or photographs, mind maps, a presentation of their plan or a combination of different styles. This allows for the individual learner to pick a style of assessment that suits their strengths. The marking criteria for this assignment will be available to the students and the student will not be marked more or less favourably for using one style over another so long as they are meeting the marking criteria for the assignment.

Skills

By completing this module, the students will have gained skills and experience that will not just benefit them in their professional practice but also in their further education. Many of the activities that the students that the students will need to complete in this module will involve working at a team with peers to research and present their findings, this is encouraging skills in communication, co-operative working and presenting.

Through completion of this module the students will also learn skills that will be useful in their professional practice moving forward. These include skills in providing play opportunities and knowledge and understanding of the benefits of play for children. The students will also have an understanding of the Curriculum for Wales and how it impacts early years education and care.

With the guest speaker session from a qualified and practicing play worker as well as the visit to Swansea Children's Centre the students will gain knowledge in therapeutic play and also in what play activities are available for families to help overcome the barriers to play, these include play sessions, the play bus, the toy library and the activities held at the children's centre. This knowledge will support the pupils in their future professional development as childcare workers and also in their further education.

The final summative assessment for the module demonstrated the student's ability to plan a play session for children in the early years, taking into consideration what they have learned during this module including inclusivity, cot, barriers to play and the benefits of play. The students will also note in the assessment how the chosen activities will support children in the setting. This is a positive experience for the student as when they are qualified practitioners they will be needing to observe, plan, and evaluate activities for the children in their care.

Conclusion

As the benefits of play have never been more prominent in the childcare profession, with the introduction of the Curriculum for Wales, it is more important than ever that childcare practitioners are knowledgeable and skilled in play and how it can support children, in both their development but also through therapeutic strategies. It is also beneficial for the future childcare practitioners to have a knowledge of the barriers that some children and families face in accessing play, the implications that these could have on children and their families and how these barriers can be overcome.

This module covers all aspects of play in the early years, contributing to the development of well rounded, knowledgeable childcare workers who have the

knowledge and skills to support children through play whether their next step is to further their education or to enter the childcare workforce.

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Andrews, M. (2012) Exploring Play for Early Childhood Studies. 1st edn. London: SAGE Publications, Limited. Available at: <https://doi.org/10.4135/9781526435729>.

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Welsh government (2023) Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales. Available at: <https://educators.wales/sites/default/files/2023-07/Professional%20standards%20for%20FE%20%20WBL%20and%20ACL%20Practitioners%20-%20June%202023.pdf> . (Accessed on: 8 May 2025)

Welsh Government (2024) Introduction to Curriculum for Wales guidance. Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/> . (Accessed on: 8 May 2025)

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WJEC (2024) Level 2 Children's Care, Play, Learning & Development: Core. Available at: <https://www.healthandcarelearning.wales/media/wisl5kcf/wjec-ccpld-core-specification-first-assessment-2024-e.pdf> . (Accessed on: 7 May 2025)

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Zhao, Y.V. and Gibson, J.L. (2023) 'Evidence for Protective Effects of Peer Play in the Early Years: Better Peer Play Ability at Age 3 Years Predicts Lower Risks of Externalising and Internalising Problems at Age 7 Years in a Longitudinal Cohort Analysis', *Child psychiatry and human development*, 54(6), pp. 1807–1822. Available at: <https://doi.org/10.1007/s10578-022-01368-x>.

Appendix



Lesson Plan

Topic: What is play?		Class: WJEC Level 2 Children's Care, Play, Learning & Development: Core - Play and creativity in the early years	
Date:	Length of lesson: 2 hours		Number of students:
Resources required: Power point presentation			
Aim of Lesson To develop the student's knowledge of 'what is play?'			
Learning Outcomes – The Learners Should Be Able To: - To be able to identify the theories behind play and creativity in the early years. - Explain what play is and where it can be seen in early childhood settings.			
Previous student knowledge required for the session: None needed.			

Anticipated difficulties (if applicable):

Technical issues – The power point not working as intended or not loading. Power point will be loaded before the start of the session to ensure that it is working correctly. Lessons are also posted on teams so they can be accessed from there too.

Lack of learner engagement – The learners not wanting to engage in the tasks in the lesson. In this situation I will role model what I am asking them to do and encourage their involvement.

Students in the room with additional learning needs so anticipated additional support as the topic may be very personal to them. Also, possible disclosure of personal information. Lessons and resources to be differentiated where needed.

Professional Standards (where are these being met within the session)

Demonstrate commitment to learners, their learning, safety, and well-being.

- inspiring, supporting and stretching learners, taking account of their starting points and progression options.
- working with others to ensure learners are fully supported.
- ensuring safe and inclusive learning environments

Value and promote diversity, equality of opportunity and inclusion.

- embracing diversity and advocating inclusion
- challenging discrimination in all forms

Understand the importance of the Welsh culture and language as a bilingual nation.

- taking opportunities to celebrate the diverse culture of Wales and its place in the world
- pursuing opportunities for my own Welsh language development and promoting its importance to others

Demonstrate dignity, courtesy, and respect towards others.

- listening to and respecting other peoples' views, opinions, and ideas
- acting as a role model for fair, courteous and respectful behaviours supporting the wellbeing of learners and colleagues, seeking support where necessary

Maintain and update knowledge of my subject(s) and how best to teach and assess them.

- keeping abreast of my subject or vocational area and of effective teaching and assessment methods
- using assessment of and for learning to support learner progress

Know how to use evidence and research to improve my practice.

- accessing and experimenting with research from a range of sources
- reflecting on the latest theories and research with colleagues and exploring their relevance to my teaching and learning context

Plan and deliver effective learning, teaching, and assessment.

- identifying, preparing, delivering, and assessing learning programs
- using a range of media, including digital, effectively to enhance the learning process

Build positive and collaborative relationships.

- working to build and maintain relationships with learners, colleagues, employers, and others as appropriate.
- exercising leadership through all aspects of professional practice and participating in and contributing to professional learning networks

Enable learners to share responsibility for their own learning and assessment.

- working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these
- communicating effectively with all learners, employers, and others as appropriate

Critically reflect on own values, knowledge, and skills to improve learning

- developing my own literacy, numeracy, and digital literacy skills along with other appropriate professional skills
- critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

Demonstrate a commitment to sustainability.

- inspiring and motivating learners and colleagues to make the changes that will guarantee a sustainable future for everyone.
- supporting learners to acquire the knowledge and skills needed to promote sustainable development.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	What is play?	A group discussion introducing the module of what is play. Their interpretations of play and their prior knowledge.	10 mins
Development	Definitions of play	A look at policy, curriculum, and legislation regarding the definitions of play. A discussion about how the definitions of play are different and how they fit into our own definitions of play that we discussed in the introduction.	25 mins
	Theories	Piaget – A look at the theories of Piaget in regard to play. How does Piaget define play and what does he identify as the key aspects of play.	15 mins
		Vygotsky - A look at the theories of Vygotsky in regard to play. How does Vygotsky define play and what does he identify as the key aspects of play.	15 mins
		Bruner - A look at the theories of Bruner in regard to play. How does Bruner define play and what does he identify as the key aspects of play.	15 mins
		Froebel - A look at the theories of Froebel in regard to play. How does	15 min

Plenary/conclusion	Similarities and differences in the theories	Froebel define play and what does he identify as the key aspects of play. In groups look at the similarities and differences in the theories of Piaget, Vygotsky, Bruner, and Froebel.	15 mins
	Feedback findings	Group discussion looking at what differences and similarities the students found between the theories of play.	10 mins

Assessment Strategies: when and how are they included within the lesson?

Assessment of this session will be formative based on their contribution to group discussions and small group work. This will then be beneficial for their summative assessment at the end of the module.

What is play?

WJEC Level 2 Children's Care, Play, Learning
& Development: Core -
Play and creativity in the early years

Definition of play

- What is your definition of play?
- In pairs, talk to the person next to you about your definition of play



Cont..

- ▶ “Play is state of mind that one has when absorbed in an activity that provides enjoyment and a suspension of sense of time”. (National Institute for Play, 2025)
- ▶ “Play is often defined as activity done for its own sake, characterized by means rather than ends”. (Encyclopaedia on Early Childhood Development)
- ▶ “Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live”. (Play Scotland, ND)

Piaget’s Theory of Play

Play reflects cognitive development stages

Functional play (sensorimotor stage): repetitive actions

Symbolic play (preoperational stage): pretend and imaginative play

Games with rules (concrete operational stage): structured, social play

Learning Through Play

- ▶ Play helps children practice and reinforce what they already know
- ▶ Not a source of new learning but of consolidation
- ▶ Promotes problem-solving and logical thinking
- ▶ Child-directed, discovery-based learning



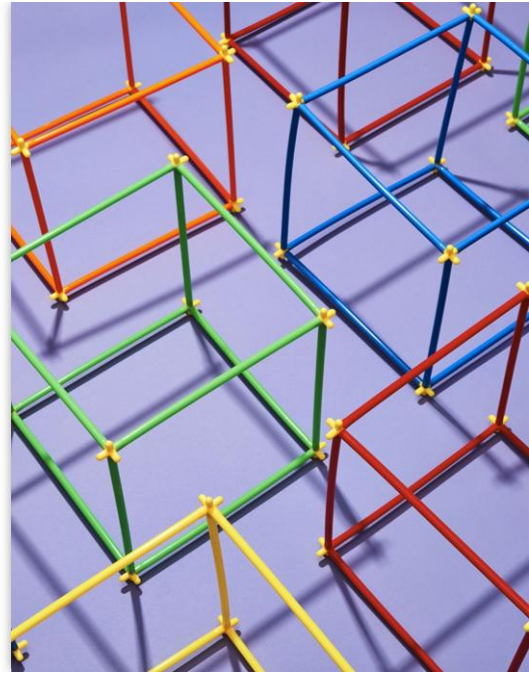
Vygotsky's Theory of Play

- ▶ Play is essential for developing higher mental functions
- ▶ Emphasised imaginative play as a zone for cognitive growth
- ▶ Children learn cultural norms and roles through role play
- ▶ Play creates the Zone of Proximal Development (ZPD)



Guided Learning Through Play

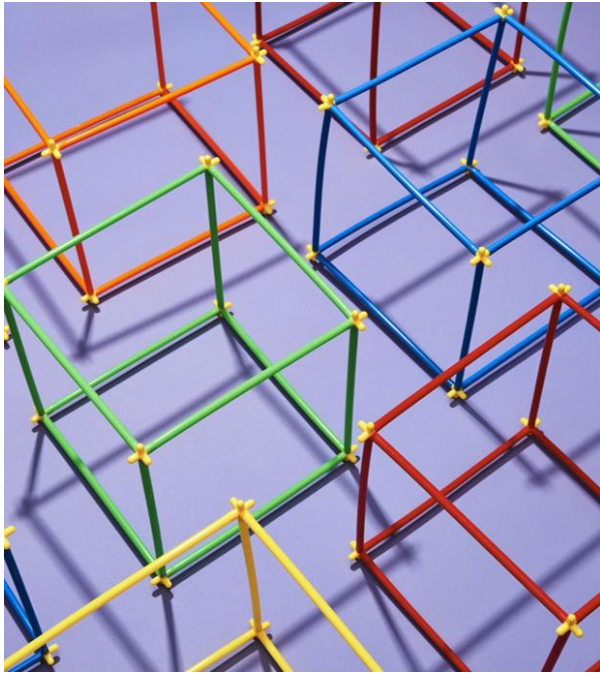
- ▶ Adults/peers scaffold learning during social play
- ▶ Play helps children internalise language and self-regulation
- ▶ Encouraged play with rules and roles (e.g., make-believe)
- ▶ Play seen as a leading factor in development



Bruner's Theory of Play

- ▶ Emphasised the role of play in cognitive and language development
- ▶ Identified three modes of representation: enactive, iconic, and symbolic
- ▶ Believed play allows children to try out different ways of thinking
- ▶ Focused on the importance of scaffolding and adult guidance





Implications for Education

- ▶ Play used to build knowledge through exploration and discovery
- ▶ Adults scaffold children's learning by offering support during play
- ▶ Encourages problem-solving, storytelling, and role-playing
- ▶ Play as preparation for formal education

Froebel's Theory of Play

Known as the
"father of
kindergarten"

Viewed play as
a spiritual,
natural activity
essential for
development

Created
structured play
materials ("gifts"
and
"occupations")

Play seen as a
way for children
to express inner
thoughts and
connect with
nature

Froebel's Legacy in Early Education

Emphasised holistic development:
physical, emotional, social, and spiritual

Importance of free play combined with
adult-led activities

Foundation for modern preschool
education

Integration of singing, movement, and
gardening

Group Work

- In groups look at the four theorists that we have looked at today. What are the similarities and differences between them?



Lesson Plan

Topic: Low cost, No Cost Play Activities		Class: WJEC Level 2 Children's Care, Play, Learning & Development: Core - Play and creativity in the early years.	
Date:	Length of lesson: 2 hours		Number of students:
Resources required: Flour, Oil, Food colouring, Salt, Scents, PVA, Activator, Paint, Glitter, Shaving foam, Corn flour, Water, Cling film			
Aim of Lesson To explore and experiment with hands-on, sensory-based play resources.			
Learning Outcomes – The Learners Should Be Able To: - Learn to make and use play dough, slime, corn flour play, sensory paint, and foam. - Experiment with how each material can be used in different play contexts. - Identify developmental benefits linked to sensory and messy play. - Evaluate the suitability and limitations of each resource.			
Previous student knowledge required for the session: None needed			

Anticipated difficulties (if applicable):

Lack of learner engagement – The learners not wanting to engage in the tasks in the lesson. In this situation I will role model what I am asking them to do and encourage their involvement.

Students in the room with additional learning needs so anticipated additional support as the topic may be very personal to them. Also, possible disclosure of personal information. Lessons and resources to be differentiated where needed.

Professional Standards (where are these being met within the session)

Demonstrate commitment to learners, their learning, safety, and well-being.

- inspiring, supporting and stretching learners, taking account of their starting points and progression options.
- working with others to ensure learners are fully supported.
- ensuring safe and inclusive learning environments

Value and promote diversity, equality of opportunity and inclusion.

- embracing diversity and advocating inclusion
- challenging discrimination in all forms

Understand the importance of the Welsh culture and language as a bilingual nation.

- taking opportunities to celebrate the diverse culture of Wales and its place in the world
- pursuing opportunities for my own Welsh language development and promoting its importance to others

Demonstrate dignity, courtesy, and respect towards others.

- listening to and respecting other peoples' views, opinions, and ideas
- acting as a role model for fair, courteous and respectful behaviours supporting the wellbeing of learners and colleagues, seeking support where necessary

Maintain and update knowledge of my subject(s) and how best to teach and assess them.

- keeping abreast of my subject or vocational area and of effective teaching and assessment methods
- using assessment of and for learning to support learner progress

Know how to use evidence and research to improve my practice.

- accessing and experimenting with research from a range of sources
- reflecting on the latest theories and research with colleagues and exploring their relevance to my teaching and learning context

Plan and deliver effective learning, teaching, and assessment.

- identifying, preparing, delivering, and assessing learning programs
- using a range of media, including digital, effectively to enhance the learning process

Build positive and collaborative relationships.

- working to build and maintain relationships with learners, colleagues, employers, and others as appropriate.
- exercising leadership through all aspects of professional practice and participating in and contributing to professional learning networks

Enable learners to share responsibility for their own learning and assessment.

- working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these
- communicating effectively with all learners, employers, and others as appropriate

Critically reflect on own values, knowledge, and skills to improve learning

- developing my own literacy, numeracy, and digital literacy skills along with other appropriate professional skills
- critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

Demonstrate a commitment to sustainability.

- inspiring and motivating learners and colleagues to make the changes that will guarantee a sustainable future for everyone.
- supporting learners to acquire the knowledge and skills needed to promote sustainable development.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduction to the activity	Explain to the students the plan for the session, what activities we will be doing and the expectations for the session.	10 mins
Development	Activities	Round robin of activities, allowing all students to experience making and playing with the activities on offer.	20 mins x 5
	Clear up.	Clearing the session, ensuring that all the students participate	10 mins
Plenary/conclusion	Feedback and reflection	Group discussion feeding back their experiences of making and playing with the activities on offer. How they could be used and the benefits for children.	20 mins

Assessment Strategies: when and how are they included within the lesson?

Assessment of this session will be formative based on their contribution to group discussions and engagements with the activities on offer