

Play England (2020) describes play as an activity that is led by a child and is based on their own interests and ideas.

Pacey (2016) suggests that Freud's Psychoanalytic Theory is used to describe the process of a child's unconscious personality and recognises that a child's mind is composed of three areas:

- the Id
- the Ego
- the Super-ego.

According to Harvard University (2020), like Freud, Erickson believed that the child's personality progressed through a series of stages and based on Freud's psychosexual theory, Erikson's eight Stages of Psychosocial Development theory, from infancy to adulthood was established. Malone et al (2016) suggests that the child experiences psychosocial difficulty throughout each stage, which could have a positive or negative consequence on the child's personality development.

National Centre for Children and Families (2020) suggests that Anna Freud's Play Therapy is used to support the child in understanding the emotions they experience from trauma or an unpleasant event, where the child communicates with the adult through play.

According to Pacey (2016), the role that social interaction has on play, learning and development is underlined by Vygotsky's Social Constructivist theory and identifies the need for adult led and child-initiated play. As suggested by Nilsson and Ferholt (2014), Vygotsky describes social interactions between adults and children as an essential factor for the child's cognitive development.

As suggested by Play and Psychoanalysis: Insights Feature (2017), Winnicott believed that play had an important role in the child's development and is essential to enable a child to reach and understanding of their own thoughts and feelings.

According to Best Start (no date), Parten developed the six categories of social interaction and believed that children progressed from one category to another. Parten's six categories of social interaction includes:

1. Unoccupied behaviour
2. Solitary independent play
3. Onlooker behaviour -
4. Parallel play
5. Associative play
6. Co-operative or organised supplementary play

As described by Early Years Educator (2020), Piaget's theory of cognitive development is made up of four stages:

1. Sensorimotor stage
2. Pre-operational stage

3. Concrete operational stage

4. Formal operations stage

According to Early Years Educator (2020), Piaget believes that children develop at different times throughout their lives and their development is determined by their social interaction as they progress from one stage to another.

Teach Thought (no date) suggests that, like Vygotsky, Bruner believed that children need active support from adults and first-hand experiences in order to learn new skills.