



Starting Out -My Play based Learning classroom

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Play is learning across all curriculum

Te Whariki (p. 15, 2017)engaged in play based experiences where "children learn to make sense of their immediate and wider worlds through exploration, communication and representation...they can exhibit highly imaginative thinking.



NZ Curriculum Key Competencies



Curriculum resources

He māpuna te tamaiti – Supporting social and emotional competence in early learning -

promotes proactive, intentional approaches to supporting the development of children's social and emotional competence.



He poutama mō te reo ā-waha Stepping stones in oral language



Intentional teacher Practice cards



1. ***Play is self-chosen and self-directed***-learn to initiate and self-direct their own activities and negotiate and learn to attend to other's needs (social play is most democratic of all activities)
2. ***Play is intrinsically motivated***-through the process rather than the goal
3. ***Play is guided by mental rules*** such as nature's way of teaching children to control their impulses and behave in accordance with shared conceptions for human thinking
4. ***Play is imaginative removed from real world*** -designing hypothesizing and planning crucial for the real world. Practice for the real world I am a superman hero!
5. ***Play is conducted in an alert active but stress-free frame of mind***- Failure is fine. FLOW is the ideal state for learning creativity and insight.

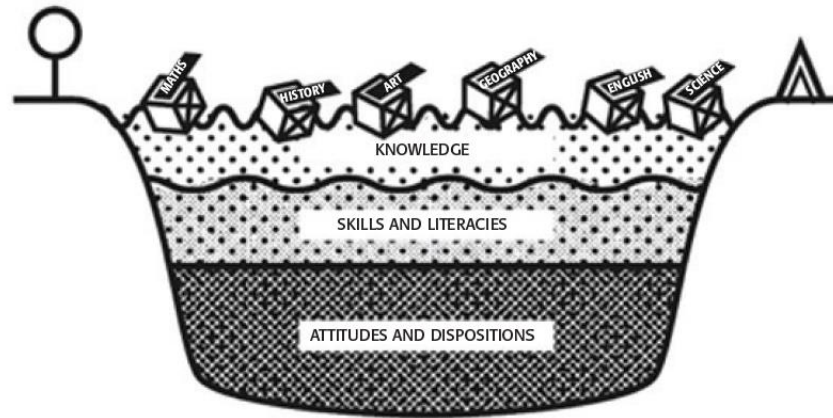
Understanding Play Nathan Wallis



Attitudes to learning called dispositions

Dispositions -Emotional Intelligence Daniel Goleman Heart Start: The Emotional Foundations of School Readiness by the National Center for Clinical Infant Programs) (Goleman, 1995)

The learning river



SOURCE: Claxton, G. (2017). *The learning power approach: Teaching learners to teach themselves*. Thousand Oaks, CA: Corwin, 2017. Printed by permission of Juan and Becky Carlzon.

- **Creative Thinking**—To consider and experiment with alternatives freely and without fear in any situation
- **Critical Thinking**—To discern knowledge, information, and interests in order to solve a problem, prove a point, or decide what to believe
- **Self-Control**—To interface with and within a bustling society with the ability to manage one's own attention, emotions, and behaviors
- **Confidence**—To genuinely believe in one's own abilities to experience success and satisfaction in not only what one can do, but also what one is willing to try
- **Collaboration**—To engage with others positively and productively in pursuit of a common goal.
- **Communication**—To take language and literacy (the tools of communication) and use them to exchange information with power and precision
- **Coordination**—To recognize, use, and appreciate the physical marvels of the human body.

Dispositions

BOX 1 POSSIBLE ALIGNMENT OF RESOURCES ACROSS LEARNING DISPOSITIONS AND KEY COMPETENCIES

<i>Te Whāriki strand</i>	<i>Te Whāriki strand</i>	<i>Learning dispositions as actions</i>	<i>Key competencies</i>	<i>Mediating resources</i>
Mana whenua	Belonging	Taking an interest	Participating and contributing	Communities that connect with the learners' funds of knowledge, and suggest "possible selves" and interests
Mana atua	Well-being	Being involved	Managing self	Local resources and routines that can be orchestrated by teachers and learners
Mana aotūroa	Exploration	Persisting with uncertainty and challenge	Thinking	Ways of thinking and exploring
Mana reo	Communication	Expressing ideas and feelings	Using language, symbols, and texts	Diverse languages, symbols, and texts
Mana tangata	Contribution	Taking responsibility	Relating to others	Other people, in a range of roles

Play Urges



Gathering
Transporting
Deconstruction
Construction
Huts (enclosure)
Throwing
(trajectory)
Enveloping
Connection
Posting
Patterning and
ordering

Families
Rotation
Orientation
Transformation
Climbing
Jumping
Digging and burying
Tug of war
Tumbling and wrestling
Running and chasey
Playing with water
Playing with fire

Some of our human play urges are shared with other mammals because the structure of mammals' brains requires mammalian play to develop the neurological structures needed for survival

Notice Recognise and Respond-Teacher as facilitator

- ❖ See the learner as learning designer and teacher; the environment as the third teacher learning designer and connector and the teacher as coach and mentor learning designer and content expertise
 - ❖ Be patient and provide student agency
 - ❖ Spark your child's imagination: creativity is fundamental to developing intelligence and the ability to solve problems
 - ❖ Use open-ended activities with no wrong or right answers
 - ❖ Follow your child's lead and be their play buddy
 - ❖ Embrace culture with games, traditions, languages or songs that have been passed down from generation to generation
 - ❖ Use play based learning as an opportunity for interaction and relationship building
 - ❖ Oral language development using "serve and return"
- Sensemaker: provide space for trials, wonder, questioning, reflection, mirror play, model play
 - Involve the children in planning process-have a planning wall ie What do we want to do? What action stations would you like?
 - Cloak of Invisibility-initiate play from provocations and 'disappear' when they are playing



Social emotional development stages of play

The 6 Stages of Play



Unoccupied Play

0-3 months

When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.



Solitary Play

0-2 years

When a child plays alone and are not interested in playing with others quite yet.



Spectator/Onlooker Behavior

2 years

When a child watches and observes other children playing but will not play with them.



Parallel Play

2+ years

When a child plays alongside or near to others but does not play with them.



Associate Play

3-4 years

When a child starts to interact with others during play, but there is not much cooperation required.
For example, kids playing on the playground but doing different things.



Cooperative Play

4+ years

When a child plays with others and has interest in both the activity and other children involved in playing.



16 play types (Hughes)

Symbolic play—when a stick becomes a horse

Rough and tumble play—play fighting

Socio-dramatic play—social drama

Social play—playing with rules and societal structures

Creative play—construction and creation

Communications play—e.g., words, jokes, acting, body and sign languages, facial expressions

Dramatic play—performing or playing with situations that are not personal or domestic, e.g., playing “Harry Potter” or doing a “Harry Potter play”

Deep play—risky experiences that confront fear

Exploratory play—manipulating, experimenting

Fantasy play—rearranges the world in the child’s fantastical way

- **Imaginative play**—pretending Locomotor play—chase, swinging, climbing, playing with the movements of your body
- **Mastery play**—lighting fires, digging holes, games of elemental control
- **Object play**—playing with objects and exploring their uses and potential
- **Recapitulative play**—carrying forward the evolutionary deeds of becoming a human being, e.g., dressing up with paints and masks, damming streams, growing food
- **Role play**—exploring other ways of being, pretending to drive a bus or be a policeman or use a telephone.



Practical steps

Notice lack of specific bought toys

Include areas for play:



- ★ Biophilia-natural love of the living world with sorting shells, wood, gems, beads
- ★ *Liminal spaces* –of undefined purpose becoming different things at different times sorting, packing out, using in creative play
- ★ Secret spaces- hide away need to create discover and have safety in their control
- ★ Neophilia-love of the new with imagination a and fantasy (provocations)
- ★ Risky Play
- ★ Play Stories-story telling process
- ★ Creative: cut, color, tear, glue, or otherwise change the materials (stationery paper scissors glue tape)



Loose Parts –anything moved around, carried, rolled, lifted, piled to create novel structures and experiences. Simon Nicholson (large and small constructions) see [Magic Box](#)
 Plastic boxes, buckets filled with earth, mud, PVC pipes, sheets and stretch fabric, cardboard boxes, tape, magic markers, crates, wheels, tyres

LOOSE PARTS PLAY

WHEN CHILDREN PLAY WITH LOOSE PARTS THEY ...

<p>OBSERVE</p> 	<p>INQUIRE</p> 	<p>CONSTRUCT</p> 	<p>DECONSTRUCT</p> 
<p>ENGAGE WITH OTHERS</p> 	<p>ENGAGE WITH THE ENVIRONMENT</p> 	<p>INVESTIGATE</p> 	<p>APPLY KNOWLEDGE</p> 
<p>EXTEND THEIR THINKING</p> 	<p>APPLY SKILLS</p> 		

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LOOSE PARTS
 let the children lead the way



Play areas

- Puzzles and Manipulatives
- Pretend play and dress up
- Art supplies and scissors
- Music and dancing with instruments
- Playdough, threading weaving
- Blocks and construction toys
- Counting matching and sorting
- Picture books and puppets
- Bats balls skipping ropes
- Playgrounds sandpits and bicycles



Play areas [from Play Ideas the Complete collection](#)

Area	Equipment
Junk and Adventure Aotūroa	boxes, cartons, cardboard • ladders, planks, tubes • old blankets, hessian, ropes, carpet • dress-up clothes • natural materials such as logs, flax, driftwood, stumps, rocks
Blocks Pororākau	home-made blocks made out of differentsized boxes (stuffed with paper and taped down or covered with several layers of papier mâché for strength) • multiple unit blocks in full, half or quarter sets • sets of coloured blocks • items to use alongside blocks – such as toy cars, plastic people and animals • other equipment such as cones, cardboard and fabric
Books and Story Telling Pūrākau pānui pukapuka, tuhi, whakarongo, kōrero	reading – signs, books, lists, name tags, birthday cards • writing – painting, drawing, using pens and pencils, felt-tips, crayons • listening – stories, games, conversation, music • speaking – music, puppetry, pretend play, conversation, singing • baking and cooking – recipes.
Carpentry Tārai rākau	<ul style="list-style-type: none"> • hammers that are light with a full-sized hitting surface • small, sharp adult saw • vices to grip wood • nails in a range of sizes and types • pliers to hold nails while the child hammers • hand-drill and bit, and screws and screwdriver (short, stubby kind is the easiest to use) • sandpaper and block • a clipboard with paper and a pencil for children to make and record plans • ruler and builder's pencil • useful accessories such as PVA glue, stapler and staples, tape, string, bottle tops, hooks, nuts and bolts, scissors, rubberbands, lids and paint.

Play areas

Area	Equipment
Play dough Paraoa Poke	tools for cutting, pressing and shape-making such as shape cutters, shells, garlic press, twigs, straws and rolling pins • cooking utensils including pots and pans, bowls, measuring cups and cooking trays • tea set • props to encourage dramatic play such as animals, fences, dinosaurs and rocks.
Collage Materials Mahi toi	tools such as strong glue, round-ended scissors, staplers, tape, string • large and small boxes, cartons, tubes, containers, lids • paper and cardboard – white, coloured, lined, unlined, greeting cards, envelopes, crepe, silver, cellophane, magazines • string, cord, wool, tape, twine (all colours and thicknesses) • fabric – velvet, lace, cotton, wool, hessian (all colours and thicknesses) • natural materials – feathers, stones, shells, driftwood, wood offcuts, non-poisonous leaves, petals, dried flowers, moss, flax, seeds, pine cones.
Family and Dramatic Play Ngā Whakaari ā-whānau	a selection of dress-up clothes and accessories for role-playing men and women of different cultures and occupations • dolls, dolls' clothing, beds and bedding • table, chairs, kitchen utensils and furniture • a clothes line with pegs • toy stoves, cash registers, toy petrol stations • boxes and lengths of material • child-height mirror – for safety reasons perspex mirrors are best • familiar role-themed costumes, e.g. doctors' coats, police uniforms, chef hats and aprons • props e.g. brooms, wands, plastic cups and saucers, pots and pans, doctor and nurse sets • writing materials for children to use in their play, e.g. making menus for a restaurant, money for a shop, signs for a road, invitations to a party

Play areas

Area	Equipment
<p>Manipulative equipment Mahi ā-ringa</p>	<p>threading materials e.g. beads and cotton reels • screwing materials e.g. nuts, bolts and small plastic jars with lids • a range of items for sorting and matching for colour, shape and size • stacking toys e.g. blocks interlocking sets such as Mega Blocks and Duplo • a sensory treasure basket for infants</p>
<p>Sensory Treasure Basket</p>	<p>Aotūroa – of the Natural World Pine cones of different sizes, big feathers, loofahs, pumice (boil to keep clean), dried gourds, lemons or oranges, sheepskins, balls of wool, large leaves, large shells, harakeke balls, slices of manuka and totara, coconut shells, rose petals, bark, lei, sticks, stones, driftwood, small cloth bags containing lavender, rosemary or thyme.</p> <p>Ngā rauemi – of the Material World Wooden Objects: Pegs, egg cups, cotton reels, bowls, coloured beads on string, blocks, door knobs, wooden spoons, bamboo mats, cane bag handles.</p> <p>Leather or Rubber: Leather purse, leather glass case, bookmarks, tennis balls or other rubber balls.</p> <p>Metal Objects: Pots and pans, egg cups, shiny bowls, lengths of chain, measuring spoons, keys, lemon squeezer, strainer, sieve. Other Objects Scarves, bangles, beach balls, blow-up swimming rings, cardboard boxes, ribbons, bean bag, bath plug with chain, woollen balls.</p>

Play areas

Area	Equipment
Maths Pangārau	bakery kit: recipe cards, bowls, cooking utensils • supermarket kit: empty boxes, play money, scales, shopping lists, price tags, cash register • measuring and weighing kit: tools such as rulers and scales
Messy Play Korihori pōrehe	children use their hands and fingers, feet and bodies to experiment with. Assorted mark-makers, brushes with different strength bristles, cardboard scrapers–flat or with patterns cut into the bottom–natural materials such as leaves, twigs, stones, flower or seed heads (minus the seeds).
Music, rhythm, singing Waiata	Musical instruments Poi in conjunction with Māori music, providing rhythm exercises for children and adults. Tītī tōrea used with music, singing and rhythm exercises, and help children to learn about the sound and timing
Natural Resources Ngā rawa ā-Māori	a selection of natural materials, such as: shells, bark, sponges, stones, non-poisonous seeds, leaves, flowers, plants, branches, logs, driftwood, seaweed, moss, lichen, rocks, sticks, pine cones, seedlings, bones, fur, feathers and flax • an aquarium, pot plants or worm farm • a vegetable or herb garden • posters, books and information about the natural world • magnifying glasses or containers

Play areas

Area	Equipment
Paint Waituhi	paper, cardboard and fabric of all sizes, textures and colours to paint on • other surfaces or objects to paint on such as fences, stones, wood offcuts • a range of different paints such as powder, poster, acrylic, watercolour, dye, tablet and oil paints, or natural products such as clay slurry (watered down clay) • a range of bright clean colours, and shades of colours to choose from • a range of painting implements such as brushes, sponges, rollers, leaves.
Physically active games Korikori	Anything that allows for running, balancing, swinging, crawling, stepping, climbing, catching, throwing, pushing, pulling, hopping, skipping, jumping, rolling, crouching or twirling. Some examples are: • skipping ropes • ribbons or scarves • balls • bean bags • balancing boards • cones • swings • slides and other fixed equipment • boxes, planks and ladders • other junk material • tunnels.
Puppets Ngā karetao	different materials such as paper bags, bottle tops, felt, pipe cleaners, cardboard tubing, old socks, paper and pompoms, glue and anything else that can be used by children to make their own puppets • ready-made puppets of different shapes and sizes • a place to hide behind to do puppet shows • a tape/CD player or music source.
Puzzles Panga	There needs to be a good range of puzzles for children of all ages and interests including: • one piece to multi-piece • from simple to difficult to challenging • showing a range of subjects and patterns.

Play areas

Area	Equipment
Sand Kirikiri	digging equipment such as shovels, spades, scoops and sticks • a range of containers of different shapes and sizes • natural resources such as stones, shells and wood • sieves and tubing of different lengths and types • a range of vehicles that are not too small • sheets of plastic for building rivers, dams and lakes
Science and nature Pūtaiao	non-poisonous plants, flowers, leaves and vegetables • bones, fur and feathers • glass, metal and plastic items • information about nature, animals, electricity and other sciences • rocks, stones and shells • magnifying glasses, magnets and books
Water Play / Korikori wai	water trough, baby bath or container to hold water • plastic, wood or metal items that won't break or rust • cups, spoons, bottles, colanders, sieves and funnels • sponges, waterwheels and watering cans • squeeze bottles, e.g. shampoo bottles (rinsed well) • natural materials e.g. shells, stones, seaweed and driftwood • soap or detergent to make bubbles

Sensory manipulations



Cooked Playdough • 1 cup salt • 2 cups water • 2 cups flour • 2 tbsp cooking oil • 4 tsp cream of tartar • food colouring
Mix dry ingredients together. Add water, oil and colouring. Blend until smooth. Stir over heat until mixture comes away from the sides, forming a ball. Tip the dough onto a board and knead well.



Making slime 1. Dissolve one cup of soap flakes in two litres of warm water. Add colouring if you like. Allow the mixture to stand until it becomes thick and slimy. Beat the mixture with an egg-beater to make it frothy. 2. Put the slime in a wide, open container or trough with egg-beaters, spoons, funnels, cups, sponges, sieves and whisks for children to experiment with. 3. Slime can be kept for several days in a covered bucket. Note: Be sure to check first that children do not have skin allergies. Some children's skin can be sensitive to soap flakes.

Making finger-paint 1. In a large bowl or basin mix two cups of cornflour with one cup of cold water. While stirring this mixture slowly, pour in the boiling water. Keep pouring and stirring until the mixture turns smooth and thick. Once the mixture turns smooth and thick (add more hot water if the mixture is too thick) add half a cup of soap flakes and stir well. Split the mixture into different bowls or pots and add tempera paint into each bowl or pot, making sure each pot has a different colour. 2. Put the mixture into small containers (such as a margarine container) and finger-painting can start. 3. Finger-paint can be kept in the fridge for a couple of days.

Making gloop 1. Slowly add one cup of cold water to two cups of cornflour in a bowl. Stir until the water is absorbed by the cornflour. Add colour if you like. Put the gloop in ice-cream or large containers with spoons, cups and other utensils. 2. Great just with fingers on a flat surface. Making slime 1. Dissolve one cup of soap flakes in two litres of warm water. Add colouring if you like. Allow the mixture to stand until it becomes thick and slimy. Beat the mixture with an egg-beater to make it frothy. 2. Put the slime in a wide, open container or trough with egg-beaters, spoons, funnels, cups, sponges, sieves and whisks for children to experiment with. 3. Slime can be kept for several days in a covered bucket. Note: Be sure to check first that children do not have skin allergies. Some children's skin can be sensitive to soap flakes.

A Non-Shopping List: From “The Mini Pop-Up Kit” by Anna Housley Jester

- Cardboard boxes and tubes
- Paper bags
- Plastic bottles and other containers
- Magazines and newspapers
- Cotton balls String and yarn, old keys, mixing bowls, wooden spoons
- Old bedsheets and towels
- Acorns Twigs Leaves Wood chips
- Bright fabric Old hats or socks
- Giant bottle caps
- Old computer keyboards or phones



Assessments for learning



Play-based Learning and Assessment: Considerations on how to marry the two in a working relationship Patty Barbosa Vince Ham e-Fellow 2020 [CORE](#)

Extended curriculum Fuel and Launch

Reading Speaking and writing

[file:///C:/Users/Lil%20Raynecke/Downloads/Listening,+reading+and+viewing+framework%20\(2\).pdf](file:///C:/Users/Lil%20Raynecke/Downloads/Listening,+reading+and+viewing+framework%20(2).pdf)

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4 WAYS YOU CAN SUPPORT/EXTEND A CHILD WHILE YOU PLAY TOGETHER

#1

Be present & engaged but don't take control or direct, as the play can then lose its benefits.

#2

Validate their efforts (not just the end result) by encouraging them. This will also build confidence, show value & positively impact your relationship.

#3

Talk and communicate throughout - an excellent opportunity to extend their language.

#4

Be open to the child leading the play in new ways, including engaging in a way you didn't expect. Support them by observing this, being okay with it & facilitating changes for any new direction.

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Go forth and
PLAY!



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