

Play-based approaches

Changes to teaching and learning in lower stages.

Benefits

- Play is a central part of the Early and First levels of Curriculum for Excellence
- Children's engagement and enjoyment levels are higher
- Children's confidence to have a go at different activities
- Child-led and responsive activities
- Relevant to children's interests and levels of understanding
- Increases imagination opportunities
- Group work, cooperation, turn taking
- Children working with other children they might not necessarily work with
- Talking and listening and communication with others
- More exposure to different types of writing
- Literacy in all areas
- Children reflecting on learning
- Applying skills
- Natural problem solving
- Children can experience success without feeling pressure of 'getting it right'

Learning Areas

- Maths
- Writing
- Construction
- Reading
- Sand/water
- Role play
- Fine motor



What does it look like?

- Busy
- Noisy
- Happy and engaged children
- Not everyone sitting down



Plan Do Review

Can have a theme, e.g book of the week or it can be done using the learning areas and choosing to go to a particular area

1. Children choose an area to go to
2. Plan what they will do there
3. Play for half an hour
4. Come back together and review their activities, either through talking or writing in their play diaries/plan do review sheet

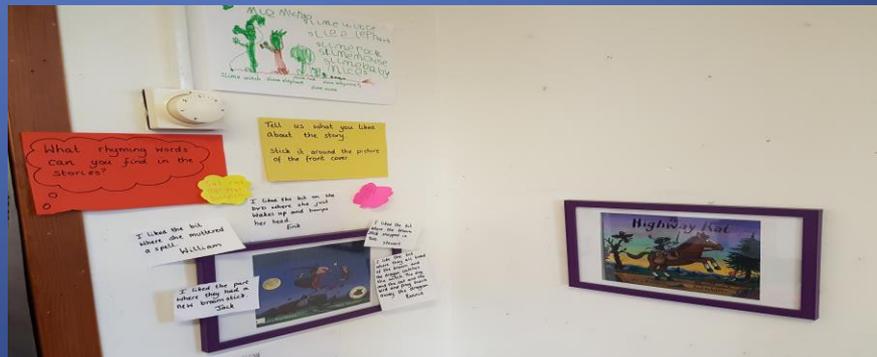
Classroom staff can focus on a child/group of children and help them to share their learning

Classroom staff can also use this as an opportunity to observe children in their play.

Book of the week



- Can be a stimulus for plan do review or writing
- Can also be done as a separate piece of learning
- Books chosen by the teacher or by children that are showing interest in a particular book
- Opportunities for sequencing; role play; re-telling the story; changing the story; playing with characters; different types of writing
- Displayed and/or put into a floor book



Phonological Awareness

- Phonological awareness is a broad skill that includes identifying and manipulating units of oral language - parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'
- Assessed when children come into P1
- Individual assessments that focus on stages of phonological awareness
- Activities that support the development of skills in each stage are all play-based

Summary

- There is still a balance of play-based approaches and formal/structured teaching
- We are still working on developing areas and approaches
- We aim to add and change resources and materials regularly
- Play based learning can result in pace being slowed down or sped up depending on children's understanding and to ensure depth of learning
- We are hoping to develop this further over the course of the year
- We'd like to see children going home and speaking about their learning and being enthusiastic about it
- Hope and Burray are aiming to work more closely together to plan for play-based learning and to share ideas and resources this year