

LEARNING THROUGH PLAY

October 2019

Learning at Early Level

The first years of your child's education – from birth to the start of primary school - are often called the 'early years'.



For most children, the Early Level of the curriculum provides the basis for their learning experiences in early years and Primary 1.

The Early level is one of five curriculum levels and is part of the broad general education.

LEARNING THROUGH PLAY

Learning at the Early level has a strong emphasis on learning through play. This approach continues to be a focus (as 'active learning') throughout all stages of the curriculum.

- *Play is how young children make sense of the world.
- *Through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration.
- *Children and young people use play to test their theories about the world and their place in it.



PLANNING IN THE MOMENT

"Ensuring practice is responding to child-initiated learning, planning in the moment is required; Moment by Moment Planning by Anna Ephgrave, an independent consultant, trainer and author specialising in early years, has some helpful information on this"

[Out to Play, The Scottish Government \(2018\)](#)

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by: > spontaneous play > planned, purposeful play > investigating and exploring > events and life experiences > focused learning and teaching supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play. BtC2



Children have the right to play and learn – the United Nations Convention on the Rights of the Child sets out in Article 31(1). Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life.

PLANNING IN THE MOMENT - IN ACTION



All these activities incorporated more learning in 15 minutes than we would have originally planned for in “formal” time

FERRE LAEVERS - LAEVERS SCALE OF INVOLVEMENT

1) Extremely low

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.

2) Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

3) Moderate

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

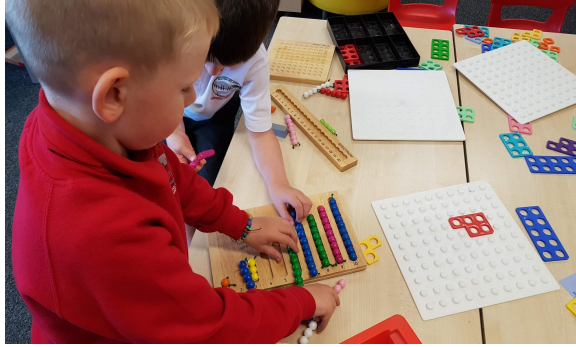
4) High

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

5) Extremely high

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

PLANNING IN THE MOMENT - IN ACTION - INDOORS



PLANNING IN THE MOMENT - IN ACTION - OUTDOORS



OUTDOOR SURVEY

https://www.canva.com/design/DADkVFaBYQI/75QHS3ULuieo8WK4Ne85KA/view?utm_content=DADkVFaBYQI&utm_campaign=designshare&utm_medium=link&utm_source=homepage_lightbox#1

ANY QUESTIONS?

