

Play In The Early Years

Tania Swift

Play in the Early Years Marilyn Fleer, 2017-05 This text examines social and institutional approaches to play, and explores strategies for successfully integrating play into classrooms.

Play and Learning in the Early Years Pat Broadhead, Justine Howard, Elizabeth Wood, 2010-03-15 Providing high quality play experiences is an essential part of good early years education, but this can pose a challenge for practitioners who face pressure from a more didactic primary curriculum, and from parents worried that their children will fail to acquire essential skills and knowledge. By helping the reader to develop their understanding of the complex relationships between play and learning, this book examines current theoretical perspectives on play, alongside examples of recent and innovative play research from a range of disciplinary and methodological perspectives. With contributions from leading play scholars, it brings together theory, research, policy and practice in relation to play and learning in early years settings. The emphasis is on the relationship between play and learning, and play and pedagogy, and the need to understand these dimensions more substantially in order to teach with confidence. Included are chapters on: - the influence of play on thinking, problem-solving and creativity - cooperative play and learning - play, risk and outdoor learning - learning to play in cultural context There are chapter objectives, reflective points, reflective tasks and suggestions for further reading throughout, to facilitate critical thinking and encourage independent study. Suitable for early years practitioners, early childhood students at undergraduate and postgraduate levels, and all those who work with and care for young children, this is an exciting and thought-provoking book.

Play in Early Childhood Mary Sheridan, Justine Howard, Dawn Alderson, 2010-12-16 Based on the pioneering work of Mary D. Sheridan, *Play in Early Childhood* is a classic introductory text to play and development - key topics for all those who work with young children. Updated for a contemporary audience and fully evidence-based, it explains how children's play develops and how they develop as they play. With over eighty illustrations and observations of play from birth to six years, this new edition presents classical and contemporary literature, making clear links between play and all areas of children's development. It includes activities to consolidate thinking and suggestions for further reading throughout. *Play in Early Childhood* considers: the development, value and characteristics of play issues relating to culture, adversity and gender play from recreational, therapeutic and educational perspectives the role of parents/caregivers and professionals in

supporting play Suitable for those new to the area or for more experienced workers wanting a quick reference guide, this easy-to-follow book meets the needs of students and professionals from a wide range of health, education and social care backgrounds, including early years professionals, playworkers, children's nurses, speech and language therapists and social workers.

Planning Play and the Early Years Penny Tassoni, Karen Hucker, 2005 Written for early years practitioners and students, Planning Play and the Early Years provides full-colour, fully illustrated guidance through the process of planning and providing play opportunities for children aged 0-5 years.

Play in the Early Years Kay Owen, 2021-04-07 Play in the Early Years provides an accessible overview of key concepts, debates and approaches to children's Play. This book: · Considers play from a variety of perspectives · Offers expert insights into theory and research in each area · Encourages the reader to critically reflect on both theory and practice With features including key terms, case studies, reflective questions, spotlights on research and an accompanying glossary, this text is perfect for everyone who is interested in Play - from those just starting undergraduate degrees through to those with more advanced knowledge or experience.

Play in the Early Years Marilyn Flee, 2017-05-01 The second edition of Play in the Early Years provides a comprehensive introduction to pedagogy and play in early years education settings. Drawing on classical and contemporary theories, this text examines social, cultural and institutional approaches to play, and explores a range of strategies for successfully integrating play into classrooms. Thoroughly revised to include the latest methods and research, this edition features new material on intentional teaching, play as learning, digital play, and discipline-specific content. Two new chapters discuss post-structuralist and cultural-historical conceptions of play, and extended practical examples link pedagogical practice to the Early Years Learning Framework (EYLF) and the Australian Curriculum. The text is pedagogically rich, and each chapter is supported by a comprehensive companion website which provides links to videos, readings and supplementary activities. Freshly presented in a new full colour layout and written in an engaging style, Play in the Early Years remains an essential resource for pre-service students and practitioners.

Learning Through Movement and Active Play in the Early Years Tania Swift, 2017 Written in an accessible and practical style, this book explains the importance of physical activity for promoting young children's cognitive learning, wellbeing and physical development and sets out tips and examples for incorporating physical activity into a curriculum. It is ideal for teachers and practitioners working with children aged 3 - 7.

Play, Learning and the Early Childhood Curriculum Elizabeth Wood, Jane Attfield, 2005-05-17 `An excellent overview of the development in thinking about play, based on research into different aspects of play...This book enables the reader to not only access, and engage with developing theories and ideas, but also provides practical ideas and examples that have

been tried and tested in the classroom. This book should be compulsory reading for every teacher of young children who are interested in developing their practice to provide a stimulating, active and playful environment with their children in which effective learning and positive attitudes are developed' - Bernadette Hancock, Headteacher of Christ the King Primary School, Cardiff `One of the major strengths of the book is that it makes some complex theory highly accessible to its audience....This makes it an excellent introductory book for use on inservice and undergraduate programs' - Sue Rogers, Institute of Education `This book aims to improve the quality of play in educational settings. It will be valuable for a wide range of practitioners' - Nursery World `In this new and updated edition of an outstanding book, Wood and Attfield once again demonstrate how young children make meaning, and construct knowledge, through play. They combine an informed discussion of the 'ideological tradition' of the early childhood pioneers, which continues to underpin most contemporary provision, with a refreshing openness to the new insights provided by recent research, and the new opportunities offered by the Foundation Stage era. Their unrivalled explanation of the links between theorists, such as Vygotsky, and classroom provision for play, is now expanded through considerations of recent findings in neuroscience, and a renewed awareness of the sociocultural contexts of childhood, as well as by studies which acknowledge the importance of boisterous, rough-and-tumble, play activities for children's development. And throughout, they remind readers and practitioners of the important distinction between play as a spontaneous activity of children ('play as such'), and the play which educators offer as a medium for learning' - Elizabeth Brooker, Course Leader: MA in Childhood Studies, Institute of Education 'This book provides a thorough and up-to-date overview of the topical issue of teaching and learning through play. Chapters cover issues including assessment through play, the role of adults in children's play, the impact of play on social and emotional learning and how to develop a whole-school approach to learning through play. ...This book is theoretical and detailed but extremely interesting and there is certainly practical information to be found in it' - Early Talk This timely Second Edition explores recent developments which strongly endorse play as an integral part of the curriculum. The content has been fully revised to reflect contemporary thinking about the role and value of play in early childhood and beyond. A key focus is the provision of a secure theoretical and practical grounding for developing a pedagogy of play. In the first section, the authors provide an overview of recent developments in education policies, and reviews of research into different aspects of play. In the second section, the emphasis is on classroom practice, specifically: organizing and developing play with particular reference to the Foundation Stage and Key Stage 1; establishing progression and continuity with Key Stage 1; assessing children's learning through play; the role of adults in children's play; using the plan-do-review approach to integrate child-initiated and adult-directed play; the importance of socio-dramatic play for children's social and emotional learning; and developing a whole-school play ethos. This book enables practitioners to create unity between play, learning and teaching, and to improve the quality of children's learning. New material provided by practitioners has been added, to show how this unity can be

successfully achieved. This is an essential text for students of education. It is highly recommended to those undertaking degrees in Childhood Studies and those on Initial Teacher Training programmes in early years and primary education.

SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17

'This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways. At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods. A real gem!' - Beth Graue, Department of Curriculum and Instruction, Wisconsin Center for Education Research, USA Play and learning scholarship has developed considerably over the last decade, as has the recognition of its importance to children's learning and development. Containing chapters from highly respected researchers, whose work has been critical to building knowledge and expertise in the field, this Handbook focuses on examining historical, current and future research issues in play and learning scholarship. Organized into three sections which consider: theoretical and philosophical perspectives on play and learning play in pedagogy, curriculum and assessment play contexts. The Handbook's breadth, clarity and rigor will make it essential reading for researchers and postgraduate students, as well as professionals with interest in this dynamic and changing field. Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education, University of London. Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education. Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University. This handbook's International Advisory Board included: Jo Aliwood, The University of Newcastle, Australia Pat Broadhead, Leeds Metropolitan University, Australia Stig Brostrom, Aarhus University, Denmark Hasina Ebrahim, University of the Free State, South Africa Beth Graue, Wisconsin Center for Education Research, USA Amita Gupta, The City College of New York, CUNY, USA Marjatta Kalliala, University of Helsinki, Finland Rebecca Kantor, University of Colorado Denver, USA Colette Murphy, Trinity College, Dublin, Republic of Ireland Ellen Sandseter, Queen Maud University College of Early Childhood Education, Norway

Theorising Play in the Early Years Marilyn Flear, 2014 Theorising Play in the Early Years is a theoretical and empirical exploration of the concept of pedagogy and play in early childhood education. The book provides an in-depth examination of classical and contemporary theories of play, with a focus on post-developmental perspectives and Vygotskian theory. In this book, Marilyn Flear draws on a range of cross-cultural research in order to challenge Western perspectives and to move beyond a universal view of the construct of play. Culture and context are central to the understanding of how play is valued, expressed and used as a pedagogical approach in early childhood education across the international community. Designed as a companion to the textbook Play in the Early Years, but also useful on its own, Theorising Play in the Early Years provides indispensable support to academics and TAFE lecturers in early childhood education in their course development and research.

Play and STEM Education in the Early Years Sue Dale Tunnicliffe, Teresa J. Kennedy, 2022-06-16 This edited book provides an overview of unstructured and structured play scenarios crucial to developing young children's awareness, interest, and ability to learn Science, Technology, Engineering and Mathematics (STEM) in informal and formal education environments. The key elements for developing future STEM capital, enabling children to use their intuitive critical thinking and problem-solving abilities, and promoting active citizenship and a scientifically literate workforce, begins in the early years as children learn through play, employing trial and error, and often investigating on their own. Forty-seven STEM experts come together from 16 countries (Argentina, Australia, Belgium, Canada, England, Finland, Germany, Israel, Jamaica, Japan, Malta, Mauritius, Mexico, Russia, Sweden, and the USA) and describe educational policies and experiences related to young learners 3-4 years of age, as well as students attending formal-nursery school, early primary school, and the early years classes post 5 years of age. The book is intended for parents seeking to provide STEM activities for their children at home and in playgroups, citizen scientists seeking guidance to provide children with quality educational activities, daycare practitioners providing educational structures for young children from birth to formal education, primary school teachers and preservice teachers seeking to teach preschool, kindergarten or children typically aged 5-8 years old in grades 1-3, as well as researchers and policy makers working in science didactics with small children.

Mathematics Through Play in the Early Years Kate Tucker, 2010-03-18 Teaching mathematics to young children in creative ways is made easy with this second edition of a wonderful book, which offers the reader clear advice and lots of exciting ideas to use in any early years setting. By showing how to introduce mathematical concepts through play-based activities, this book is in tune with current thinking about best practice in teaching, and with the requirements of the Early Years Foundation Stage and current Primary National Strategy. New material includes: - an additional chapter on creative recording - a whole new chapter on ways to involve parents - discussion of policy throughout the UK - more on using ICT - case studies covering the whole birth to eight age range Essential reading for any practitioner who wants to develop their mathematics teaching, this book is equally important for all trainee teachers and early years students. Kate Tucker is an early years teacher, trainer and writer based in Exeter; she has over 20 years of experience, and has written widely on early years mathematics and Foundation Stage practice.

Playing to Learn Sandra Smidt, 2010-09-13 Sandra Smidt sets out to explain what play is and why it is so important as one of the key ways of learning, particularly - but not solely - for young children. She argues that all play is purposeful, and can only truly considered to be play when the child has chosen what to do, where and how to do it. Using case studies drawn from all over the world, Smidt challenges some of the prevailing myths relating to play and pays close attention to what it is that early years professionals need to do to interpret the play, understand its purpose for the child and sometimes extend it. Attention is paid to the close links that play has with creativity, and the author also highlights the importance of being able to

explain to colleagues, parents and even those in government, why play matters so much in terms of learning and development. This book will be of interest to anyone involved in early years' education.

Music Play Alison M. Reynolds, Edwin E. Gordon, 1998 Children are naturally fascinated with sound and movement play as they teach themselves how to function in the world. Every child has the potential to learn music. Without early, sequential music development guidance, however, the potential for true music understanding and enjoyment is left underdeveloped among most children. This music series, based on A Music Learning Theory for Newborn and Young Children and years of practical and experimental research, is designed to assist teachers, parents, and caregivers of newborn and young children in the development of basic music skills such as singing, rhythm chanting, and moving. By using this compilation of music and movement activities you will discover the pure delight of playing music and movement games with children. You will learn how to provide a rich music environment for them, how to listen and understand the sounds they make, and how to reinforce each child's music and movement creativity through imitation and improvisation using audiation, the ability each of us has to think music.

Play and Learning in the Early Years Pat Broadhead, Justine Howard, Elizabeth Wood, 2010-03-25 Providing high quality play experiences is an essential part of good early years education, but this can pose a challenge for practitioners who face pressure from a more didactic primary curriculum, and from parents worried that their children will fail to acquire essential skills and knowledge. By helping the reader to develop their understanding of the complex relationships between play and learning, this book examines current theoretical perspectives on play, alongside examples of recent and innovative play research from a range of disciplinary and methodological perspectives. With contributions from leading play scholars, it brings together theory, research, policy and practice in relation to play and learning in early years settings. The emphasis is on the relationship between play and learning, and play and pedagogy, and the need to understand these dimensions more substantially in order to teach with confidence. Included are chapters on: - the influence of play on thinking, problem-solving and creativity - cooperative play and learning - play, risk and outdoor learning - learning to play in cultural context There are chapter objectives, reflective points, reflective tasks and suggestions for further reading throughout, to facilitate critical thinking and encourage independent study. Suitable for early years practitioners, early childhood students at undergraduate and postgraduate levels, and all those who work with and care for young children, this is an exciting and thought-provoking book.

Just Playing? Janet R. Moyles, 1989 Just Playing explores why we should encourage, promote, value and initiate play in our classrooms, and why teachers should be part of it. Janet Moyles draws on research findings from several countries which provide further evidence for establishing the value of play. She focuses on children between 4 and 8, examining the principles of play in early childhood education, and indicates how these principles can be put into practice. She provides a

full justification for including play in the early years curriculum and encourages teachers, through examples of children at play, to review their own thinking on the issues in the light of core curriculum pressures. This is essential reading for trainee and practising nursery and primary teachers and nursery nurses; and for all those concerned with the education and development of young children.

Interactions in the Classroom Jeffrey W. Trawick-Smith, 1994

Playing Outdoors in the Early Years Ros Garrick, 2004-04-29 As the curriculum for young children becomes increasingly differentiated, this book suggests one means of integrating the learning experience at the primary level. It explains how research focused on the ways in which young children learn supports arguments for an outdoor classroom that can provide a broad and balanced curriculum across all areas of learning.

Play and Practice in the Early Years Foundation Stage Natalie Canning, 2010-11-12 Play is an underlying theme of the Early Years Foundation Stage (EYFS) but it is often a challenge for practitioners to provide a play based curriculum. This book investigates the values and beliefs that underpin play and demonstrates through case studies how play opportunities can be observed, planned and assessed in a meaningful context for the child. Organized into four sections that mirror the EYFS, this book takes you through the curriculum framework demonstrating how play underpins each of these principles and is the common thread that links them together. Chapters include: - celebrating children's play choices - ways to work with parents - inspiring environments for inspirational play - the role of play in supporting key relationships - creative play for flexible learning Incorporating the voices of Early Years practitioners, this book takes the unique approach of analysing the academic theory, showing how this can be put into practice and then suggesting activities to facilitate reflective practice and professional development. Useful to all those studying on any Early Years course, the book is particularly relevant to those leading practice in early years settings and those working towards Early Years Professional Status (EYPS).

Good Practice in the Early Years Janet Kay, 2012-04-05 This third edition of Good Practice in the Early Years includes chapters on current key issues for early years practitioners such as multi-professional working, inclusion, child protection and children's rights and participation. As well as exploring key areas of good practice, the contributors explore the dilemmas that can arise from implementing good practice. An invaluable resource for all early years and childhood students and practitioners, this guide provides case studies and exercises to encourage readers to develop their understanding and knowledge of good practice in all early years settings.

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