

Renmark Primary School

Play For Learning Statement



Developed Term 4, 2015 by Julie Raggett in consultation with Lower Primary teachers

WALT - WE ARE LEARNING TO: Transfer our literacy, numeracy, oral language and social skills into everyday situations.

WILL - WHAT IT LOOKS LIKE: Students will be engaged in a range of play experiences using literacy, numeracy oral language and social skills.

Creating, communicating, sharing, problem solving, exploring, listening, showing empathy, respecting the personal space of others, responding appropriately to peers, expressing themselves clearly, utilising new props.

Teachers facilitating, extending, modelling and engaging with students through questioning and conversations.

TIB - THIS IS BECAUSE: All children and young people have the opportunity to engage powerfully in their learning. This will enable them to become skilful problem solvers with the ability to utilise their numeracy and literacy capabilities.

The benefits of play are recognized by the scientific community. There is now evidence that neural pathways in children's brains are influenced and advanced in their development through exploration, thinking skills, problem solving, and language expression that occur during play.

Play for Learning at Renmark Primary School Is:

- 50% Numeracy based activities
- 50% Literacy based activities activities based around the modelled text/s for the term
- Oral Language focus
- Social and Emotional development through play
- Includes use of Technology

Defining Play

While there is no one definition of play, there are a number of agreed characteristics that describe play. Play can be described as:

- **Pleasurable-play** is an enjoyable and pleasurable activity. Play sometimes includes frustrations, challenges and fears; however enjoyment is a key feature.
- **Symbolic-play** is often pretend, it has a 'what if' quality. The play has meaning to the player that is often not evident to the educator.
- **Active-play** requires action, either physical, verbal or mental engagement with materials, people, ideas or the environment.
- **Voluntary-play** is freely chosen. However, players can also be invited or prompted to play
- process oriented-play is a means unto itself and players may not have an end or goal in sight
- **Self-motivating play** is considered its own reward to the player.

The Play Environment

Planning the environment to assist children to achieve outcomes is important in providing quality play experiences. The environment can be intentionally planned in three main ways:

- **The Physical Environment** - the physical layout of space, furniture and resources. Consider how you will construct and present activities and materials so they are arranged in provoking and inviting ways to encourage exploration, learning and inquiry.
- **The Social and Emotional Environment** - children need secure, warm and trusting relationships so they are confidently supported in their explorations and risk taking. Assists children to make connections with others, develop friendships and regulate their behaviours. Together, children and adults set the emotional and social tone of the environment.
- **The Intellectual Environment** - there are times to leave children to play freely and times for intentional conversation, a well-placed question or query that will extend children's learning.