**Understand Children and Young People**

**Directed Play**

**Level 3 Playwork – Unit 3**

**Workbook for Learning Outcome 2**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Introduction

**Learning outcomes: *Unit 3 has four learning outcomes:***

This workbook is designed to support the assessment criteria for:

***Learning Outcome 2:***

Understand the key concepts involved in children and young people’s play

2.1: list the 16 play types and give examples for each. Look carefully at the activities that can be associated with these and the specific areas of learning

The 6 areas of learning: Prime Areas - Communication and Langauge, Personal, Social and Emotional Development and Physical Development. Specific Areas – Literacy, Understanding the World, Expressive Arts and Design, and Mathematics.

There are 16 different play types. These are: Communication Play, Creative Play, Deep Play, Dramatic Play, Exploratory Play, Fantasy and Imaginary Play, Locomotor Play, Mastery Play, Object Play, Recapitulative Play, Role Play, Rough and Tumble Play,

Social Play, Socio-Dramatic Play, and Symbolic Play.

Complete each of the task shown and then utilise the notes collected to prepare for a professional discussion with your allocated Teaching and Learning Coordinator

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| Prime Area of Learning | Type of Play | Activities can include |
| Physical Development | **Object Play:** Primarily using a wide variety of objects to create a play experience. Children may perhaps use objects in a purpose they are not designed for providing them with the flexibility to  explore different uses (positive and negative) of an object, creating better understanding. |  |
| **Explorative Play:** This type of play is from children’s natural sense of curiosity of the world around them. Children like to find out how  things work and often will test an  object/animal/people/environment/themselves etc to its limit. It is about finding boundaries, solving questions and understanding the world around them. |  |
| **Recapitulative Play:** This type of play is more about a Childs basic and natural instinct. It helps children to practice fundamental skills that are important for living. |  |
| **Deep Play:** Children engage in play that makes them judge and assess their own risks. This type of play can help children understand their own mortality and help overcome any fears. It can strongly encourage self-confidence whilst ensuring life lessons are learnt. |  |
| **Creative Play:** Children can produce/change an idea or product in a way that is different and artistic by using their imagination and materials they find around them. |  |

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| Prime Area of Learning | Type of Play | Activities can include |
| Communication and Language | **Social Play**: Understanding of other children’s emotions good or bad, children also learn about the consequences of different social interactions. |  |
| **Socio-Dramatic Play:** Children re-enacting situations that may have caused them concern or distress, this could be something as small as having an injection to parents arguing. |  |
| **Symbolic Play:** This is when something that may seem  insignificant to you is important to the child. It can be sentimental object or play that is very personal and means something to that child on a deeper level. |  |
| **Communicative Play:** Interaction between children/adults/animals, this can be by using written, verbal and body language. |  |

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| Prime Area of Learning | Type of Play | Activities can include |
| Literacy | **Symbolic Play:** This is when something that may seem insignificant to you is important to the child. It can be sentimental object or play that is very personal and means something to that child on a deeper level. |  |
| Mathematics | **Mastery Play:** This play focuses on what children do and do not have control of and how it makes them feel. E.g., catching crickets, holding back the tide etc. It’s to try to master. |  |
| **Explorative Play:** This type of play is from children’s natural sense of curiosity of the world around them. Children like to find out how things work and often will test an  object/animal/people/environment/themselves etc to its imit. It is about finding boundaries, solving questions and understanding the world around them. |  |

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| Prime Area of Learning | Type of Play | Activities can include |
| Exploring the World | **Socio – Dramatic Play:** Children re-enacting situations that may have caused them concern or distress, this could be something as small as having an injection to parents arguing. |  |
| **Mastery Play:** This play focuses on what children do and do not have control of and how it makes them feel. E.g. catching crickets, holding back the tide etc. It’s to try to master. |  |
| **Role Play:** Acting like others who the child has come into contact with e.g. a doctor or nurse, teacher or parent. The role-playing may not be what a child directly thinks; it may just be something they have witnessed in the real world. |  |
| **Explorative Play:** This type of play is from children’s natural sense of curiosity of the world around them. Children like to find out how things work and often will test an object/animal/people/environment/themselves etc to its imit. It is about finding boundaries, solving questions and understanding the world around them. |  |
| **Social Play:** Understanding of other children’s emotions good or bad, children also learn about the consequences of different social interactions. |  |
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| **Deep Play:** Children engage in play that makes them judge & assess their own risks. Deep play can help children understand their own mortality and help overcome any fears. It can strongly encourage self-confidence whilst ensuring life lessons are learnt. |  |

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| Prime Area of Learning | Type of Play | Activities can include |
| Expressive arts and Design | **Creative Play:** Children can produce/change an idea or product in a way that is different and artistic by using their imagination and materials they find around them. |  |
| **Role Play:** Acting like others who the child has come into contact with e.g. a doctor or nurse, teacher or parent. The role-playing may not be what a child directly thinks; it may just be something they have witnessed in the real world. |  |
| **Object Play:** Primarily using a wide variety of objects to create a play experience. Children may perhaps use objects in a purpose they are not designed for providing them with the flexibility to explore different uses (positive and negative) of an object, creating better understanding. |  |
| **Symbolic Play:** This is when something that may seem insignificant to you is important to the child. It can be sentimental object or play that is very personal and means something to that child on a deeper level. |  |
| **Fantasy and Imaginative Play:** Children act out what is in their mind. These can be things children have experienced through the media, or something that they see in real life and imagine what it is like. |  |