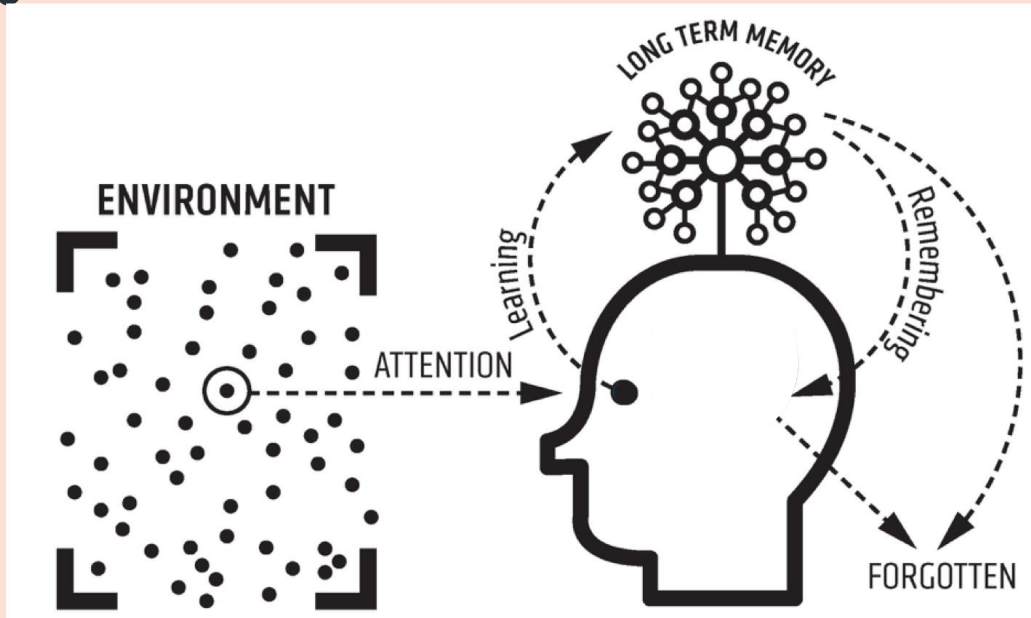


The background features a light peach color with several abstract shapes: a large teal shape on the left, a white shape on the right, and a dark grey shape at the bottom right. There are also white line-art illustrations of dandelion-like seed heads and clusters of black dots of varying sizes scattered across the design.

Planning, Teaching and Learning through Play

What is learning?



*Learning has occurred when **children are able to remember and apply***

In a nutshell, Learning is

Attention + Motivation + Teaching + Practicing + Application

What is play?

- Intrinsically motivated
- Owned by the child
- Vital to physical, social and cognitive development

Play is any activity that you do just for your self-enjoyment. The reward of play is the play itself. So anything you do for fun.



Attention + **Motivation** + Teaching + Practicing + Application

What is play?

- Cooperation
- Sharing, turn-taking, accepting removals
- Imitation
- Functional use of objects
- Spatial awareness and balance
- Tolerating
- Cause and effect
- Joint attention
- Anticipation
- Initiation
- Persistence



Attention + **Motivation** + Teaching + Practicing + Application

Behaviour goes where motivation flows



What is a play schema?

Babies, toddlers and young children are involved in **repeated actions or certain behaviours** as they explore the world around them and try to find out how things work.

Most children have a dominant schema which gives us insight into their motivators



Attention + Motivation + Teaching + Practicing + Application

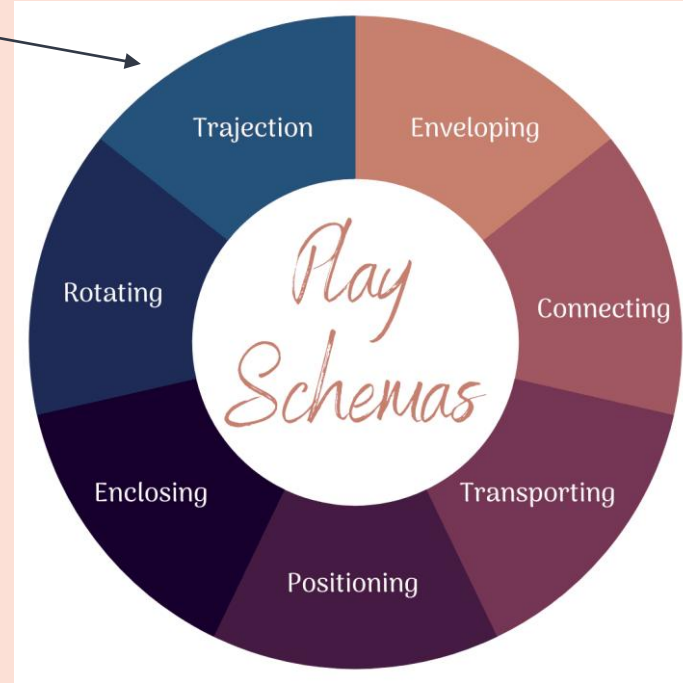


Trajectory

- Throwing items across the room
- Throwing their food or toys in a full bathtub or off their high chair.
- When their favourite show is on, they may throw themselves at the TV.
- Cycle really fast
- Jumping



What do you think children may be learning from these actions?



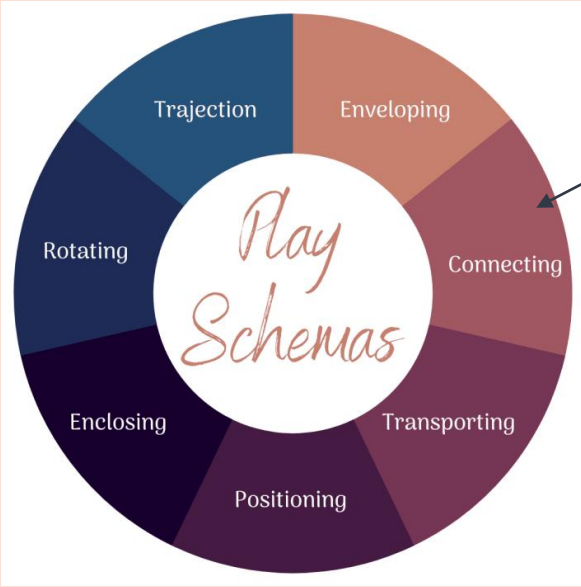
Attention + Motivation + Teaching + Practicing + Application



Cause and effect
Sensory input
Physical development
Spatial awareness
Object permanence

Turn taking
Following rules
Accepting losses
Working as a team
Achieving shared goals

Attention + Motivation + Teaching + Practicing + Application



Connecting

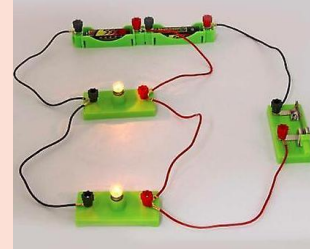
- Putting items together
- Connects and disconnects two objects
- Making towers
- Building blocks
- Opening and closing
- Switching on and off



What do you think children may be learning from these actions?



Attention + Motivation + Teaching + Practicing + Application

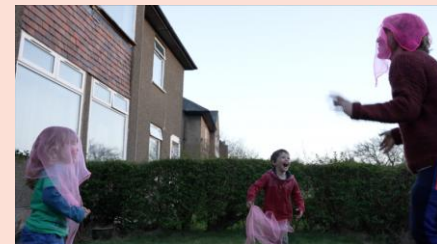
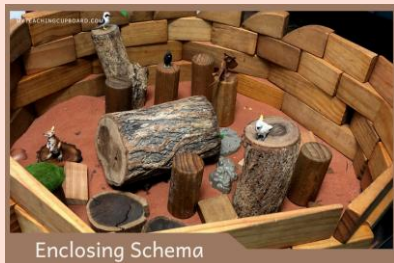


Cause and effect
Fine motor
Creativity and expression
Pattern making
Music

Coordination
Maths
Negotiating space
Turn taking
Points/Scoring

Enclosing

An interest in creating and/or occupying enclosed spaces. It can be seen in children's actions as they create structures in which they sometimes enclose themselves or objects.



Enveloping

An interest in covering and wrapping up objects or themselves or in putting things in baskets and containers. Sometimes children will drape themselves in fabrics or clothing or become interested in wrapping things and securing them with string.

Attention + Motivation + Teaching + Practicing + Application

Rotation

An interest in things which turn, such as knobs, taps, keys and wind up toys. They may also ride around in circles, spin around or make circular patterns.



Orientation

An interest in seeing things from different angles. Children may move themselves to be able to see things upside down. They may turn objects around to view from different sides.



Attention + Motivation + Teaching + Practicing + Application

9 most
common
Play
Schemas
(identify their
interest)

Orientation

Enjoy toys that move and flip
Climbing furniture or look at things upside down
Tilts their head as they are riding a bike

Enclosing

Hide under furniture
Runs into the cupboard when open
Interested in cupboards and what's in them

Enveloping

Covers their face or wraps their body
Likes to scribble over images
Hide objects in drawers

Positioning

Lines up objects
Like things that have an order to them
Walks following a line or within parameters

Trajectory

Jumping on the trampoline.
Throw objects across the room or up.
Watches items fall down.

Transporting

Enjoys filling and pouring from containers
Loves to play with a buggy or trolley
Watches children on bikes or tries to push them along

Rotation

Draws circles or circular shapes when free mark making
Play games like ring-a-round the roses
Enjoys watching spinners

Connection

Do they like joining things together like train tracks
Joining things with tape, glue or string
Building towers

Transforming

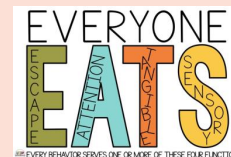
Enjoy mixing sensory materials
High preference for sensory play
Enjoys watching and taking part in Art

Attention + Motivation + Teaching + Practicing + Application

<p>9 most common Play Schemas (identify their interest)</p>	<p><u>Orientation</u></p>	<p><u>Enclosing</u></p>	<p><u>Enveloping</u></p>	<p><u>Positioning</u></p>
<p><u>Trajectory</u></p>	<p><u>Transporting</u></p>	<p><u>Rotation</u></p>	<p><u>Connection</u></p>	<p><u>Transforming</u></p>

There is a purpose to a child's play

Attention + Motivation + Teaching + Practicing + Application



What can we teach in these moments?

The Necessary Nine: Making Request, Waiting, Accepting Removals, Completing Tasks, Accepting No, Following Direction, Daily Living Skills, Tolerating Situations H&S, Leisure

Barriers to learning: Building sustained attention, Imitation and matching, Prediction and Anticipation, Initiation, Persistence

Motivation: Enjoyment in meeting and accomplishing challenges, persisting in their work, planning and predicting their play, feeling understood and loved