

# Fundamental Play

## Identity & Belonging

- ✈ Security of group play can help to develop relationships
- ✈ Playdough activities can promote a 'sense of self'
- ✈ Facilitates discussion about family structures, cultures, etc...
- ✈ Opportunity to discuss similarities and differences
- ✈ Develops self confidence



## Well-being

- ✈ Develops fine motor skills and co-ordination
- ✈ Promotes social skills through sharing and taking turns
- ✈ Enhances self esteem and confidence
- ✈ Promotes the development of imaginative play
- ✈ Feeling the experience of a sense of achievement

# PLAYDOUGH

## Exploring & Thinking

- ✈ Promotes the development of concepts – shape, colour, size, number, mass, etc...
- ✈ Develops concentration and can help children to focus
- ✈ Facilitates the development of abstract thinking
- ✈ Increases imagination and artistic development
- ✈ Encourages sensory awareness



## Communicating

- ✈ Encourages vocabulary and verbal expression
- ✈ Promotes confidence to be involved in conversation
- ✈ Listening to the thoughts and ideas of other children helps develop respect
- ✈ Manipulation of tools helps to develop finger muscles
- ✈ Develops creative expression



# Fundamental Play

## Identity & Belonging

- Encourages a balance of individual and group participation
- Opportunity to discuss various structures, seeing the world from another's perspective
- Opportunity to discuss their ideas and plans / encourages co-operation, care and consideration
- Promotes equality, useful for varying abilities so that everyone has a chance to be successful



## Well-being

- Develops fine motor development – manipulation, manual dexterity
- Develops social skills: sharing, taking turns, co-operating, social competence
- Gives a sense of competence and confidence, a belief in their own abilities
- Develops resilience and resourcefulness

# BLOCKS

## Exploring & Thinking

- Helps to make sense of the world around them/encourages symbolic thinking
- Opportunity to explore ideas and objects using symbols
- Using creativity and imagination gives flexibility and inventiveness in thinking
- Early childhood concepts - quantity, shape, size, weight, hard, structure, stable, wobbly, balance, discovery
- Helps with self-regulation, making connections, problem-solving and persistence



## Communicating

- Can express themselves creatively and imaginatively
- Encouraging mathematical language – half as big, twice the size, etc...
- Offers excellent opportunities for introducing, reinforcing, expanding vocabulary and developing complex sentence structure
- Gives children the opportunity to explain, describe, define, ask compare and contrast, etc...



# Fundamental Play

## Identity & Belonging

- Experiencing learning opportunities that are based on their personal interests
- Interact, work co-operatively, and help others
- Opportunity to link experiences to their home, community and culture
- Opportunity to discuss their ideas and plans in ways of using clay
- Encourages experimentation
- Clay helps children to recreate items they are familiar with



## Well-being

- No right or wrong way to play with clay enhancing self esteem
- Developing resilience and resourcefulness when things go wrong
- Playing with clay can have therapeutic value
- Soft clay is receptive and responsive to all kinds of emotional expression
- Working with clay improves dexterity and uses both small and large muscles. Children use their arms, back and shoulders to mould clay
- The child is naturally fascinated, motivated, and empowered to keep experimenting with clay

# CLAY

## Exploring & Thinking

- Stretching their minds to develop new ideas with things to make and new ways in which to use the clay and tools
- Early childhood concepts - quantity, shape, size, mass
- Intelligence, imagination, and creativity are engaged and fostered
- Many new neurons and synapses in the brain are being generated when a child is engaged by the immediate tactile and visual feedback provided by clay
- Clay can be used effectively to enhance children's awareness of letters and numbers



## Communicating

- Interacting with other children and adults by listening, discussing and taking turns in conversation
- Using an expanding vocabulary of words and phrases
- Allows expression through creativity and imagination
- Showing confidence in trying out new things and thinking creatively
- Expressing emotions
- Developing social play



# Fundamental Play

## Identity & Belonging

- Helps children act out roles that are familiar to them
- Gives children a sense of group identity where links with their family are acknowledged
- Opportunity to discuss different peoples' roles in the community
- Supports child's emerging sense of identity
- Provides children with experiences of the outside world
- Supports children to think about themselves – who they are, their strengths, interests and abilities



## Well-being

- Helps to name their own feelings and understand that others may have different feelings
- Developing respect for themselves, others, and the environment
- Encourages children to act on their curiosity, take risks, concentrate and be resilient
- Demonstrating a sense of confidence and belief in their own abilities
- Enables children to become independent
- Helps children to predict and cope with change, transitions and stressful life events

# PRETEND

## Exploring & Thinking

- By practicing problem solving in pretend play children can equip them to think of creative solutions to their own real-life problems
- Exploring different strategies for learning about their world
- Encouraging children to think through various situations of shopping, hospitals, school, etc...
- Encourages children to represent ideas
- Helps children investigate change
- Develops children's understanding of concepts

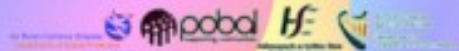


## Communicating

- Encouraging use of language through puppets, dressing up and taking on other characters
- Encouraging proficiency in the use of language
- Imagining and recreating roles and situations
- Opportunity to express themselves creatively and imaginatively
- Helps develop children's listening skills
- Encourages children to think and talk about their own and others feelings



Supporting the Attainment of National Quality Standards in Early Childhood and After School Services



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# Fundamental Play

## Identity & Belonging

- ✈ Opportunity to discuss their ideas and plans
- ✈ Opportunity to listen to and respect the ideas and plans of others
- ✈ Discuss where they have seen sand before: on holiday, trip to the beach, their own sand box at home
- ✈ Connecting to other children through group play
- ✈ Developing a 'sense of self' through impressions of body parts followed by discussion



## Well-being

- ✈ No right or wrong way to play with sand, can enhance self esteem
- ✈ Consideration of safety rules develops respect for others
- ✈ Develops social skills: sharing, taking turns, co-operating
- ✈ Develops fine motor development – filling, pouring
- ✈ Develops large motor development – outdoor, digging, building sandcastles

# SAND

## Exploring & Thinking

- ✈ Developing thinking skills and building ideas of how things work
- ✈ Developing thought processes of comparisons, contrast and drawing conclusions
- ✈ Discovering the properties and behaviour – wet, dry, moulding, pouring
- ✈ Mathematical concepts - quantity, shape, mass
- ✈ Repetition of pattern making



## Communicating

- ✈ Mathematical language – half full, empty, two sandcastles, etc...
- ✈ Comparative language – heavy / light, small, big, bigger, biggest
- ✈ Identifying and naming shapes – circle, square, rectangle
- ✈ Use of vocabulary – drag, slide, wavy, mould, sprinkle, etc...
- ✈ Sand related songs, rhymes, stories, holidays, etc...
- ✈ Discussion of patterns



# Fundamental Play

## Identity & Belonging

- ✈ Opportunity to make and express their own choices
- ✈ Able to experience a wide range of materials
- ✈ A chance to work collaboratively with other children / adults
- ✈ Learn how to share resources and equipment
- ✈ Accepting the concept of individuality and originality of thought



## Well-being

- ✈ Develops manipulative, fine motor skills and hand/eye co-ordination
- ✈ Opportunity to experience the sensory nature of the various materials
- ✈ Develops social skills through sharing space and equipment
- ✈ Encourages perseverance and concentration
- ✈ Develops confidence and autonomy

# JUNK ART

## Exploring & Thinking

- ✈ Develops concepts of colour, shape, texture, etc...
- ✈ Stimulates thinking skills and decision making skills
- ✈ Opportunities to work out problems for themselves
- ✈ Develops thought process, as children sort, classify and group materials
- ✈ Develops mathematical skills: matching, sorting, ordering
- ✈ Develops the concept of recycling



## Communicating

- ✈ Talk about their work develops descriptive language
- ✈ Materials encourage expression of thoughts and ideas
- ✈ Opportunity to listen to the ideas of other children
- ✈ Recognition of the written word on labels, scrapbooks, magazines, etc...
- ✈ Developing pre-writing skills through manipulation of tools
- ✈ Ability to name resources they use



# Fundamental Play

## Identity & Belonging

- ✈ Representations of their own environment
- ✈ Creating images and talking about their family
- ✈ Expression of emotions and ideas
- ✈ Examine and discuss the work of artists
- ✈ Value and concept of originality



## Well-being

- ✈ Valuing the child's work enhances self-confidence
- ✈ Experiencing the therapeutic value of paint
- ✈ Development of social skills through sharing equipment and co-operating with others
- ✈ Promotes the development of concentration
- ✈ Provides practice in the various stages of gripping

# PAINT

## Exploring & Thinking

- ✈ Opportunity to explore the various types of mark making tools
- ✈ Observe similarities, differences, patterns and change when using different materials
- ✈ Explore and experiment with colour changes of mixing paint
- ✈ Predictions of the colour when mixing paint
- ✈ Refines the mathematical skills of repeating, continuing and devising patterns



## Communicating

- ✈ Identifying and naming the various colours
- ✈ Describing experiences and actions as their work progresses
- ✈ Recognition of mark-making, pictures, written word
- ✈ Develops pre-writing skills through the use of various tools
- ✈ Develops recall skills when their work is discussed later
- ✈ Discussion around themes and displays stimulated
- ✈ Describing the work and actions of others



# Fundamental Play

## Identity & Belonging

- ✈ Opportunity to work independently
- ✈ Talk about where water comes from and where it goes, movement, weather, streams, etc...
- ✈ Discuss countries and specific rivers, lakes, etc...
- ✈ Learn how to play and work as part of a group
- ✈ Enhance confidence through a range of water activities
- ✈ Co-operate and take turns



## Well-being

- ✈ Respect the ideas of others, being part of a group
- ✈ Therapeutic experience and the sensory nature of water
- ✈ Discuss and provide activities to encourage personal hygiene
- ✈ Develop fine motor skills and hand/eye co-ordination
- ✈ Learn about water-safety, body parts, staying safe
- ✈ Imaginative play / Role play

# WATER

## Exploring & Thinking

- ✈ Observe colour changes by adding food colouring or paint
- ✈ Listen, talk about and describe the sounds of water
- ✈ Discuss the effects of water on natural and man-made materials
- ✈ Problem solving activities, using pipes, troughs, water wheels, etc...
- ✈ Comparisons / similarities / differences, introduce mathematical language
- ✈ Discuss the properties of water temperature, etc...



## Communicating

- ✈ Encourage children to describe their actions
- ✈ Extend vocabulary through the use of mathematical language - half full, quarter full, etc...
- ✈ Introduce new words to describe the sounds of water: splash, plop, trickle, etc...
- ✈ Talk about experiences with water: holidays, paddling, fishing, swimming, etc...
- ✈ Talk about the sea, sea shore, deep sea, rivers, dams, lakes, etc...
- ✈ Discuss animals and plants that live in the water
- ✈ Read books related to water theme