



Play & Poetry

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1

What is Play?

Play is an activity where children show their remarkable ability for exploration, investigation, imagination and decision making.

Play is intensely enjoyable for children.

Play is intrinsically motivated and is chosen by children

The type of play children engage in and its purposes changes over the course of childhood from infancy to adolescence.



2

Key Ingredients Outdoors

<ul style="list-style-type: none"> • Physical Play • Sand • Mud • Water • Stones • Loose Parts • Den building • Small World Imaginative Play 	<ul style="list-style-type: none"> • <i>Seasons – Plant offerings</i> • <i>Seasons – Wildlife offerings</i> • <i>Seasons – Weather offerings</i> • Creativity – Imaginative Play & Visual Arts • Sound Exploration & Development • <i>Beyond the Gate</i>
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Build these areas up over time and present as you **Continuous Provision**
Each half term the curriculum plans will guide what concepts and skills you need to focus on within your Continuous Provision

3

What is Creative Writing?

CW is exploration and investigation of language. Using the imagination and making decisions.

- The Creative Writing approach is based on children:
- Acquiring Language – involvement of the children, using visual, physical, sensory stimuli, using image, props and music
 - Gathering language (related to Reading, themes, seasons, events, etc.)
 - Playing with language/words
 - Learning how language/words work
 - Knowing Writing is a PROCESS – DOING WRITING!
 - Doing editing and drafting as the process unfolds (not a punishment)
 - Confidently revising and polishing their Writing
 - Sharing their Writing
 - Appreciating the Writing of others



Alice McCallum

4

Noticing nature on your doorstep

- Why is the living world so fascinating to young children?
- What is going on all around without us much noticing?
- Who do we actually share our world with?
- What happens when I stop and really pay attention?
- How does this make me feel?



There is so much going on in the living world!

5

The Cacophony of Stillness

- Stillness is something we crave in today's world of stress, endless noise, and ceaseless motion. Stillness is something we need to provide for and explore with, our children
- Stillness, which is not just sitting still, but being still
- In that state of stillness, calm and reflection, we are open to whatever comes to us. Stillness is never quiet, it is never truly still. A cacophony of sound and motion surrounds us but when we are still, we have time to notice, time to be, time to feel
- Stillness sparks the imagination, ideas and beginnings



Time to explore what we see and feel! Can we express stillness?

6

The Play Way

- Capturing the 'being of play'
- Gathering words to recall all the energy of play and exploration
- Telling the story of working together, of being investigators
- Capturing the emotions of play, the fun, the joy and the excitement
- Friends at play



7

STRAND 4: Change Over Time

Foundation Stage

Statutory Requirements	Suggested Learning Intentions
Pupils should be enabled to explore:	Children are learning:
How do things change?	<ul style="list-style-type: none"> • how the weather changes through the seasons; • that we can heat or cool substances to change them; • how they can change the materials they play with; • how people grow and change; • to recognise the young of some familiar animals; • how animals and plants are influenced by changes in weather (seasons); • about change all around them (buildings, clothing, food, school environment);
What kind of changes happen, have happened or might happen?	<ul style="list-style-type: none"> • that people and places change; • about some of the changes of familiar things over time;
How can we make change happen?	<ul style="list-style-type: none"> • some of the ways we can change our immediate environment, both positively and negatively;

8

STRAND 4: Change Over Time

Key Stage One

Statutory Requirements	Suggested Learning Intentions
Pupils should be enabled to explore:	Children are learning:
When in which change occurs in the natural environment?	<ul style="list-style-type: none"> • how things change (space and time) (S1); • about changes in their local area over time (P1); • how weather causes change (S1);
How people and places have changed over time.	<ul style="list-style-type: none"> • how people and places have changed over time (S1); • similarities and differences in people from past and present (S1); • the history of some people and places (S1); • about the people who lived in the past (S1); • about the effects of natural disasters on places (S1); • how people and animals in the local area have changed (S1); • how everyday items have changed over time (S1); • how we grow, travel and use our voices (S1);
Positive and negative changes and how we have a responsibility to make a positive contribution.	<ul style="list-style-type: none"> • how we can reduce, reuse and recycle (S1); • that many of the materials used to change the building are made from (S1); • that some people try to preserve our heritage (S1); • about the impact of human activity on the environment (S1); • about problems with litter in the environment (S1); • about the impact of litter on the things and their habitats (S1, S1); • about their part in protecting the earth (S1);

9



Experiencing mud/soil play outdoors

- What is mud/soil play? What is mud?
- How does it feel? What does it do to me?
- How can it become transformed?
- What can mud become?

To truly start to understand this intriguing substance, we first need to immerse ourselves playfully in its properties and possibilities – play, squidge, form, stir and sleep!

10



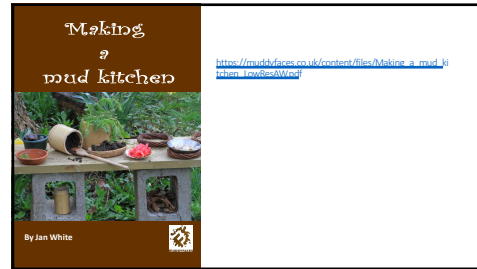
11

The Mud Vision

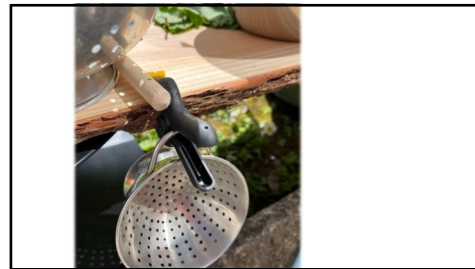
- Time to create a 'mud vision'.
- Exploration of the marks mud makes.
- Using natural materials to investigate shapes and forms.
- Finding words to express the muddiness and messiness of the blobs and splodges.
- Getting creative with sharing our ideas!
- Will our hands ever be clean again?



12



13



14



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16



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18



19

Recognising and Evaluating Learning - **SPICE**

- S**ocially
- P**hysically
- I**ntellectually
- C**ommunication & Language
- E**motionally

20

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21
