

Learning opportunities

This information can help guide an awareness of possible learning that might occur during these experiences. This is not a complete list and learning will depend on how children engage, and how educators respond to this. Please note all experiences should be offered to children, not required of them, to support agency and positive relationships with children.

Loose Parts Play

Potential learning opportunities

Math - Measurements, counting, size, ordering, add dice for 1:1 correspondence, weight, classifying, number recognition, basic addition and subtraction.

Motor development - fine motor, manipulation, spatial awareness, core strength, gross motor with larger items.

Language - new vocabulary, labelling, rhyming, symbol recognition, story telling, songs.

Exploration - sensory, preferences, ideas, problem solving, creativity, parallel play, scaffolding.

Potential interactions

- Role play different ways to use the loose parts to support children's awareness and knowledge.
- Ask children to pass you items that you need to assess their understanding of different terms "Can you please pass me that small green E bead next to you?".
- Add specific items to your loose parts to encourage specific learning opportunities such as letters, textures, shapes, lengths.
- Create loose parts specific to different calendar events to support open-ended play during these times instead of structured craft.

Approved Learning Framework Links

Learning Outcomes

1 - As they engage with new play and identify preferences and develop new skills; 2 - Playing alongside others and creating their own rules; 3 - Developing physical skills and using the loose parts to help regulate; 4 - Engaging with a range of dispositions and skills through the play; 5 - Using language and literacy skills during play

Practices:

Holistic, integrated and interconnected approaches;
Responsiveness to children; Play-based learning an intentionality;
Learning environments

