

The Play environment

May 2019



1.	Define the term Spontaneous Learning Opportunity : Unplanned or unexpected learning opportunities that crop up during the day.
2.	Give an example of a spontaneous learning opportunity from today: <ol style="list-style-type: none"> 1. Learning about and experiencing water after its been raining – digging for slugs! 2. Learning about the properties of ‘water’ when something gets dirty, and then cleaning a range of toys and equipment in the room with hot soapy water
3.	What is Free Play? Times in the day, where children are free to choose from a range of toys, resources and equipment on offer. Child initiated play will form the basis of free play sessions
4.	What is Continuous Provision ? The resources, toys and equipment, and play spaces that are set out, and continue to be ‘on offer’ for the children for an extended period of time
5.	Give two examples of continuous provision: <ol style="list-style-type: none"> 1. Sand and water tray, 2. Book corner 3. Role Play Area, 4. Chalk boards, 5. Playdough table, 6. Train track rug
6.	How long should a specific opportunity be available for when it is part of continuous provision? <i>It depends on the opportunity. Usually at least for half a day. AM or PM</i>
7.	During children’s free play they can do whatever they want. <i>False – there are limits and boundaries, and also the ‘set’ range of things to choose from</i>
8.	The adult’s role in free play is to always stand back and observe <i>False. Adult initiated (not adult led) opportunities can be delivered during free play. The Adult should also look to extend and develop children’s play, and support the environment by re-zoning.</i>
9.	Activities that are introduced during adult lead activity time, can be continued or feature again later in the week as part of continuous provision <i>True – By leaving out, or putting out something you have learned about during an adult led activity will provide the children with the opportunity to revisit and explore the activity with more depth and at their own pace. It will act to reinforce the key learning intentions of the activity.</i>
10.	Real Rosemary, lemons, and other vegetables should be used as often as possible as part of the continuous provision <i>True – Please use as many natural resources as possible.</i>
11.	There should be a limited number of spaces for children to use during free play <i>False – Try to use the entire classroom, all the walls, surfaces and display boards. Make sure every area has something exciting and engaging to offer.</i>
12.	There is an environmental plan in every room, which should be followed 100% when setting up spaces <i>False – Tigers and Penguins do not have one. The environment plan is the starting point, you need to use it flexibly and bring the learning environment to life through your creative set up and management of the spaces</i>

13.	The Chalk boards and magnetic boards can sometimes be used as part of the continuous provision offer <i>False – They should ALWAYS be used</i>
14.	Zoning and re-zoning should happen all day, not just at tidy up time <i>True</i>
15.	Continuous provision should never be planned <i>False - Careful planning and consideration of how to use the continuous provision is essential to ensure that it meets the children's need and supports them to develop their next steps. It should also reflect the interests of the children and staff</i>
16.	Baskets (never plastic drawers or containers) should always be used to set out areas. <i>True</i>