



Play-based learning

'Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.' ([The UN Convention on the Rights of Child, 1990](#))

Play, as a pedagogical approach, is referenced throughout the EYFS profile and the Ofsted inspection framework for EYFS. Only links that directly mention play have been included in this tool, although many others may be found as links to other learning outcomes. The National Curriculum has no direct mention of play beyond learning to play. This has not been included in this tool.

Area of curriculum	Documentary support	What the document says
EYFS	Statutory framework for the early years foundation stage for group and school providers publishing.service.gov.uk	Children learn through play, by adults modelling, by observing each other and through adult-guided learning. (p7)
		By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. (p10)
		Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play. (p10)
		The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. (p11)
		ELG: Building Relationships- Children at the expected level of development will work and play cooperatively and take turns with others. (p13)
		ELG: Gross Motor Skills Children at the expected level of development will demonstrate strength, balance and coordination when playing. (p13)
		This framework does not prescribe a particular teaching approach. Play is essential for children's



		<p>development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. (p17)</p>
		<p>The EYFS profile describes 3 characteristics of effective teaching and learning. The first is: Playing and exploring - children investigate and experience things, and 'have a go'. (p17)</p>
		<p>Providers must provide access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken on a daily basis. (p36)</p>
Ofsted inspection framework	School inspection handbook - GOV.UK (www.gov.uk)	<p>Inspectors will consider, taking into account any exemptions from the learning and development requirements of the EYFS, how well staff develop children's communication and language through singing songs, nursery rhymes and playing games. (p139)</p>
		<p>Inspectors will consider, taking into account any exemptions from the learning and development requirements of the EYFS, how well children demonstrate their attitudes and behaviours through the key characteristics of effective learning: playing and exploring active learning, creative thinking and thinking critically. (p140)</p>
		<p>Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities. (p140)</p>
		<p>Staff teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. (p161)</p>