

1. Factual information			
Module title	ND1.1: Play Time!		
Module tutor	Kate Gingles	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	23 notional hours. Module contact hours include lectures and scheduled support sessions, and may include individual and group tutorials, support sessions, workshops and value-added curriculum activities such as external speakers and trips. Independent study: 10 hours.		

2. Rationale for the module and its links with other modules
Play is at the centre of learning for children, and adults taking care of them need to know when to engage and when to step back. This module will consider the practical application of a variety of observation types undertaken in sessions. Heuristic play will be explored in order to establish the benefits of natural materials and real-life objects for children, as well as how schemas can be observed, assessed and used for effective planning. Both playful learning and playful environments will be considered in order to ensure that fun is at the centre of practice. In summary, the students will establish their role in play and how it can be facilitated effectively, and the types of play considered in this module will vary depending on current trends in the early years industry. Links will be made to ND 1.1 Professional Skills 1 on the Norland diploma and with learning on the BA (Hons) modules NC4204 Learning, Development and Pedagogical Theory, and NC4205 Principles of Equality, Diversity and Inclusion.

3. Aims of the module
This module looks at how play can be facilitated by early years professionals through resources and the environment. Students will learn observation skills and play types from cutting-edge research to support children's curiosity and engagement with the world around them. It will also consider how practical activities can be used to promote skills in the subjects of literacy, science, mathematics, engineering, drama, art and music. Observation will be considered alongside this, using provocative learning opportunities to facilitate learning, with consideration of the barriers to learning that the environment might provide for inclusion. The assessments will include the creation of play resources throughout the academic year that culminates in a professional discussion.

4. Prerequisite modules or specified entry requirements
None

5. Does the module permit compensation?
No

6. Learning, teaching and assessment strategy for the module
Face-to-face lectures, Practical workshops



Group tasks Independent learning

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Demonstrate how practitioners can promote playful learning.
2. Explain how play experiences can suit individual needs and preferences.
3. Identify strategies for promoting children's participation and engagement.
4. Explain potential risks during play opportunities and how these can be mitigated.

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

In these sessions, students will be introduced to the session aims, given a health and safety briefing and set to play. Plenary activities will draw them to reflect on and debate their learning and apply this to work with children.

- Module introduction: Observation, assessment and planning for play
- Practical play types (Activities reflecting play types will be set up for students to play with. Students will also practice observation through observing peers during this play time, culminating in reflective small group discussions about the play and the observations)
- Provocation and play environments- documenting play processes for meaning making (Provocations will be set up and students can select the one that appeals to them. They will discuss as a group how they might expand their learning, use of 'I wonder' statements and risk assess the challenges. They will also document the process. Plenary will involve students presenting their processes and explaining how they might present this to children)
- Day-to-day play; everyday opportunities for playful interactions e.g. supporting self-care skills, inclusion in day-to-day activities (Activities to include household activities and how they can be made playful such as laundry, self-care skills, washing up, shopping)
- Craft or Creativity? Understanding stepping back in children's creative play.
- Sustainable play time; creativity with natural resources and the outdoor environment
- Working with wood; risk and creativity when creating resources
- Heuristic play and treasure baskets; the benefits of natural materials
- Integrating Science, Technology, Engineering and mathematical skills in play
- Celebrating children's play and learning, showcasing choice and voice

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning

- **Assessment strategy:** Throughout the module, students will be asked to create play resources in a variety of media from wood working to electronics, craft materials and fabric. They will use these in a professional discussion at the end of the academic year to reflect on processes and explain their learning. The resources will be included in session with an option to expand upon these in independent study time.

Assessment task	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task
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Professional Discussion on three created play resources	100%	Trimester 3	Pass/Refer/ Fail	All.
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10. Teaching staff associated with the module

Name and contact details

Kate Gingles Kate.Gingles@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Brooker, E., Blaise, B. and Edwards, S.	2014	<i>SAGE handbook of play and learning in early childhood</i>	Los Angeles	Sage
King, P. and Sturrock, G.	2020	<i>The play cycle: theory, research and application</i>	Abingdon	Routledge
Longstaffe, M.	2020	<i>Provocations for learning in early years settings: a practical guide</i>	London	Routledge
Owen, K. (ed.)	2021	<i>Play in the early years</i>	London	Sage

12. Other indicative text (e.g., websites)

Department for Education (2021) *Development matters: non-statutory curriculum guidance for the early years foundation stage*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf (Accessed: 6 April 2023).

Department for Education (2023) *Statutory framework for the early years foundation stage*. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf) (Accessed: 6 April 2023).

Greenspring Montessori School (no date) *The Montessori toddler: putting on a coat or jacket*. Available at: <https://www.youtube.com/watch?v=LoSGaJCWhOw> (Accessed: 13 May 2023).

NHSGGC (2021) *Shoelaces information for parents and carers*. Available at: <https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/shoelaces-information-for-parent-carers/#:~:text=Get%20your%20child%20to%20sit,the%20shoe%20on%20their%20foot> (Accessed: 13 May 2023).

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Section 1	Unit leader changed from Pollyanna Whitehead to Dawn Evans	20/03/2025
Section 10	Teaching staff information updated to include Dawn Evans	20/03/2025
Section 1 & 10	Unit leader changed from Dawn Evans to Kate Gingles	03/07/2026



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Section 1	Notional hours changed from 50 to 23	03/07/2026
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Document Control Information	
Policy Title:	ND 1.1 unit specification
Version number:	V4.0/DE/24-07-25
Owner:	Kate Gingles
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	3 RD July 2026
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2027