



# Play Projects

## Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

Play projects at Sticklepath will develop the whole child by providing a safe space for children to develop their sense of self. We want Sticklepath children to grow into socially adept, confident, resilient children. Play Projects allows children to be immersed in the Prime Areas of learning developing their abilities to communicate and collaborate with their peers. Our children will come to understand themselves, their strengths and weaknesses and learn to confidently make connections with the people and the world around them.

Play projects uses four components of play to create a stage within which children can interact with shared, purposeful play. The four main components of play which are developed are: drawing, making, building and communicating. Through Play Projects, the children are taught a progression of key skills and vocabulary in each of the four areas of play. Their imagination then provides a limitless arena in which to apply these skills in multiple contexts.

Play projects at Sticklepath will grow in all our children a voice and a choice during their independent learning, creating empowered motivated learners who develop a love of learning and promote the value of learning. Play projects provides a vehicle to support and sustain a broad curriculum. We want our children to be **curious**, ask questions and explore their own interests whilst making links and connections to learning experiences and the wider world.

Sticklepath children will become confident **communicators**, as pupils are taught to use vocabulary and sentence stems to explain and communicate their thinking, creating positive relationships with learning and their peers. Play Projects gives children a structure to voice their play and be able to clearly communicate their thinking and learning with others. The child's voice allows adults a greater insight into the child's play creating the opportunities to join them and support their next steps.

We want Sticklepath children to become **deep critical thinkers** who constantly question and reflect on their learning. The children learn a plan-do-review approach to their play project, which supports them to scaffold their learning and this skill can then be transferred into future learning. As a growth mind-set school, we encourage children to face 'desirable difficulties', creating cognitive challenge to develop deep learning.

Play Projects at Sticklepath live and breathe the cohort they are supporting, flexing to prioritise their identified group and individual needs, from language acquisition to social skills or number sense.