**A short note on acoustics and outside play for planning in respect of the two year old provision at Primrose Hill Primary School**

1. **The principles of play for two year olds**

Expert advice on the key principles of play for two year olds is encapsulated in the following quotes:

*“The exploration and engagement of two-year-olds, as they experience the world with their whole bodies, emphasises the vital role of leaders in ensuring that the indoor and outdoor learning environment/learning space is appropriate and convenient for the age and stage of the children using it on a daily basis … Children may remain in the learning space for extended time, encompassing the beginning and the end of each day and including a range of transitions during that time*. [It is important to] *recognise this variation and support teams in planning for children’s needs at different times during the day and also for new experiences to be available so that children are both stimulated in their learning and nurtured in their daily routines.”[[1]](#footnote-1)*

*“…research … shows that very young children need access to a learning space that enables them to experience running, jumping, stretching, climbing, pulling, pushing, crawling, sliding, turning, bending, touching, rolling, squeezing and tumbling. Equally, very young children need regular experience of being held, wrapped, stroked, squeezed and also being involved in rough and tumble play. She suggests that proprioceptive stimulation can be encouraged if resources provided within (and the layout of) the indoor and outdoor learning environment enables lifting and carrying activities, opportunities to push objects around, to sweep with brushes (often aspects of children’s early imaginative and creative play) and activities that involve a child’s muscles in heavy work as indicated above.”[[2]](#footnote-2)*

1. **Implications of applying good practice in the principles of play for two year olds at Primrose Hill**

The number of children will vary at any point in the day since one key principle is that there should be a free flow between the indoor and outdoor space. The maximum number of children who could be in the outdoor space at any one given time would be 20 once the provision is at full capacity, but it is unlikely that all children would, in reality, be outside together for any prolonged period, if at all.

Outdoor play will involve the activities described above, these being running, jumping, stretching, climbing, pulling, pushing, crawling, sliding, turning, bending, touching, rolling, squeezing and tumbling and rough and tumble play.

It is difficult to imagine how these types of activities could cause a major noise pollution issue in the immediate environment.

Diane Dixon

Family and Childcare Trust Consultant

May 2016

1. National College for Teaching and Leadership, ‘Being and becoming’: under threes in focus Leadership in the early years, 2013 [↑](#footnote-ref-1)
2. National College for Teaching and Leadership, ‘Being and becoming’: under threes in focus Leadership in the early years, 2013 quoting Jean Ayres in *Sensory Integration and the Child: Understanding Hidden Sensory Challenges (revised edition 2005)* [↑](#footnote-ref-2)