

## Student Reading List No.3

### Play and Young Children 0-8

- AARONOVITCH, S. (2008)**  
In search of inclusivity.  
*London Play News, no.41 (Autumn) pp6-7.*  
(Discusses issues around play provision and inclusion of disabled children).
- BATTLE, M. (2007)**  
Spirited and hopeful: exploring loose parts on Haida Gwaii.  
*Playrights Magazine, no.2 (Oct). pp26-28.*  
(Discusses the importance of loose parts in children's play, drawing on the author's experience of working with preschool children on an island in British Columbia).
- BILTON, H.. (2007)**  
All about...dens.  
*Nursery World, vol.107, no.4086 (6 Sep) pp15-18.*  
(Making a den is an almost instinctive play choice for young children. This pull-out supplement advises early years practitioners what they can do to support and encourage them).
- BRADLEY, D., and others (2007)**  
Rough and tumble special feature. Safe and sound.  
*Nursery Education, (Jan). pp12-19.*  
(Special feature on safety and risk looks at statistics from Ofsted inspections of childcarers between April 2005 and March 2006, which found that 97 per cent of the 25,000 childcare providers inspected were found to be 'satisfactory' at keeping children in their care safe from harm. Practitioners discuss the benefits of allowing children to take risks and how to manage risk-taking behaviour. Concludes with a brief outline of health and safety regulations that affect day-to-day practice).
- BRENNAN, C., and HAYES, N. (2007)**  
Pretend you're mean to me and I....:- Collective reconstructions in play.  
*Early Childhood Practice, vol.9, no.1. pp6-24.*  
(Research findings from a project to explore how children take part in pretend play with each other. The research is based on observations of children aged three and four in a preschool setting in Ireland. The findings have implications for the place of play and the role of pedagogue in supporting children's social development).
- CONWAY, M. (2008)**  
Adventurous play.  
*Who Minds?, (Winter). pp35-37.*  
(Discusses the importance of play involving risk and challenge for children, and gives ideas for childminders on how to encourage adventurous play).

7. **DRAKE, J. (2007)**  
Dig and delve.  
*Nursery World, (1 Nov) pp24-25.*  
(Wet and dry sand can provide a useful basis for further learning when combined with careful planning and an interesting variety of resources).
8. **ENGEL, L.. (2007)**  
It's a wrap.  
*Nursery World, vol.107, no. 4063 (22 Mar) pp12-13.*  
(Advises early years practitioners how they can cater for schemas being explored by the youngest children with simple interactive play).
9. **GERMANEY, L., and WHENTRINGHAME, L. (2008)**  
Superheroes and gunplay in classrooms and settings: will boys be boys?  
*OMEP UK Updates, (Mar) pp10-12.*  
(Discusses the value of superhero and gun play, and looks at the current debate about being more accepting of the types of play generally preferred by boys).
10. **HANCOCK, R., and GILLEN, J. (2007)**  
Safe places in domestic spaces: two-year-olds play in their homes.  
*Children's Geographies, vol.5, no.4 (Nov) pp337-351.*  
(Aims to contribute to the growing research on children's 'intimate geographies' by focusing on children aged two years and their play within the home. Drawing on information from videos of three children, the paper describes the way children use and invest meaning in these spaces).
11. **HENRICKS, T. (2008)**  
The nature of play: an overview.  
*American Journal of Play, vol.1, no.2, pp157-180.*  
(Describes a range of perspectives and concerns that inform scholarly understandings of play, paying particular attention to the work of Brian Sutton-Smith. Following Johan Huizinga, the author offers his own conclusions concerning the nature of play).
12. **JARVIS, P. (2007)**  
Monsters, magic and Mr Psycho: A biocultural approach to rough and tumble play in the early years of primary school.  
*Early Years, vol.27, no.2 (Jul). pp171-188.*  
(Focuses on the developmental role of rough and tumble play with particular attention to the narratives that children use to underpin such activities).
13. **KINGSLEY, B. (2008)**  
Play doesn't rely on words but it can structure its own language.  
*Ip-dip, no.3 (Apr-Jun) pp16-17.*  
(Discusses how play can be used as a form of communication between children, and between children and adults).
14. **LEMAN, P.J., and LAM, V.L. (2008)**  
The influence of race and gender on children's conversations and playmate choices.  
*Child Development, vol.79, no.5 (Sep/Oct). pp1329-1343.*  
(Drawing on data from 428 London children aged 7 years from two racial minority groups [African Caribbean and South Asian] and the racial majority group [European], this study examined the influence of race and gender on children's conversations and friendship choices. Results demonstrated that race affects children's choice of playmate at 7 years and that it also affects the style and dynamics of children's conversations).
15. **LINDON, J. (2007)**  
Free range.  
*Nursery World, vol.107, no. 4067 (19 Apr) pp22-23.*  
(Lindon looks at emotional and physical wellbeing, advising that as demonstrated in outdoor play, children flourish when they have the chance to take control of their own decisions and activities).

16. **MCWHIRTER, J. (2007)**  
The children go down to the woods to learn.  
*Safety Education, (Autumn) pp8-11.*  
(Examines how forest schools enable children to experience risk and challenge. Reports on a nursery school in Rochdale that uses the forest school idea to teach 3-and 4-year olds about risk).
17. **MECHLING, J. (2008)**  
Gun play.  
*American Journal of Play, vol.1, no.2, pp192-209.*  
(Following the approach of play scholar Gregory Bateson, this article offers an understanding of play with guns, maintains that the moral panic about boys and gun play in the United States is unfounded, and suggests some developmental and other benefits from boys' play with guns).
18. **NICHOLSON, S. (2009)**  
How not to cheat children: the theory of loose parts.  
*Ip-dip, no.7 (May). 6pp (Insert).*  
(Originally published in Landscape Architecture, vol.62, 1971. Presents a theory that suggests that loose, moveable parts in an environment will empower creativity, inventiveness and discovery in children. The theory of loose parts has been applied by many play practitioners and play designers in their work).
19. **PASCH, J. (2008)**  
Getting the balance right.  
*London Play News, no.41 (Autumn) pp14-15.*  
(Discusses children's physical movement in play and examines the physical, emotional and social benefits of allowing children to follow their hidden instincts).
20. **PRACTICAL PRE-SCHOOL (2009)**  
Practical activities. Pull-out section.  
*Practical Pre-School, no.97 (Feb). 16pp*  
(Practical ideas and activities for parents and practitioners to use with young children. Subject covered include: outdoor play; making books; problem solving and numeracy; observational drawing; tactile play; and action rhymes).
21. **PRE-SCHOOL LEARNING ALLIANCE (2008)**  
Hidden treasures.  
*Under Five, (Jul/Aug). pp12-13.*  
(Introduces the use of treasure baskets and heuristic play in baby and toddler groups and shows how they can help parents to understand more about their children).
22. **RUSSELL, W. and LESTER, S. (2008)**  
'Tell your mum I saved your life': the relationship between children's play, uncertainty and risk.  
*Playrights Magazine, no.2 (Sep). pp4-8.*  
(Examines contemporary understandings of play, risk and childhood and suggest that children are competent in creating uncertainty and risk in their play, and in dealing with it).
23. **SANTER, J., GRIFFITHS, C., and GOODALL, D. (2007)**  
Grey matter.  
*Nursery World, vol.107, no.4071 (17 May) pp22-23.*  
(Explores the role of free play, and the impact of formal skill teaching, in children's early brain development).
24. **SCOTT, R. (2007)**  
Equalities and inclusion in play and childcare.  
*Childright, no.241 (Nov) pp26-29.*  
(Scott examines what equality and inclusion means in the context of play and childcare and considers how settings can begin to put it into practice).

25. **TAYLOR, C. (2008)**  
Free play for all ages.  
*OMEP UK Updates, (Mar) pp6-8.*  
(Discusses the value of play for preschool children in terms of the playwork definition of play).
26. **THOMPSON, C. (2007)**  
Play in the mosque.  
*Play for Wales, no.21 (Summer), pp9.*  
(The Ethnic Minority Play Development Worker for Swansea describes a play and consultation project conducted at a mosque).
27. **WALLER, T. (2007)**  
'The Trampoline Tree and the Swamp Monster with 18 heads': outdoor play in the foundation stage and foundation phase.  
*Education 3-13, vol.35, no.4, pp393-407.*  
(Discusses pedagogy and outdoor play in the early years in relation to findings constructed in an ongoing research project in two settings (in England and Wales). In the project, children aged three to seven years are given regular opportunity to play and learn in natural wild environments).
28. **WALTON, J. (2009)**  
Inclusive play: the principles of making it work.  
*The Playing Field, (Winter), pp4-5.*  
(Looks at the principles of making inclusive play work).
29. **WENNER, M. (2009)**  
The serious need for play.  
*Scientific American Mind, (22 Jan), pp1-4.*  
(Discusses how free, imaginative play is essential for normal social, emotional and cognitive development. Drawing on various research studies, the author considers the negative effects of play deprivation).
30. **YUDINA, E. (ed.) (2007)**  
Rediscovering Vygotsky.  
*Children in Europe, Special issue. 23pp.*  
(Special issue devoted to the Russian educator Lev Vygotsky and the relevance and application of his ideas in early childhood education today).

## Useful organisations

### Children's Play Information Service

[www.ncb.org.uk/cpis](http://www.ncb.org.uk/cpis)

### National Association of Toy and Leisure Libraries

[www.natll.org.uk](http://www.natll.org.uk)

### Pre-School Learning Alliance

[www.pre-school.org.uk](http://www.pre-school.org.uk)