Chapter 1 – Why Nature Play

Carson, R. (1998) *The Sense of Wonder*. New York: HarperCollins. Available at: https://www.harpercollins.com/products/the-sense-of-wonder-rachel-carson

Creative STAR Learning. Available at: https://creativestarlearning.co.uk/

Early Education. Available at: https://www.early-education.org.uk/

Early Years Alliance. Available at: https://www.eyalliance.org.uk/

Franco, A. and Robson, D. (2022) *The benefits of learning to love mud*. BBC Future. Available at: https://www.bbc.co.uk/future/article/20220929-how-outdoor-play-boosts-kids-immune-systems

Froebel Trust. *Children and Nature*. Available at: https://www.froebel.org.uk/

Josephidou, J. and Kemp, N. (2022) 'A life "in and with nature?" Developing nature engaging and nature enhancing pedagogies for babies and toddlers', *Global Education Review*, 9(3). https://oro.open.ac.uk/103766/3/103766.pdf

Learning through Landscapes. Available at: https://www.ltl.org.uk

Muddy Faces. *Nature Connection*. Available at: https://muddyfaces.co.uk/outdoor-hub/nature-connection/

Outdoor Play Canada (2022) *Outdoor Play Glossary of Terms*. Available at: https://www.outdoorplaycanada.ca/resources/

Roslund, M.I. et al. (2020) 'Biodiversity intervention enhances immune regulation and health-associated commensal microbiota among daycare children', *Science Advances*, 6(42). Available at: https://www.science.org/doi/10.1126/sciadv.aba2578

Sobel, D. (2008) *Childhood and Nature: Design Principles for Educators*. Portland, OR: Stenhouse Publishers. Available at https://www.davidsobelauthor.com/childhood-and-nature

Sobel, D. Available at: https://www.davidsobelauthor.com/

Roslund, M.I. et al. (2022) 'Optimising Early Childhood Educational Settings for Health Using Nature-Based Solutions: The Microbiome Aspect', *Microorganisms*. Available at: https://eresearch.qmu.ac.uk/server/api/core/bitstreams/2be0fea2-4d1d-49bc-8f2e-ceac50e5cb06/content

How mud boosts your immune system: www.bbc.com/future/article/20220929-how-outdoor-play-boosts-kids-immune-systems

Chapter 2 – Playful Staff

Bruce, T. (2021). *Learning Through Play: Babies, Toddlers and the Foundation Years.* London: Hodder Education. https://archive.org/details/learningthroughp0000bruc

Donaldson, F. (1978). *Playing by Heart: The Vision and Practice of Belonging.* Future Bright Publishing. https://www.abebooks.co.uk/9781558742536/Playing-Heart-Vision-Practice-Belonging-1558742530/plp

Froebel, F. (1887). *The Education of Man.* (Modern editions available.) https://archive.org/details/educationofman00fr

Palmer, S. (2018). *Play Is the Way.* https://upstart.scot

Rudolf Steiner: https://waldorfeducation.uk/waldorf-education/rudolf-steiner-history

Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press. https://www.hup.harvard.edu/books/9780674576292

Louv, R. (2008).*Last Child in the Woods.* https://richardlouv.com/books/last-child

Robertson, J. (2014).*Dirty Teaching.*

https://www.crownhouse.co.uk/assets/look-inside/9781781351079.pdf

Sobel, D. (2008).*Childhood and Nature.* https://www.davidsobelauthor.com/childhood-and-nature

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. & Bell, D. (2002).**Researching Effective Pedagogy in the Early Years (REPEY).** https://www.ucl.ac.uk/ioe/sites/ioe/files/REPEY_research_brief.pdf

Siraj-Blatchford, I.**Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale** https://www.early-education.org.uk

Brussoni, M. et al. (2015).*What is the relationship between risky outdoor play and health in children?* https://doi.org/10.3390/ijerph120606423

Gill, T. (2007).*No Fear: Growing up in a risk-averse society.* *https://rethinkingchildhood.com/no-fear/*

Sandseter, E.B.H. https://ellenbeatehansensandseter.com/

Richardson, M. et al. (2020). *Nature Connectedness.*
https://www.tandfonline.com/doi/full/10.1080/26395916.2020.1844296#abstract

Chawla, L. (2015). *Benefits of Nature Contact for Children.*
https://journals.sagepub.com/doi/abs/10.1177/0885412215595441

Arnold, C. *Understanding Schemas and Young Children.*
https://eric.ed.gov/?id=ED512208

Athey, C. (2007). *Extending Thought in Young Children.*
https://sk.sagepub.com/book/mono/extending-thought-in-young-children/toc#_

The Hundred Languages of Children. Edwards, C., Gandini, L. & Forman, G.
https://archive.org/details/hundredlanguages0000unse_d1u7

Nicholson, S. (1971).**How NOT to Cheat Children: The Theory of Loose Parts.**
http://media.kaboom.org/docs/documents/pdf/ip/Imagination-Playground-Theory-of-Loose-Parts-Simon-Nicholson.pdf

Outdoor Learning organisations

Learning through Landscapes: https://www.ltl.org.uk

Outdoor Play Canadahttps://www.outdoorplaycanada.ca

Natural England: https://www.gov.uk/government/organisations/natural-england

Child Development

Centre on the Developing Child (Harvard University)
https://developingchild.harvard.edu

Whitebread, D. et al. (2017). *The Role of Play in Children's Development.*

https://www.researchgate.net/publication/325171537_The_role_of_play_in_children's_development_a_review_of_the_evidence

Climate & Sustainability

UNESCO

https://www.unesco.org

Children's Nature Network

https://www.childrenandnature.org

Chapter 3 – Playful Families

Beames, S., Higgins, P. and Nicol, R. (2012) *Learning Outside the Classroom: Theory and Guidelines for Practice*. New York: Routledge. Available at: https://www.taylorfrancis.com/books/mono/10.4324/9780203816011/learning-outside-classroom-peter-higgins-simon-beames-robbie-nicol

Gill, T. (2014) *The Benefits of Children's Engagement with Nature: A Systematic Literature Review*. Children & Nature Network. https://www.researchgate.net/publication/305752276_The_Benefits_of_Children's_Engagement_with_Nature_A_Systematic_Literature_Review

Groves, L. and McNeish, D. (2008) *Parents, Play and the Early Years*. London: National Children's Bureau. https://sk.sagepub.com/book/edvol/childrens-rights-in-practice/back-matter/d228

Outdoor Classroom Day. Available at: https://outdoorclassroomday.com/

Play England. *Playday*. Available at: https://www.playday.org.uk/

Smith, G.A. and Barker, J. (2019) *Outdoor Learning in the Early Years*. https://waldorfeducation.uk/storage/app/media/academic%20articles/Outdoor%20learning%20in%20early%20childhood%20education%20%20exploring%20benefits%20and%20challenges.pdf

Torkos, H. (2025) *Nature Play and Family Attachment*. https://www.researchgate.net/publication/371452395_Emotional_Affinity_of_Children_Toward_Nature

Nature Play and child well being https://aifs.gov.au/resources/policy-and-practice-papers/nature-play-and-child-wellbeing

Waite, S. (2017) *Children Learning Outside the Classroom: From Birth to Eleven* (2nd ed.). London: Sage. https://www.researchgate.net/publication/336579548_Children_learning_outside_the_classroom_from_birth_to_eleven_Second_edition_London_SAGE

Wilson, R. Garland (2018) *Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments* (2nd ed.). London: Routledge. https://www.researchgate.net/publication/286218786_Nature_and_young_children_Encouraging_creative_play_and_learning_in_natural_environments_Second_edition

Children's nature play: access to the outdoors and interactions with biodiversity
Allison Antink-Meyer
https://www.tandfonline.com/doi/full/10.1080/14729679.2024.2420316

Impasses in the wild: Autonomy support in naturalistic, parent-child outdoor play Smith & Barker (2019)
https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.885231/full

Working with Parents, Carers and Families in the Early Years Wilson & Garland (2018)

https://www.taylorfrancis.com/books/mono/10.4324/9781003429562/working-parents-carers-families-early-years-teresa-wilson

Torkos https://scholar.google.com/citations?user=3RuwftMAAAAJ&hl=ro

Chapter 4 – Playful Spaces

Birth to Five Matters (2026) *Birth to Five Matters: Non-statutory guidance for the Early Years Foundation Stage*. Available at: https://birthto5matters.org.uk/

Children & Nature Network. *Research Library*. https://www.childrenandnature.org/resources/

Creative STAR Learning. Available at: https://creativestarlearning.co.uk/

Dankiw, K.A., Tsiros, M.D., Baldock, K.L. and Kumar, S. (2020) 'The impacts of unstructured nature play on health in early childhood development: A systematic review', *PLOS ONE*, 15(2), e0229006. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0229006

Education Endowment Foundation (EEF). https://educationendowmentfoundation.org.uk/

Froebel Trust. Available at: https://www.froebel.org.uk/

Learning through Landscapes. *Publications*. Available at: https://ltl.org.uk/publications/

Montessori for Today. Available at: https://montessorifortoday.com/

Muddy Faces. Available at: https://muddyfaces.co.uk/

Muddy Faces. *Annual Special Days, Weeks and Months*. Available at: https://muddyfaces.co.uk/events/annual-special-days-weeks-months

National Education Nature Park. *EYFS Nature Park Guide*. https://educationnaturepark.org.uk/resource/eyfs-nature-park-guide

Play Wales (2025) *Playing and Playwork*. Available at: https://playwales.org.uk/

Primary Science Teaching Trust. *Play, Observe, Ask*. https://pstt.org.uk/resources/play-observe-ask

Sensory Trust (2020). *Access to Nature*. https://www.sensorytrust.org.uk/

Teach Early Years. *Learning and Development*. https://www.teachearlyyears.com/learning-and-development

Thrive Outdoors. https://thriveoutdoors.org.uk/

Tuuling, L., Õun, T., Ugaste, A. and Rannikmäe, M. (2019) 'Why is it important for children to experience nature?' https://www.researchgate.net/publication/329446170_Teachers'_opinions_on_utilizing_outdoor_learning_in_the_preschools_of_Estonia

Chapter 5 – Mud Play

Barrable, A. and Booth, D. (2020) *Nature Kindergartens and Forest Schools: The Importance of Nature in Early Childhood Education*. https://www.mdpi.com/2071-1050/12/1/375

Barrable, A. and Robinson, J.M. (2023) 'From risky play to dirty play: why young children need "dirty" nature play in their lives', *International Journal of Play*. https://researchnow.flinders.edu.au/files/220786098/Barrable_From_P2026.pdf

Children & Nature Network. *Research Library*. Available at: https://www.childrenandnature.org/resources/

Early Childhood Research Quarterly. Available at: https://www.sciencedirect.com/journal/early-childhood-research-quarterly

Froebel Trust. Available at: https://www.froebel.org.uk/

Gill, T. (2014) *The Benefits of Children's Engagement with Nature: A Systematic Literature Review*. Children & Nature Network. Gill, T. (2014) https://www.semanticscholar.org/paper/The-Benefits-of-Children%27s-Engagement-with-Nature%3A-Gill/d5ac74d6fe22140873891c3dd033252f4bfc48ea

Hanski, I., von Hertzen, L., Fyhrquist, N., *et al.* (2012) 'Environmental biodiversity, human microbiota, and allergy are interrelated', *Proceedings of the National Academy of Sciences*, 109(21), pp. 8334–8339. https://www.pnas.org/doi/10.1073/pnas.1205624109

International Journal of Early Childhood. Available at: https://link.springer.com/journal/13158

Learning through Landscapes. Available at: https://www.ltl.org.uk/

Nature-Based Outdoor Play and Learning Environments for Below-3 Children: A Literature-Based Summary. Available at: https://pmc.ncbi.nlm.nih.gov/articles/PMC6983630/

Outdoor Play and Learning (OPAL). Available at: https://outdoorplayandlearning.org.uk/

Rook, G.A.W. (2013) 'Regulation of the immune system by biodiversity from the natural environment: An ecosystem service essential to health', *Proceedings of the National Academy of Sciences*, 110(46), pp. 18360–18367. Available at: https://www.pnas.org/doi/10.1073/pnas.1313731110

Roslund, M.I., Puhakka, R., Grönroos, M., *et al.* (2020) 'Biodiversity intervention enhances immune regulation and health-associated commensal microbiota among daycare children', *Science Advances*, 6(42), eaba2578. Available at: https://www.science.org/doi/10.1126/sciadv.aba2578

Roslund, M.I., Puhakka, R., Grönroos, M., *et al.* (2024) 'Impact of outdoor nature-related activities on gut microbiota, faecal serotonin and perceived stress in preschool children: the Play&Grow randomised controlled trial', *Scientific Reports*. https://www.researchgate.net/publication/347306243_Impact_of_outdoor_nature-related_activities_on_gut_microbiota_fecal_serotonin_and_perceived_stress_in_preschool_children_the_PlayGrow_randomized_controlled_trial

Chapter 6 – Communication

Bruce, T. (2012) *Early Childhood Practice: Froebel Today*. https://sk.sagepub.com/book/edvol/early-childhood-practice/toc#_

Department for Education (2024) *Help for Early Years Providers: Interactions*. https://help-for-early-years-providers.education.gov.uk/

Education Scotland. *How Can We Create a Language and Communication Supportive Environment in ELC Settings?* https://www.gov.scot/publications/speech-language-communication-action-plan/pages/8/

Froebel Trust. *Froebel and Languages*. Available at: https://www.froebel.org.uk/

Kelly, C. (2010) *Supporting Children Learning English as an Additional Language in the Early Years*. Available at: https://www.foundationyears.org.uk/

ShREC Approach https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach

Learning through Landscapes. https://ltl.org.uk/

Reggio Children. https://www.reggiochildren.it/en/

National Deaf Children's Society. https://www.ndcs.org.uk/

Nuffield Early Language Intervention (NELI).: https://www.teachneli.org/

Portis, A. (2007) *Not a Stick*. New York: HarperCollins. https://harpercollins.co.uk/products/not-a-stick-antoinette-portis?variant=32719830483022

Perry, E. (2021) *Puddling*. London: Walker Books. https://www.walker.co.uk/9781529508741/puddling/

Richardson, S. (2019) *Developing Speech and Language Through Outdoor Learning*. https://www.researchgate.net/publication/364863231_Speech_and_Language_Development_in_a_Forest_School_Environment_An_Action_Research_Project

Sorace, A. (2019) *The Benefits of Bilingualism*. Bilingualism Matters. https://www.bilingualism-matters.org/

Welsh Government. *Supporting the Development of Speech, Language and Communication in the Early Years*. https://www.gov.wales/interventions-review-supporting-early-years-speech-language-and-communication-slc

Waddell, M. (1992) *Owl Babies*. London: Walker Books. https://www.walker.co.uk/9780744531671/owl-babies/#:~:text=Owl%20Babies%20is%20a%20comforting%20read%20for%20any%20toddler%20who,to%20find%20their%20mother%20gone.

Carle, E. (1969) *The Very Hungry Caterpillar*. London: Puffin. https://www.penguin.co.uk/series/HUNGRY/the-very-hungry-caterpillar

Chapter 7 – Fine & Gross Motor Skills

Active Matters. *Physical Literacy* https://www.activematters.org/early-years-physical-literacy-framework/

Ayres, A.J. (2005) *Sensory Integration and the Child*. 25th Anniversary edn. Los Angeles: Western Psychological Services. https://catalog.nlm.nih.gov/discovery/fulldisplay/alma9916848933406676/01NLM_INST:01NLM_INST

Beames, S., Higgins, P. and Nicol, R. (2012) *Learning Outside the Classroom: Theory and Guidelines for Practice*. Abingdon: Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9780203816011/learning-outside-classroom-peter-higgins-simon-beames-robbie-nicol

Bruce, T. (2015) *Early Childhood Practice: Froebel Today*. London: SAGE. https://sk.sagepub.com/book/edvol/early-childhood-practice/chpt/introduction

Department for Education (2024) *Help for Early Years Providers: Physical Development*. https://help-for-early-years-providers.education.gov.uk/

Frost, J.L. (2010) *A History of Children's Play and Play Environments*. New York: Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9780203868652/history-children-play-play-environments-joe-frost

Gill, T. (2014) *The Benefits of Children's Engagement with Nature: A Systematic Literature Review*. Children & Nature Network. https://www.semanticscholar.org/paper/The-Benefits-of-Children%27s-Engagement-with-Nature%3A-Gill/d5ac74d6fe22140873891c3dd033252f4bfc48ea

Hanscom, A. (2016) *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident and Capable Children*. Oakland, CA: New Harbinger Publications. https://books.google.co.uk/books/about/Balanced_and_Barefoot.html?id=WaK0CwAAQBAJ&redir_esc=y

Learning through Landscapes. Available at: https://www.ltl.org.uk/

Montessori, M. (1967) *The Discovery of the Child*. Oxford: Clio Press. https://montessori150.org/maria-montessori/montessori-books/discovery-child

Piaget, J. (1952) *The Origins of Intelligence in Children*. New York: International Universities Press. https://psycnet.apa.org/record/2007-10742-000

Play Scotland. *Loose Parts Play Toolkit*. Available at: https://www.playscotland.org/

Play Wales. *Playing and Playwork*. Available at: https://playwales.org.uk/

Schön, D.A. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. https://raggeduniversity.co.uk/wp-content/uploads/2025/03/1_x_Donald-A.-Schon-The-Reflective-Practitioner_-How-Professionals-Think-In-Action-Basic-Books-1984_redactedaa_compressed3.pdf

Stodden, D.F., Goodway, J.D., Langendorfer, S.J., Roberton, M.A., Rudisill, M.E., Garcia, C. and Garcia, L.E. (2008) 'A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity', *Quest*, 60(2), pp. 290–306. https://doi.org/10.1080/00336297.2008.10483582

John Dewy: How we think (1910): https://books.google.co.uk/books/about/How_We_Think.html?id=WF0AAAAAMAAJ&redir_esc=y

The Outdoor Play and Learning (OPAL) Programme. Available at: https://outdoorplayandlearning.org.uk/

World Health Organization (2019) *Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children Under 5 Years of Age*. Available at: https://www.who.int/publications/i/item/9789241550536

Chapter 8 – Playful Neighbourhoods

Barrable, A. (2019) *Nature Connection and Biophilia in Early Childhood*. https://discovery.dundee.ac.uk/en/publications/the-case-for-nature-connectedness-as-a-distinct-goal-of-early-chi/

Beames, S., Higgins, P. and Nicol, R. (2012) *Learning Outside the Classroom: Theory and Guidelines for Practice*. Abingdon: Routledge. Available at: https://www.routledge.com/Learning-Outside-the-Classroom-Theory-and-Guidelines-for-Practice/Beames-Higgins-Nicol/p/book/9780415893626

Reconnecting children to nature: The efficacy of a wildlife intervention depends on local nature and socio-economic context, but not on urbanisation https://besjournals.onlinelibrary.wiley.com/doi/full/10.1002/pan3.10702

Could Nature Contribute to the Management of ADHD in Children? A Systematic Review: Bauman Tillmann, S., Tobin, D.

(2024)
https://www.researchgate.net/publication/381188587_Could_Nature_Contribute_to_the_Management_of_ADHD_in_Children_A_Systematic_Review

Identifying Challenges and Solutions to Early Childhood Education and the Perceived Importance of Outdoor Time: A Mixed Methods Approach in a Socioeconomically Diverse Population https://www.mdpi.com/1660-4601/20/24/7166

Children & Nature Network. *Research Library*. Available at: https://www.childrenandnature.org/resources/

Department for Education. *Help for Early Years Providers*. Available at: https://help-for-early-years-providers.education.gov.uk/

Education Scotland. *Realising the Ambition: Being Me*. Available at: https://education.gov.scot/

Learning through Landscapes. Available at: https://www.ltl.org.uk/

Louv, R. (2008) *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books. https://richardlouv.com/books

Natural England. *Nature for Climate & Green Infrastructure*. https://www.gov.uk/government/organisations/natural-england

NICE (National Institute for Health and Care Excellence). *Physical Activity: Encouraging Activity in the Community*. https://www.nice.org.uk/guidance/qs183/chapter/Quality-statement-5-Schools-and-early-years-settings

Play England. *Play England*. Available at: https://www.playengland.org.uk/

Play Scotland. *Loose Parts Play Toolkit*. Available at: https://www.playscotland.org/

Play Wales. *Playing and Playwork*. Available at: https://playwales.org.uk/

UNICEF UK. *Child Friendly Cities Initiative*. Available at: https://www.unicef.org.uk/child-friendly-cities/

World Health Organization (2019) *Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children Under 5 Years of Age*. Available at: https://www.who.int/publications/i/item/9789241550536

Chapter 9 – Risky Play

Ball, D.J., Gill, T. and Spiegal, B. (2012) *Managing Risk in Play Provision: Implementation Guide*. Play Safety Forum. https://playsafetyforum.wordpress.com/

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E.B.H., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M. and Tremblay, M.S. (2015) 'What is the relationship between risky outdoor play and health in children? A systematic review', *International Journal of Environmental Research and Public Health*, 12(6), pp. 6423–6454. https://www.mdpi.com/1660-4601/12/6/6423

Department for Education. *Help for Early Years Providers*. https://help-for-early-years-providers.education.gov.uk/

Early Education. https://early-education.org.uk/

Early Years Alliance. https://www.eyalliance.org.uk/

Early Years Scotland.: https://earlyyearsscotland.org/

Rethinking Childhood: www.rethinkingchildhood.com

Education Scotland (2020) *Realising the Ambition: Being Me*. Available at: https://education.gov.scot/

Children's Dynamic Risk Management – A comprehensive approach to children's risk willingness, risk assessment, and risk handling Ellen Beate Hansen Sandseter and Rasmus Kleppehttps:
(2024)www.tandfonline.com/doi/full/10.1080/21594937.2024.2425539

Froebel Trust.: https://www.froebel.org.uk/

Gill, T. (2007) *No Fear: Growing Up in a Risk Averse Society*. London: Calouste Gulbenkian Foundation. https://rethinkingchildhood.com/no-fear/

Gray, C., Gibbons, R., Larouche, R., Sandseter, E.B.H., Bienenstock, A., Brussoni, M., Chabot, G., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M. and Tremblay, M.S. (2015) 'What Is the Relationship between Outdoor Time and Physical Activity, Sedentary Behaviour, and Physical Fitness in Children? A Systematic Review', *International Journal of Environmental Research and Public Health*, 12(6), pp. 6455–6474. https://www.mdpi.com/1660-4601/12/6/6455

Health and Safety Executive (2023) *Children's Play and Leisure – Promoting a Balanced Approach*. https://www.hse.gov.uk/entertainment/childs-play-statement.htm

Hughes, B. (1996) *A Playworker's Taxonomy of Play Types*. London: PLAYLINK. https://books.google.co.uk/books/about/A_Playworker_s_Taxonomy_of_Play_Types.html?id=jKwSAAAACAAJ&redir_esc=y

International School Grounds Alliance. https://www.internationalschoolgrounds.org/

Learning through Landscapes. https://www.ltl.org.uk/

Play Scotland. *Managing Risk in Play*. https://www.playscotland.org/schools-childcare/managing-risk-play-provision/

Sandseter, E.B.H. (2007) 'Categorising Risky Play—How Can We Identify Risk-Taking in Children's Play?', *European Early Childhood Education Research Journal*, 15(2), pp. 237–252. https://www.tandfonline.com/doi/abs/10.1080/13502930701321733

Tovey, H. (2011) *Playing Outdoors: Spaces and Places, Risk and Challenge*. 2nd edn. Maidenhead: Open University Press. https://www.sciepub.com/reference/76889

United Nations Committee on the Rights of the Child (2013) *General Comment No. 17: The Right of the Child to Rest, Leisure, Play, Recreational Activities, Cultural Life and the Arts*. Available at: https://www.refworld.org/legal/general/crc/2013/96090

World Health Organization (2019) *Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children Under 5 Years of Age*. Available at: https://www.who.int/publications/i/item/9789241550536

Chapter 10 – Play for Imagination

Pretend Play and Cognitive Development
Lillard, A. S., Pinkham, A. M. & Smith, E. (2011),

https://www.researchgate.net/publication/227988268_Pretend_Play_and_Cognitive_Development

Imaginative play strengthens executive function, including focus and self-regulation
Galyer, K. T. & Evans, I. M. (2001).
https://www.researchgate.net/publication/247499648_Pretend_Play_and_the_Development_of_Emotion_Regulation_in_Preschool_Children

Social play supports empathy and understanding of others and builds friendships (Smith, 2009; Smits-van der Nat et al.,(2024).
https://www.tandfonline.com/doi/full/10.1080/02568543.2026.2625064

A multi-site case study examined preschool children in two natural outdoor classrooms in the United States. (Kiewra, C. & Veselack, E. (2016)
https://naturalstart.org/sites/default/files/journal/10._final_kiewra_veselack.pdf
As Vygotsky (1978) suggests, imagination develops through social interaction and experience, with adults playing a crucial role in scaffolding, not leading.
https://www.simplypsychology.org/vygotsky.html

linked to improved self-regulation and problem-solving (Barker et al.,2014).
https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2014.00593/full

reduce stress, and improve emotional regulation, (Kuo et al. 2019; Tillman
https://pubmed.ncbi.nlm.nih.gov/29950520/

Pretending with realistic and fantastical stories facilitates executive function in 3-year-old children. Journal of Experimental Child Psychology, White, R. E. & Carlson, S. M. (2021) https://pubmed.ncbi.nlm.nih.gov/33684892/

Dramatic pretend play games uniquely improve emotional control in young children. Goldstein, T. R. & Lerner, M. D. (2018)
https://www.researchgate.net/publication/319834891_Dramatic_pretend_play_games_uniquely_improve_emotional_control_in_young_children

Ashiabi, G.S. (2007) 'Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play', *Early Childhood Education Journal*, 35(2), pp. 199–207. Available at:
https://link.springer.com/article/10.1007/s10643-007-0165-8

Bruce, T. (2011) *Cultivating Creativity in Babies, Toddlers and Young Children*. 2nd edn. London: Hodder Education. https://archive.org/details/cultivatingcreat0000bruc

Children & Nature Network. *Research Library*. Available at: https://www.childrenandnature.org/resources

Department for Education. *Help for Early Years Providers*. Available at: https://help-for-early-years-providers.education.gov.uk/

Education Scotland (2020) *Realising the Ambition: Being Me*. Available at: https://www.playscotland.org/resources/realising-the-ambition-being-me/

Froebel Trust. *Froebel Trust*. Available at: https://www.froebel.org.uk/

Paley, V.G. (1990) *The Boy Who Would Be a Helicopter*. Cambridge, MA: Harvard University Press. https://www.hup.harvard.edu/books/9780674080317

Singer, D.G., Golinkoff, R.M. and Hirsh-Pasek, K. (2006) *Play = Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth*. Oxford: https://www.researchgate.net/publication/232467280_Play_Learning_How_Play_Motivates_and_Enhances_Children's_Cognitive_and_Social-Emotional_Growth

Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Whitebread, D., Basilio, M., Kuvalja, M. and Verma, M. (2012) *The Importance of Play*. University of Cambridge. https://www.csap.cam.ac.uk/media/uploads/files/1/david-whitebread---importance-of-play-report.pdf

Wilson, R. (2012) *Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments*. 2nd edn. Abingdon: Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9780203119358/nature-young-children-ruth-wilson