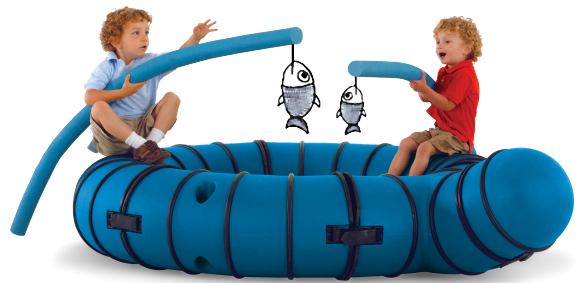




A PLAYCORE Company

Play systems powered by a child's imagination.



ages & stages of play

Snug Play is a versatile play product that allows children of different age groups to be engaged and participating in developmental play. Each age group will interact with the product entirely different than another, which means not only a new experience each time the children play with Snug, but a new type of play each year as they progress through childhood.

The chart below explains how children can use Snug Play to further develop skill sets in the 5 major learning categories.

This modular playground system works well for children in a wide range of ages. It is open ended and abstract, leading children to play at the level of development they fall within and challenge themselves to progress to new levels. As children develop and grow, their play advances and Snug Play can be appropriate at each level. Younger children (2-4) participate more on a physical level. They are learning how their bodies work by climbing, jumping and strengthening their core.

As children become older (4-7) imagination and pretend play emerge. It is during this period that storylines are acted out. They learn how to contribute and interact with others. Children who are ages 8-12 are continually testing the limits. They are learning how they can control and effect their environment and how others participate and change the dynamics of play. Children who have disabilities also follow these developmental levels, but they may not coincide with their chronological ages. Additionally, certain types of special needs hinder children's abilities to progress through these developmental levels. One example of this is children who fall within the Autism spectrum disorders have difficulty with abstract play. This includes imagination and pretend play.

Early Childhood



Lower Elementary



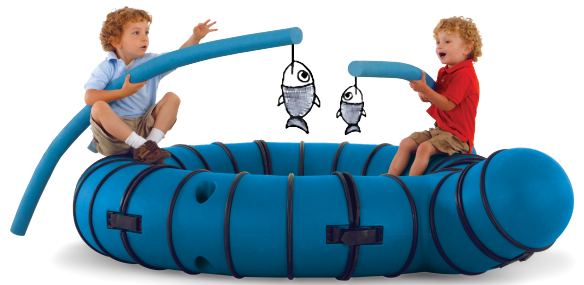
Upper Elementary





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Snug Play: Developmentally Appropriate for All Age Groups	Early Childhood	Lower Elementary	Upper Elementary
Social/Emotional	Open-ended materials promote interactive, collaborative experiences that promote sense of self, conflict-resolution, and cooperation.	Independent free play promotes the development of self-esteem, independence, moral development, and the understanding of the viewpoints of others.	Responsibility for personal and social behaviors and opportunities for self-expression and understanding promote character development and friendships.
Physical	Moving, exploring, and acting on objects develop building, climbing, jumping, and running skills.	Lifting, moving through, and building promote motor planning, visual-motor coordination, and balancing skills.	Strength, stability, and whole-body awareness are developed through sustained higher levels of physical activity and complex movements.
Sensory	Sensory-rich experiences develop understanding of the distinctive features of objects, graphic symbols/patterns, and other stimuli.	Vestibular and proprioceptive movement opportunities develop understanding of how bodies move through space, body position, and how much force is needed for an activity.	Multisensory, hands-on opportunities provide ways to extend learning, promote understanding of academic concepts, and develop long-term memory skills.
Cognitive	Interactions that promote the understanding of cause-and-effect and encourage make-believe and imagination result in purposeful, goal-oriented play.	Manipulation of objects increases spatial reasoning, logic, classification, problem solving, and develops concept acquisition and the ability to symbolically represent concrete objects.	Opportunities to expand abstract thinking and apply academic concepts and knowledge occur during free, guided, and structured play.
Communication	Dramatic and constructive play provides rich language development that expands vocabulary, listening, and conversation skills.	Group experiences offer ways for children to use language in order to clearly express ideas, contribute to discussions, and follow and give directives.	Communicate effectively and learn how to influence others with expressive and receptive language.

Early Childhood

Lower Elementary

Upper Elementary

