

# LEARNING THROUGH PLAY

in the early years



A Resource Book

# LEARNING THROUGH PLAY

in the early years



# CONTENTS

|                                      |     |
|--------------------------------------|-----|
| Introduction                         | 4   |
| Learning Through Dramatic Play       | 11  |
| Learning Through Sand Play           | 25  |
| Learning Through Water Play          | 55  |
| Learning Through Dough and Clay Play | 81  |
| Learning Through Table Top Play      | 93  |
| Learning Through Small World Play    | 105 |
| Learning Through Construction Play   | 123 |
| Learning Through Creative Play       | 153 |

This booklet has been compiled by the Early Years Interboard panel in response to requests by practitioners in Early Years settings for guidelines on provision and progression in play.

The methodology and suggested progression in this document is appropriate for the proposed Foundation Stage as recommended by CCEA.

It is proposed that teachers will use this resource as a starting point for their own planning.

We hope you find it useful.

### **Early Years Interboard Panel**

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# ACKNOWLEDGEMENTS

This resource was designed and compiled by members of the Early Years Interboard Panel. We are particularly grateful to the following teachers for their contribution:

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We would like to thank the Assistant Senior Education Officers of the five Education and Library Boards for their encouragement and for their financial support.

The Interboard Panel is also grateful to officers at CCEA for their technical support in the design and production of the file.

Thank you also to those schools who allowed us to include photographs of play sessions:

Ballymoney N.S., Black Mountain P.S., Bligh’s Lane N.S., Downpatrick N.S, Dunclug N.S., Glenwood P.S., Kylemore N.S., Magherafelt N.S., Omagh County P.S., St. John the Baptist N.S. and Trinity N.S. Bangor.

Finally, a special word of thanks to Lorraine Noble (SEELB) for her endless patience and her faultless word-processing skills.

## A RATIONALE FOR PLAY

Our thinking about play has been influenced over the years by the work of many educationalists, psychologists, researchers and practitioners, and much has been written about how young children learn and how adults can support this learning.

In the opening chapter of her book “Early Childhood Education”, Tina Bruce traces this history of research from Rousseau and Kant in the 18th century, the 19th century practitioners like Froebel, Montessori and Steiner, and on through to 20th century thinkers like Piaget, Vygotsky and Bruner. At this point in time our knowledge base is being challenged further by the work of Howard Gardner, Ferre Laevers, Loris Malaguzzi, Chris Athey and others.

What has emerged from all of this thinking is a set of common principles to which all early years practitioners can sign up.

## 10 COMMON PRINCIPLES OF EARLY YEARS EDUCATION

1. The best way to prepare children for their adult life is to give them what they need as children
2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.
6. There are times when children are especially able to learn particular things.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable.
9. Relationships with other people (both adults and children) are of central importance in a child's life.
10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.

*Tina Bruce*

These principles underpin our Early Years curriculum and guide our planning. Well-planned and well-resourced play activities which allow for progression in a child's thinking and understanding can provide the context in which these principles become the reality for all our children.

## WHAT IS PROGRESSION?

Progression in play reflects the observation and assessment of children's knowledge, skills and attitudes in order to provide developmentally appropriate experiences. Children come to pre-school already as skilled learners. Through our observations, assessment and professional judgement we gain valuable insights into how each one learns best. This information informs our planning to meet the needs of each individual child. Progression in play comes about as a result of a real understanding of the interests, needs and experiences of the child.

As practitioners, we need to understand that there must be a progression in the provision of activities to meet the developmental needs of children.

# THERE ARE 2 STRANDS OF PROGRESSION WHICH IMPACT ON EACH OTHER

| Strand 1  | Strand 2  |
|---|---|
| <p><b>Progression in Learning</b><br/>(knowledge &amp; understanding, skills and attitudes)</p>   | <p><b>Progression in Provision</b><br/>(extending experiences and resources; the adult's role)</p>  |
| <p><b>Experimental Play</b></p> <ul style="list-style-type: none"> <li>• Child says "What is this?"</li> <li>• Child plays alone</li> <li>• Child plays with little organisation</li> <li>• Child moves material or equipment from one area to another or spreads over floor indiscriminately</li> <li>• Child builds up and knocks down e.g. construction material</li> <li>• Child explores properties of materials e.g. stacking, balancing, rolling, pouring, filling, pushing, pulling</li> <li>• Child displays little or no language or conversation related to materials or equipment</li> </ul> <p><b>Making and Doing</b></p> <ul style="list-style-type: none"> <li>• Child says "What does this do?"</li> <li>• Child builds recognisable structures with a purpose which are meaningful to them e.g. series of towers, bridges, horizontal and vertical structures (names given to structures)</li> <li>• Parallel play is evident</li> <li>• Child begins to solve problems of balance, shape, distance</li> <li>• Conversation relating to material developing among the children</li> </ul> | <p>There are two important aspects to extending quality play.</p> <ul style="list-style-type: none"> <li>– extending the provision</li> <li>– the nature of the adults' role e.g. interacting, facilitating</li> </ul> <ul style="list-style-type: none"> <li>• Children need help to extend their play. Adults can contribute to the development of abstract thinking, for example, by adding resources and props, by asking open-ended questions and posing exciting challenges.</li> </ul> |

**Strand 1****Progression in Learning**

(knowledge & understanding , skills and attitudes)

**Imagining and Thinking**

- Child says “What can I/we do with this?”
- Child involved in group planning and organisation
- Child builds more complicated structures e.g. roof and windows
- Child uses props, signs, labels
- Child uses a variety of resources in an imaginative way
- Interest is often maintained for several days

**Strand 2****Progression in Provision**

(extending experiences and resources; the adults’ role)

**The Role of the Adults**

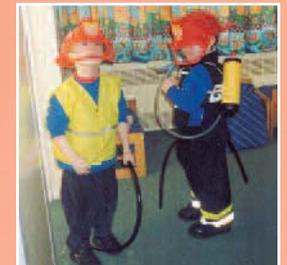
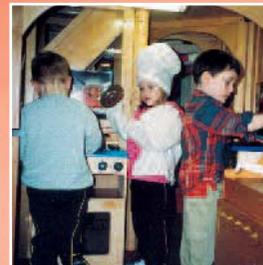
The adults will facilitate the progression in learning by planning appropriate activities.

They will:

- Support children in their play
- Provide good quality resources
- Be aware of the potential learning in all areas of the curriculum
- Model skills involved in play
- Interact with the children, asking questions and making suggestions to support their learning
- Be familiar with key vocabulary – model and support children in their use of key words
- Work alongside children, modelling skills and attitudes
- Read with children from fiction/non-fiction books, plans, instruction cards etc.
- Scribe children’s ideas and thoughts, and display their work
- Observe children’s learning and use of the provision
- Assess children’s development/progress to inform planning for future learning

# LEARNING THROUGH DRAMATIC PLAY

in the early years



# DRAMATIC PLAY

Dramatic Play gives children the opportunity to

- Express themselves
- Explore language freely
- Explore feelings and find out about themselves and others
- Develop co-operation, care, consideration and control
- Exercise choice and make decisions
- Use mathematical language and develop mathematical concepts
- Develop a range of motor skills
- Use their skills to make the things needed for their play and adapt as necessary
- Explore a fantasy world of their own creation



# THE DEVELOPMENT OF DRAMATIC PLAY

It used to be thought that children's dramatic play developed through similar stages to that of other forms of play:

- Onlooker
- Solitary
- Parallel
- Co-operative

It has been shown that each of these types of play is evident at each stage of development and at some stages more of a particular style will dominate.

Children imitate the people around them by recreating scenes from everyday life and acting out familiar roles. From this, imaginative play develops as they develop the ability to incorporate narrative into their play. As they grow, their ability to imagine exerts greater influence on the nature of their play. Their play becomes increasingly complex and the narratives which are created include more characters and episodes.

The imaginary world children create enables them to realize in their imagination the things that cannot be realized in reality. Fantasy play contributes to children's creativity and imagination and should be encouraged.

*Adapted from 'Supporting Creativity and Imagination in the Early Years' by Bernadette Duffy*

# RELEVANT LANGUAGE DEVELOPMENT

Language development runs through all dramatic play activities. Talking and listening skills developed through dramatic play form the narratives which are the basis of reading and writing. Opportunities to develop reading and writing occur within meaningful contexts in a role play area.

In role play situations children can experiment with the language they have acquired as well as new vocabulary they are introduced to in school.

Specific vocabulary and use of language is dependent on the type of imaginative play offered to the children.



## RESOURCES

### Home Corner

| KITCHEN  | LIVING ROOM   | BEDROOM   |
|--|---|---|
| <p>kitchen furniture e.g. sink, cooker, cupboard, table, chairs, fridge, microwave, dishwasher, rubber gloves, cups, saucers, cutlery, pots, spice rack, vacuum cleaner, pans, cooking/baking utensils, timer, clock, ice-cube tray, vases, tablecloth, towels, cloths, iron and ironing board, rubber gloves, dusters, brush and dustpan, broom, kettle, apron, toaster, variety of containers, shopping basket, bags, lunch boxes, real food or play materials representing food, notice board, writing implements, recipe books, shopping list, first aid kit, hot water bottle, flowers, postcards</p> | <p>sofa<br/>chair<br/>T.V.<br/>video<br/>magazine rack<br/>paintings<br/>ornaments<br/>flowers<br/>cushions<br/>newspapers<br/>cat<br/>dog<br/>telephone and directories<br/>plants<br/>T.V.<br/>guides<br/>books<br/>mirror<br/>telephone and address book<br/>catalogues<br/>family photos, puppets (for use with TV)</p> | <p>beds<br/>cots<br/>bed clothes<br/>dolls<br/>sets of dolls' clothes<br/>all purpose clothing with velcro fastenings<br/>hats<br/>lengths of material<br/>cloaks<br/>hangers<br/>dressing table<br/>mirror<br/>jewellery<br/>handbags<br/>shoes<br/>variety of scarves</p> |



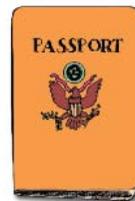
## RESOURCES

| RESTAURANT/CAFÉ TAKE-AWAY  | FLOWER SHOP  | POST OFFICE  |
|--|--|--|
| <p>name of café<br/>signs within café –opening times<br/>table<br/>chair<br/>table cloth<br/>kitchen cooking equipment<br/>cups, plates, cutlery<br/>straws<br/>flowers<br/>recipe books<br/>cash register<br/>pictures of food<br/>food – made of dough, foam, commercially produced food<br/>board for dish of the day<br/>order pads –pens/pencils<br/>napkins<br/>place mats<br/>menu<br/>money<br/>carrier bags<br/>phone</p> | <p>flowers – made by children using paper, card, cellophane, found materials<br/>shop signs – opening times<br/>dried flowers<br/>commercially produced flowers – paper, silk, plastic<br/>real flowers and plants<br/>oasis<br/>shopping baskets<br/>catalogues<br/>cash register, money<br/>price lists<br/>telephone<br/>order book<br/>cards – large, small, message cards<br/>wrapping paper<br/>posters<br/>buckets<br/>plastic vases<br/>plant sprayers<br/>flower pots<br/>ribbons<br/>pressed flowers</p> | <p>post box<br/>post office uniform<br/>signs<br/>leaflets and forms – tax, passport, TV licence<br/>envelopes, paper, pens<br/>cards<br/>stamps<br/>labels<br/>wrapping paper<br/>parcels of various sizes, weights,<br/>scales<br/>telephone<br/>stampers and stamp pad<br/>till and money<br/>savings books<br/>foreign currency, stamps<br/>mailbag<br/>maps</p> |



## RESOURCES

| HOSPITAL/HEALTH CENTRE  | TRAVEL AGENTS/HOLIDAYS   | GARDEN CENTRE   |
|---|--|---|
| <p>doctor/nurse uniform<br/>ambulance driver's uniform/ambulance<br/>doctor's bag/rubber gloves<br/>dolls<br/>beds/bedclothes<br/>bandages/cotton wool<br/>plasters<br/>medicine bottles, spoons<br/>syringes<br/>stethoscopes<br/>thermometers<br/>old X-ray pictures<br/>old plaster casts<br/>crutches<br/>scales<br/>height measures<br/>waiting area<br/>telephone<br/>note pad/prescriptions<br/>clipboard, get well cards<br/>reference books about the body<br/>posters/charts<br/>appointment book<br/>files</p> | <p>desk<br/>telephone<br/>holiday posters, destinations, planes, boats<br/>passports<br/>postcards<br/>stamps<br/>tickets<br/>suitcases/backpacks<br/>summer clothes/winter clothes<br/>sunglasses<br/>buckets, spades, sunhats, rubber rings, beach<br/>ball, goggles, fishing net<br/>picnic rug and equipment</p> | <p>seeds, seed packets for flowers, vegetables, fruit<br/>bulbs<br/>herbs<br/>seed trays<br/>lolly sticks<br/>flower pots<br/>variety of flowers/plants, paper, silk, plastic, made by<br/>the children<br/>foliage<br/>tools – trowels, forks, spades, rakes<br/>watering cans, water spray<br/>lawn mower<br/>soil, compost, grow bags<br/>bird table<br/>water feature<br/>logs<br/>garden furniture<br/>counter, till, money, phone<br/>gardening magazines and catalogues<br/>story and reference books re. gardening, growing</p> |



# DRAMATIC PLAY

## Personal, Social & Emotional Development

- co-operate, take turns and initiate role-play
- develop confidence, self-esteem, self-control in re-enacting real life situations
- learn how to work independently and access the resources they need
- learn how to work as part of a group e.g. taking on different roles in a group such as shopkeeper and customer
- express individuality and own personality through imaginative play
- use language of social interaction
- learn to have respect for others' ideas and accommodate these in role play
- help to tidy up at the end of the session
- show initiative when developing ideas in the role play area e.g. deciding to make signs for the shop
- reflect on feelings as part of role play e.g. hospital
- use role play to act out their own joys, concerns

## Physical Development

- develop fine motor skills and co-ordination through manipulating real tools such as whisks, telephones, key boards
- develop co-ordination through fastenings on clothes, pouring tea from tea pots setting table, dressing dolls
- develop awareness of space available in role-play area and how to share that space with others

## Creative/Aesthetic Development

- use imagination to develop 'stories' in the role play area
- introduce the language of colour and texture through the use of, and introduction of different types of material
- encourage children to create and design their own menus, diaries, pictures, price lists, posters, leaflets, cards
- make items for role-play e.g. playdough, buns, cakes, biscuits for shop, junk materials for sandwiches, burgers, meals for cafe



## Knowledge and Appreciation of the Environment

- create role-play areas based on knowledge about their local environment, homes and cultures e.g. supermarket, library, chemist, farm house, seaside, hospital, clinic, doctors surgery, nursery school
- talk about their families in relation to events in role-play
- re-enact special occasions e.g. wedding, birthday party, Christmas
- relate the work of people in the local community to role play e.g. visit to the fire station, farm, building site, post office

# DRAMATIC PLAY

## Early Experiences in Science & Technology

- explore and recognise features of living things e.g. through hospital, vets, garden centre role-play
- explore and recognise feature of how things work through garage, toy shop role-play
- explore and select materials and equipment appropriate to the role-play
- develop scientific skills, knowledge and concepts through role-play – topics may include babies, holes, wheels
- use technology e.g. a shopping till, calculator
- select appropriate materials to make models e.g. wheeled vehicles, prams, furniture etc., for use in role-play area
- develop skills of cutting, folding, joining



## Early Mathematical Experiences

- explore various mathematical concepts related to money, capacity, size, weight, one-to-one correspondence
- use language related to all of the above e.g. how much, full, empty, need more/less, heavy, light
- problem solve through imaginative play e.g. how much money will I need for this item? How many cups will I need for the family?
- develop concept of time in house play – breakfast, dinner, bed-time, time in doctors surgery. Refer to clocks, watches
- order, sort, match in role-play area

## Language Development

- talk about what different people do in role-play situations
- talk in the language of different roles e.g. shopkeeper, mummy, Little Red Riding Hood
- role-play nursery rhymes, stories
- use language to plan and create real-life or imaginary situations
- develop the language of dialogue e.g. listen to and respond to what other children/adults say
- extend vocabulary associated with imaginary/role-play e.g. hospital, airport, artists studio, garden centre
- have access to related books fact/fiction in role-play area
- develop writing skills e.g. writing shopping lists, prescriptions, Get Well cards, record sheets, forms, bills, leaflets, menus, letters
- develop ICT skills through office role-play – telephones, keyboards, photocopier, computer



## DRAMATIC PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION   |
|---|--|--|--|---|
| <p><b>Experimental Play</b></p> <p>Imitative play – to be able to play in a familiar environment and adopt a role that reflects own experience<br/>e.g. mummy, daddy, boy, girl, baby</p> | <ul style="list-style-type: none"> <li>social interaction           <ul style="list-style-type: none"> <li>– build relationships</li> <li>– co-operation</li> <li>– take turns, join in</li> <li>– share</li> </ul> </li> <li>tidy up and care for equipment</li> <li>make choices and decisions<br/>develop curiosity</li> <li>develop language – using familiar and newly introduced vocabulary</li> <li>develop communication and negotiation skills</li> <li>express emotions and feelings</li> <li>develop manipulative skills using small equipment</li> </ul> | <ul style="list-style-type: none"> <li>basic home play provision.</li> <li>add new equipment gradually on a theme e.g. babies, cleaning, pets.</li> <li>sensitive intervention of adult in role play, providing a role model for actions and language development</li> <li>encourage children reluctant to get involved</li> </ul> | <ul style="list-style-type: none"> <li>basic home corner – kitchen, dressing up clothes</li> <li>kitchen utensils</li> <li>introduce real food, food from different cultures</li> <li>introduce familiar scenarios in home corner – birthday, baby's bath, new pet, Christmas</li> </ul> | <ul style="list-style-type: none"> <li>cooking utensils, pots, pans, crockery, kettle, toaster, teapot, tablecloth, empty food containers, dough</li> <li>cleaning equipment – rubber gloves, dusters, dustpan and brush, mop, empty carton of washing powder</li> <li>dressing up clothes, phones, mirrors, posters, recipe books, notebook, pencils, pens, dolls prams, baby bottles, baby food, baby clothes</li> <li>children may provide appropriate materials from home e.g. party hats, decorations</li> </ul> |

## DRAMATIC PLAY

| POSSIBLE EXPERIENCES                | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION  |
|-------------------------------------|---|--|--|--|
| <b>Exploring roles and feelings</b> | <ul style="list-style-type: none"> <li>recall own experience</li> <li>develop mathematical concepts in a meaningful context – estimating, counting, measuring</li> <li>demonstrate literacy skills in a meaningful situation</li> <li>develop interest in cooking from home play</li> </ul> | <ul style="list-style-type: none"> <li>shop play – grocery, baker, post office, flower shop</li> <li>mathematical concepts- money, exchanging, shape and size, weight, comparison</li> <li>hospital play, GP surgery, baby clinic</li> <li>café/take away</li> </ul> | <ul style="list-style-type: none"> <li>gradually introduce more props to develop shop play</li> <li>provide opportunities for reading and writing in each role play area</li> <li>develop hospital play by adding resources</li> </ul> | <ul style="list-style-type: none"> <li>refer to pages 16, 17 and 18</li> </ul> |

## DRAMATIC PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION   |
|--|--|---|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">To be able to choose/make appropriate props for role play<br/>Use pretend props and develop ability for symbolic play</p> | <ul style="list-style-type: none"> <li>develop mathematical language and concepts</li> <li>develop literacy concepts and skills</li> <li>develop manipulative skills in construction of props</li> </ul> | <ul style="list-style-type: none"> <li>make props for dressing up – hats, food for shop, flowers for flower shop, sweets for sweet shop</li> <li>develop role play areas by encouraging children to provide and make own props</li> </ul> | <ul style="list-style-type: none"> <li>extend home corner by adding living room, bedroom</li> </ul> | <ul style="list-style-type: none"> <li>puppets for TV</li> <li>books, magazines</li> <li>dressing table, make-up, jewellery, scarves, belts, hats,</li> <li>child-sized bed, cot, baby's clothes, pyjamas, dressing gown</li> </ul> |

## DRAMATIC PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION  |
|--|---|--|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>To be able to act in role from a wider experience and as a range of characters</b></p> | <ul style="list-style-type: none"> <li>• project themselves into feelings, actions of others e.g. fantasy characters from TV, fairy and folk tales – using other cultures and traditions, their own time and other times</li> <li>• start to introduce a story line or narrative into play</li> <li>• take on a role in an imaginary situation e.g. princess, king, witches</li> <li>• make-believe play – resolve disagreements, create a story,</li> <li>• explore a fantasy world</li> <li>• solve problems</li> <li>• create props and resources</li> </ul> | <ul style="list-style-type: none"> <li>• addition of themed materials to develop fantasy play</li> <li>• adults support children in acting out fantasy play – increasing the complexity of the narratives</li> </ul> | <ul style="list-style-type: none"> <li>• shopping activities</li> <li>• café/restaurant play</li> <li>• use language appropriate to specific roles e.g. doctors, nurses, waiters, customers</li> <li>• take on a role with rules that govern it e.g. as a vet, pilot, fireman, secretary</li> </ul> | <ul style="list-style-type: none"> <li>• Refer to pages 16, 17 and 18</li> </ul> |

# LEARNING THROUGH SAND PLAY

in the early years



Small children seem to be instinctively attracted to all the things the planet is made of, and above all to sand and water. These materials offer rich learning opportunities for children but the learning would not take place without the children's own delight in the substances themselves – it is pleasure which provides the motivation for their play.



Children learn about the world through their senses and their first response to sand and water is a sensuous one: they touch, pat, swirl, smell and stroke it, sometimes for very long periods, taking pleasure just in the tactile experience.

# SOME RELEVANT LANGUAGE

names  
of containers

as much/many/few  
too much/many/few  
how many/few

how much?  
more/less  
more/less

across  
change  
different  
enough  
exactly  
inside    outside    beside  
between  
left over    more    most  
less/least    over    next  
middle    under  
part  
same    stays the same  
room to spare  
whole

beakerful  
bowlful  
bucketful  
cartonful  
cupful  
egg-cupful  
ladleful  
spoonful

fall    fallen down  
fill    full    half-full  
fit    fit back in    fit over  
hold  
lift  
move  
overflow  
pile  
pour in/out  
pull

# SOME RELEVANT LANGUAGE

all the  
suggested  
materials

changes  
crumbles  
disappears  
falls in

bottom  
colour  
cone  
gap  
hole  
mark  
oval  
pattern  
print  
ripple

shape  
size  
space  
top

fills up  
flattens out  
leaves behind  
levels off  
moves about  
piles up

sinks in  
smooths out  
stays out  
stays the same  
trickles

blow  
break

press  
pull

circular  
crumbly  
curved  
damp

pointed  
rough  
rounded  
sharp

build  
cover  
drag  
draw

rub  
scratch  
shake

dry  
flat  
gentle

silky  
smooth  
soaked

drop  
fall  
feel

slide  
spoil  
squeeze

gritty  
hard  
high

soft  
solid  
squelchy  
tickly  
wavy

fill  
grind  
make  
pick up  
pour

stick  
stir  
tilt  
tip  
trickle

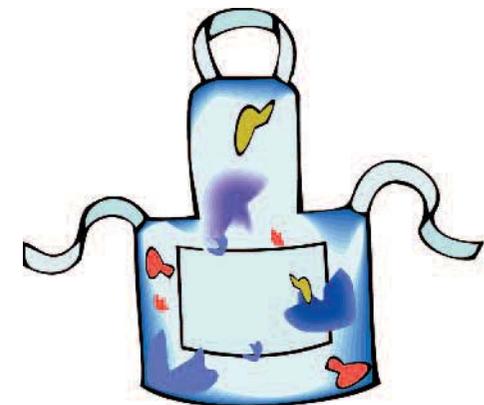
level  
low  
lumpy

all the  
descriptive  
and fantasy  
language that  
children use

# SAND PLAY

## Equipment and Resources

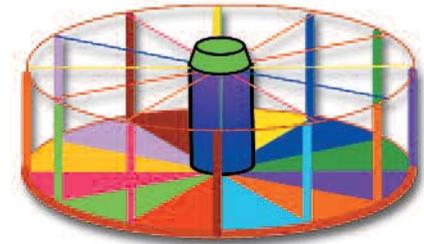
- large sand tray
- smaller individual trays
- creative sand tray
- silver sand, beach sand, builders' sand (clean), Delta Sand (Hope Education)
- coloured sands
- aprons
- brush
- dustpan
- buckets
- spades/spoons
- clear plastic containers of various shapes and sizes
- tubing
- sieves
- watering can
- jugs
- cups
- plastic bottles
- moulds
- cutters
- plastic cutlery
- modelling tools
- rakes
- combs
- plant pots
- scoops
- funnels
- lollipop sticks
- egg timer
- creative sand tray
- creative sand accessories (NES Arnold)
- sand wheels
- sand mills



# SAND PLAY

## Imaginative

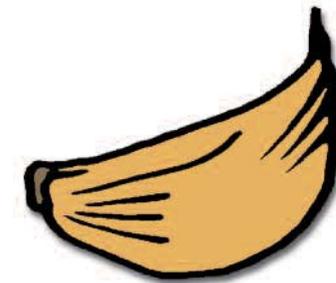
- Duplo
- lego construction kits
- play people
- zoo
- playground
- farm
- cars
- lorries
- diggers
- bulldozers
- tractors
- dumper trucks
- dinosaurs
- flags
- plastic flowers
- tea set
- 'treasure'
- natural materials
- cones
- junk materials for building and making
- specific resources associated with a topic or story
- pebbles
- twigs
- feathers
- shells
- conkers
- bun trays
- baking equipment
- mirrors
- boats
- kitchen roll tubes
- small world figures
- palm trees



# SAND PLAY

## Mark making and pattern

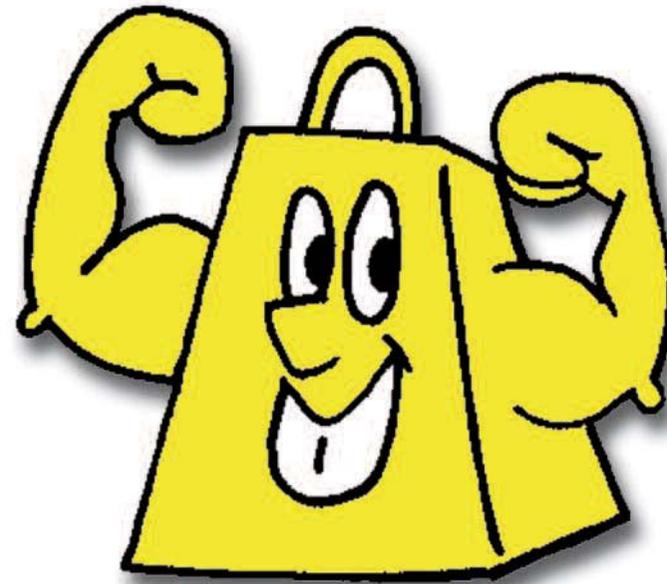
- sticks
- combs
- rakes
- potato mashers
- cutters
- coloured sand
- paper
- peas
- lentils
- rice
- pasta
- sawdust
- modelling tools
- keys
- salt containers
- creative sand tray and accessories



# SAND PLAY

## Capacity and Weight

- buckets
- cartons
- ladles
- funnels
- spoons
- egg cups
- plastic cups
- balance
- sets of graded polythene bottles
- take-away trays
- blocks
- shells
- sugar bags
- plastic bags
- flour bags
- custard powder tins



# SAND PLAY

## Substitutes

In a sense, there is no substitute for the joy of playing with this natural material because of the strong appeal to very young children. The potential for endlessly being destroyed and recreated makes sand play very therapeutic. There are occasions when an alternative provides the stimulus of change.

## Peat

Kept moist it can be pushed, transported and moulded into landscapes as much the same way as sand, and it extends the garden theme.

## Sawdust/Shavings

Needs to be sieved to remove sharp splinters and should be kept damp so no dust is inhaled. N.B. Wood resin can make eczema flare up, so adults and children with allergies should take care.



## Lentils/Grain/Rice

This cannot be used with children who are sufficiently young or immature to put them in their mouths, ears or nose – Their smooth slippery surfaces make them 'pour' almost like water.

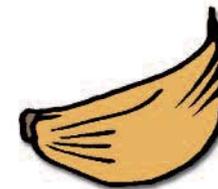


## Pasta

Different shapes colours and sizes. Excellent for scooping and filling.

## Salt

Careful of cuts!



## Additional accessories can be added to the sand to provide the stimulus of change

- accessories made from the same materials eg. wood, plastic, card, stainless-steel,
- accessories which are the same colour or transparent or shiny
- accessories which are the same but different sizes, e.g. buckets, spades, spoons, dishes, rakes, yogurt pots, plant pots
- specific number of items e.g. 2 of everything



## OUTDOOR SAND PLAY

The outdoor sand area facilitates learning in each curricular area. The same provision and activities can be provided as for indoor sand play with the addition of larger items for digging, filling, emptying, moving, pattern making and imaginative play. The provision of a pulley system for moving sand adds another dimension. Young children love the freedom to get into the sand pit, to explore and experiment. A suitable cover needs to be provided for health and safety purposes.

# SAND (Wet/Dry)

## Personal, Social & Emotional Development

- learn how to work independently and select equipment
- co-operate, take turns and share equipment as part of a group
- learn to respect others' ideas
- extend imagination when developing ideas in the sand e.g. using the play people to make up a story in the sand, adding natural materials
- learn to use the sand safely and with consideration for others
- talk about what they have done in the sand with confidence and a sense of achievement
- develop self esteem by seeing displays of learning in the sand
- experience the therapeutic value of working with wet/dry sand

## Creative/Aesthetic Development

- explore 3D forms using a range of moulds
- explore shapes and textures associated with wet/dry sand
- experience different colours and textures of wet/dry sand
- use sand for line drawing and pattern making
- create and explore sound using shakers of sand, gravel, pasta



## Physical Development

- develop fine motor skills through manipulating tools, pouring, filling, stirring, pushing, pulling, digging, patting, moulding, drawing etc.
- develop hand/eye co-ordination e.g. pouring sand into containers, making sand shapes using moulds
- use a range of equipment with increasing skill e.g. balance, sand wheel, sieves
- be aware of the space in the sand tray and be able to share it with others

## Knowledge and Appreciation of the Environment

- talk about their local environment eg. beach, building site
- relate feature of their play environment to features of their own environment with the addition of suitable resources
- make physical features such as hills, tunnels, roads
- change the sensory nature of sand e.g. add pasta, change dry to wet/very wet sand

# SAND (Wet/Dry)

## Early Experiences in Science & Technology

- explore the properties of dry/wet sand – compare
- look at similarities, differences, patterns in dry/wet sand
- use their senses to observe changes in sand e.g. adding water to dry sand
- select appropriate equipment for different types of sand play
- use building skills

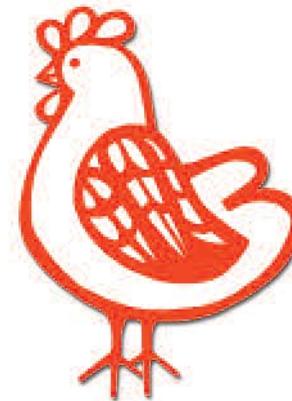


## Early Mathematical Experiences

- explore various mathematical concepts e.g. capacity, size, weight
- understand and use mathematical language e.g. full, empty, need more/less, heavy, light, straight/curved lines, names of common shapes
- make shapes and patterns in the sand
- solve problems associated with sand e.g. how much will a specific container hold? Pouring dry sand into a variety of different sizes of containers

## Language Development

- describe the properties of sand e.g. rough, smooth, sticky, wet
- extend vocabulary associated with sand play e.g. pour, fill, empty, full, soft, bucket, sand wheel, sieve, mould dig, tunnel, rake, smooth, names of sand toys
- describe their actions and the actions of others e.g. pushing, pulling, scooping
- ask and answer questions
- recall and report back at group times
- develop pre-writing skills e.g. making patterns, marks
- make up stories using additional props such as play people, farm animals, vehicles
- talk about their experiences in the sand from displays of photographs or books about sand play
- have access to a variety of stories e.g. The Beach, Lucy and Tom at the Seaside



## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES  | INTENDED LEARNING OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION   |
|---|---|---|---|---|
| <p style="text-align: center;"><b>Experimental play</b></p> | <ul style="list-style-type: none"> <li>development of manipulative skills – filling the bucket, turning it over, making a sand castle</li> <li>talk about sizes of the buckets and spades</li> <li>match large spade to large bucket</li> <li>match colours – red spade to red bucket</li> <li>match the sand castle to the bucket</li> <li>develop vocabulary – full, empty, nearly full</li> <li>respond to instructions – can you fill the bucket? – can you make a sand castle?</li> <li>talk about their experiences of sand play – beach, sand pit</li> <li>count sand castles</li> <li>talk about the best size of spade to fill the bucket e.g. large spade/large bucket</li> <li>share equipment and space</li> <li>develop independence in putting on aprons</li> </ul> | <ul style="list-style-type: none"> <li>fill buckets using hands and spades</li> <li>make sand castles</li> <li>look at marks in sand made by hands, buckets, spades</li> <li>flatten sand castles using spades</li> <li>smooth and level sand using spades</li> <li>make marks and patterns in sand using spades</li> </ul> | <ul style="list-style-type: none"> <li>make an unbroken sand castle</li> <li>make the sand wetter, describing what happens</li> <li>look at seaside pictures and photographs</li> <li>develop vocabulary – holds more, holds less</li> <li>fill containers with narrower openings</li> <li>work co-operatively valuing each other's work</li> </ul> | <ul style="list-style-type: none"> <li>sand tray</li> <li>sand buckets of various sizes</li> <li>short handled spades of various sizes</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES                | INTENDED LEARNING OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION   |
|-------------------------------------|--|---|---|---|
| <b>Experimental Play – moulding</b> | <ul style="list-style-type: none"> <li>• develop manipulative skills – filling the bucket, turning it over, making sand castles</li> <li>• investigate if it is possible to make a sand castle using the various shapes of containers</li> <li>• discuss why it works/does not work</li> <li>• compare the shapes made</li> <li>• talk about the best size of spade to fill the various sizes of containers (large spade/large container)</li> <li>• explore and represent familiar objects in 3D form</li> <li>• recognise and name basic shapes</li> <li>• link sand play to a nursery rhyme e.g. Jack and Jill</li> <li>• develop 1 – 1 correspondence</li> </ul> | <ul style="list-style-type: none"> <li>• fill containers using hands and spades</li> <li>• make sand castles using damp and wet sand and various wide-necked containers</li> <li>• look at the shapes made when the container is emptied</li> <li>• fill trays to make “buns”</li> <li>• Five Currant Buns – mix up sand and pebbles and make currant buns</li> </ul> | <ul style="list-style-type: none"> <li>• read stories about building sites. Add builders’ overalls, builders’ hats for children to wear</li> <li>• make sand wetter/drier</li> <li>• match the shape of the container to the shape of the sand castle</li> <li>• provide a set of commercial shapes for filling e.g. bricks, sand shapes set (NES Arnold), fruit, transport, hands and feet moulds</li> <li>• recite nursery rhymes</li> <li>• introduce appropriate resources to re-enact rhymes in the sand tray</li> </ul> | <ul style="list-style-type: none"> <li>• sand trays (large/small) spades of various sizes</li> <li>• containers with wide openings e.g. plant pots, mixing bowls, saucepans, margarine tubs, tipper trucks, bun trays</li> <li>• pebbles</li> <li>• coloured sand</li> <li>• Delta Sand (Hope Education)</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES   | INTENDED LEARNING OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--|--|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Experimental play – moulding</b></p> | <ul style="list-style-type: none"> <li>• development of manipulative skills – filling shapes, turning them over and making sand shapes</li> <li>• demonstrate concept of area</li> <li>• making shapes in a confined space</li> <li>• talk about the shapes, describing them, comparing them, counting them</li> <li>• recognise and name shapes</li> <li>• match the shape to the mould</li> <li>• compare the sizes of spoons, ladles and scoops – large/small, heavy/light</li> <li>• talk about materials spoons are made from</li> <li>• count sand shapes</li> <li>• develop social skills                             <ul style="list-style-type: none"> <li>– share equipment and materials</li> <li>– take turns</li> <li>– co-operating with each other</li> </ul> </li> </ul> | <p>Free play with hands – squeezing, patting, making tunnels, shapes</p> <p>Fill containers using various tools and turning them out</p> | <ul style="list-style-type: none"> <li>• leave sand free of equipment so children will make own shapes with hands</li> <li>• allow children to add various containers e.g. cups, yogurt pots, tins of various sizes and shapes, shells, jars, plastic containers</li> <li>• comparative language – holds more/less</li> </ul> | <ul style="list-style-type: none"> <li>• sand trays (large/small)</li> <li>• commercial shapes/moulds e.g. fruit, transport, hands, feet, fish</li> <li>• variety of spades</li> <li>• spoons – plastic, metal, wooden, ladles, scoops</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES                         | INTENDED LEARNING OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION  |
|--|--|--|---|--|
| <b>Free exploration<br/>using the senses</b> | <ul style="list-style-type: none"> <li>• be aware of the properties and texture of damp/wet sand</li> <li>• develop descriptive vocabulary – wet, cold, damp, hard, soft, squeazy, smooth, rough, bumpy</li> <li>• experience the therapeutic nature of playing with sand</li> </ul>   | <ul style="list-style-type: none"> <li>• explore the properties of sand by observation, touch and smell</li> <li>• sift sand through fingers</li> <li>• squeeze, dig, pile, pour, heap, scoop, pinch</li> <li>• stand, move feet in sand</li> </ul>  | <ul style="list-style-type: none"> <li>• compare the properties of different types of sand – silver, coarse, coloured, dry sand</li> </ul>  | <ul style="list-style-type: none"> <li>• sand trays – large/small</li> </ul>   |
| <b>Mark making<br/>and patterns</b>          | <ul style="list-style-type: none"> <li>• develop fine motor skills to facilitate pre-writing</li> <li>• recognise and create patterns</li> <li>• develop vocabulary – describing what they are doing, describing the pattern</li> <li>• identify name and describe the natural materials and the patterns they make</li> </ul> | <ul style="list-style-type: none"> <li>• make patterns with fingers – wiggly wavy, straight, zig zag, round</li> <li>• draw pictures in the sand</li> <li>• vary the actions to slow, fast, light, heavy</li> <li>• vary the actions but using a variety of natural materials to make marks and create patterns</li> </ul> | <ul style="list-style-type: none"> <li>• ask children to draw or paint the shapes/patterns they have made in the sand</li> <li>• finger painting</li> <li>• make a repeated pattern</li> <li>• make patterns moving from left to right</li> <li>• copy a pattern</li> <li>• begin to write letters</li> </ul> | <ul style="list-style-type: none"> <li>• sand trays</li> <li>• creative sand trays add natural materials – stones, shells, pebbles, twigs, off cuts of wood</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES            | INTENDED LEARNING OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|---------------------------------|---|--|---|---|
| <b>Mark making and patterns</b> | <ul style="list-style-type: none"> <li>• identify name and describe the natural materials and the patterns they make</li> <li>• describe the patterns</li> <li>• compare the patterns made with different objects</li> <li>• share sand space</li> </ul>                                  | <ul style="list-style-type: none"> <li>• vary the actions but using a variety of objects to create patterns and move sand about</li> </ul>   | <ul style="list-style-type: none"> <li>• make patterns moving from left to right</li> <li>• look for other patterns in the play room</li> <li>• printing activities</li> </ul>          | <ul style="list-style-type: none"> <li>• a range of natural materials – add modelling tools e.g. forks, combs, rakes – vary sizes</li> <li>• creative sand accessories (NES Arnold)</li> </ul>              |
| <b>Impressions</b>              | <ul style="list-style-type: none"> <li>• recognise and name parts of the body</li> <li>• explore shape and form</li> <li>• name objects</li> <li>• develop observational skills</li> <li>• recognise that damp sand holds impressions</li> <li>• demonstrate simple sequencing</li> </ul> | <ul style="list-style-type: none"> <li>• make impressions using fingers, hands, feet, elbows and knees</li> <li>• make individual patterns using a variety of objects</li> <li>• match impression with object</li> <li>• choose one object to make a repeated pattern</li> </ul> | <ul style="list-style-type: none"> <li>• copy a pattern</li> <li>• link to work with dough and clay</li> <li>• choose a combination of 2 objects to make a repeating pattern</li> </ul> | <ul style="list-style-type: none"> <li>• sand tray</li> <li>• add shells, pastry, cutters, blocks, spools, lids, sand moulds, potato masher, fir cones, keys</li> <li>• add vehicles with wheels</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES                                   | INTENDED LEARNING OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--|---|---|--|---|
| <b>Capacity/<br/>Weight/Height</b>                     | <ul style="list-style-type: none"> <li>use comparative language e.g. heavy/light, long/short, wide/narrow, tall/small</li> <li>predict which hold most/least</li> </ul>   | <ul style="list-style-type: none"> <li>fill and empty containers, talk about full/empty/nearly full, more/less</li> <li>lift empty containers, fill with sand, lift again</li> <li>use bags imaginatively e.g. bags of sugar, flour, soap powder</li> <li>find and fill containers which hold nearly the same amount</li> </ul>   | <ul style="list-style-type: none"> <li>containers which hold the same amount but different shapes</li> <li>sequence and put containers in order from holds most to holds least, biggest to smallest, heaviest to lightest, tallest to smallest</li> <li>add balance scales to sand tray</li> </ul> | <ul style="list-style-type: none"> <li>spades, buckets, containers – plastic yogurt/petit filous pots, plastic bags, cardboard boxes, cups, basins, scoops</li> </ul>                           |
| <b>Comparing the nature<br/>and properties of sand</b> | <ul style="list-style-type: none"> <li>use information to learn how the different sands behave</li> <li>know that dry sand runs freely and sticks to the hand if it is wet</li> <li>develop descriptive language – pour, trickle, lumpy, smooth, bumpy, colour, soft, hard</li> <li>discover that patterns made in dry sand will not be as well defined</li> <li>damp sand holds impressions and impressions in very wet sand will disappear quickly</li> </ul> | <ul style="list-style-type: none"> <li>explore and experiment</li> <li>collect information through their senses; feel, listen, look</li> <li>take off shoes, wiggle toes in sand, discuss how it feels</li> <li>hold sand in hands</li> <li>make prints in the 3 states (dry, damp, very damp) and types of sand</li> <li>draw patterns in the different sands</li> </ul> | <ul style="list-style-type: none"> <li>predict – which type/state of sand will make the best castle, turn the sand wheels, make the best hill, tunnel</li> <li>add water to dry sand</li> </ul>  | <ul style="list-style-type: none"> <li>trays of damp/wet/dry sand, fine, coarse, silver coloured</li> <li>sand, spades, sand wheels, trowels, moulds, rakes, combs, magnifying glass</li> </ul> |

## DAMP/WET SAND PLAY

| POSSIBLE EXPERIENCES   | INTENDED LEARNING OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION  |
|--|---|--|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction of suitable resources can develop imagining and thinking</p> | <ul style="list-style-type: none"> <li>draw on their own experiences to stimulate talk and discussion</li> <li>take part in role play</li> <li>explore and recognise features of the natural world</li> <li>share and agree on the props and the story line</li> <li>re-tell a story in sequence</li> <li>design and create environments for their stories</li> </ul> | <ul style="list-style-type: none"> <li>the farm</li> <li>the zoo</li> <li>the garage</li> <li>town scene (roads, street, buildings)</li> <li>cold lands</li> <li>the beach</li> <li>the garden</li> <li>the building site</li> <li>the nativity scene</li> <li>dinosaur world</li> <li>buried treasure</li> </ul> <p>stories can be developed in the sand tray e.g.</p> <ul style="list-style-type: none"> <li>The Three Bears (Landscapes)</li> <li>Lucy and Tom at the Seaside</li> <li>Postman Pat</li> <li>Bob the Builder</li> <li>Can't you Sleep Little Bear? (making caves)</li> <li>Rosie's Walk</li> <li>We're going on a Bear Hunt (making tunnels, hills, rivers)</li> </ul> | <ul style="list-style-type: none"> <li>put dressing up clothes/hats beside sand tray</li> <li>read stories about building sites, animals, people that reflect/support the children's imaginative play</li> <li>encourage children to draw, paint their stories</li> <li>make sand wetter/dryer</li> </ul> | <ul style="list-style-type: none"> <li>wet/damp sand</li> <li>sand trays – large/small</li> <li>farm/zoo animals</li> <li>cowboys, indians, soldiers, dinosaurs, play people, tractors, trailers, cars, lorries, pick-up trucks, bulldozers, diggers, dumpers, boxes/containers for houses, shops, cake tins, foil trays, pastry cutters, shells, garden tools, plant pots, watering cans, flowers, plastic trees, twigs, trowels, mirrors for pond, wood, pebbles, boats, buckets, spades, wide plastic tubing, kitchen roll tubes, "treasure"</li> </ul> |
|  | <ul style="list-style-type: none"> <li>identify equipment</li> <li>talk about what they are making – likes and dislikes</li> <li>compare the sizes of bowls, spoons, cups</li> <li>develop comparative language</li> </ul>  | <ul style="list-style-type: none"> <li>children fill containers, play baking/making meals</li> </ul>   | <ul style="list-style-type: none"> <li>continue to encourage collaborative play</li> <li>respond to questions – which holds most/least? Which is biggest/smallest?</li> </ul>   | <ul style="list-style-type: none"> <li>kitchen equipment can be added – bowls, saucepans, spoons, pudding plates, chinese dishes, chop sticks, cups, wok, frying pan, kitchen utensils, baking equipment</li> </ul>  |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES     | INTENDED LEARNING OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION   |
|--------------------------|---|--|--|---|
| <b>Experimental play</b> | <ul style="list-style-type: none"> <li>develop manipulative skills, digging, filling the bucket, emptying it out</li> <li>talk about sizes of buckets and spades</li> <li>match large spade to large bucket</li> <li>develop vocabulary, full, empty, nearly full</li> <li>talk about experiences of sand play – beach, sand pit</li> <li>respond to instructions               <ul style="list-style-type: none"> <li>– can you fill the bucket?</li> <li>– can you make a sand castle?</li> </ul> </li> <li>recognise that you can't make a "castle" in the dry sand</li> <li>talk about the best size spade to fill the bucket</li> <li>share equipment and space</li> <li>develop independence</li> </ul> | <ul style="list-style-type: none"> <li>fill buckets using hands and spades</li> <li>pour sand from buckets making piles of sand – conical shapes, rounded piles, high and low piles</li> <li>smooth and level the sand using hands and spades</li> <li>dig in the sand</li> <li>brush up sand</li> </ul> | <ul style="list-style-type: none"> <li>vary types of sand, silver, coarse, coloured</li> <li>reading seaside stories</li> <li>look at seaside stones</li> <li>look at seaside pictures and photographs</li> <li>develop vocabulary – holds more/holds less</li> <li>investigate how much water we need to add to make a sand castle that doesn't break up</li> </ul> | <ul style="list-style-type: none"> <li>sand tray, sand buckets of various sizes</li> <li>short handled spades of various sizes</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES  | INTENDED LEARNING OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION   |
|---|--|--|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Experimental play – developing manipulation and co-ordination</b></p> | <ul style="list-style-type: none"> <li>• develop manipulative skills</li> <li>• experience the therapeutic nature of playing with dry sand</li> <li>• develop language of capacity e.g. full, nearly full, holds more than, less than, the same as</li> <li>• describe and name containers (big, small etc)</li> </ul> | <ul style="list-style-type: none"> <li>• fill containers using spades, spoons, scoops, hands</li> <li>• find the most appropriate sized spade/spoon to fill container</li> <li>• pour sand from jug into containers</li> <li>• squeeze, dig, pile, scoop, pour sand</li> <li>• stand, move feet in sand</li> </ul> | <ul style="list-style-type: none"> <li>• fill containers with narrow openings</li> <li>• compare the size of containers by pouring sand from one to the other. Decide which one holds more/less</li> <li>• compare the properties of different types of sand</li> <li>• observe sand particles through magnifying glasses</li> </ul> | <ul style="list-style-type: none"> <li>• sand tray, spades, spoons, scoops of various sizes,</li> <li>• containers, jugs with a variety of width openings (big and small) plant pots, yogurt pots, saucepans, paper cups</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES                     | INTENDED LEARNING OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION   |
|--|---|---|---|---|
| <b>Free exploration using the senses</b> | <ul style="list-style-type: none"> <li>• be aware of the properties and texture of dry “sands”</li> <li>• develop descriptive vocabulary – smooth, rough, hard, lumpy, pointed, silky, soft, tickly</li> <li>• develop listening skills and begin to demonstrate use of descriptive language</li> <li>• develop fine motor skills to facilitate pre-writing</li> <li>• recognise and create patterns</li> <li>• develop vocabulary – describing what they are doing, describing the patterns</li> <li>• identify name and describe the natural materials and the patterns they make</li> <li>• observe patterns made as they vary height and speed of the sand</li> </ul> | <ul style="list-style-type: none"> <li>• discover the properties of sand by observation, touch and smell</li> <li>• experiment with sifting sand through fingers, swirling sand off palm of hands</li> <li>• lift sand up with both hands, pressing down and burying hands in the “sand”</li> <li>• experiment with different types of sand</li> <li>• pour sand from a height and allow to fall on sand, paper, wood, plastic and metal surfaces</li> <li>• make patterns with fingers, wiggly, wavy, straight, zig zag, round</li> <li>• draw pictures</li> <li>• vary actions to slow, fast, light, heavy</li> <li>• make hand and foot prints</li> <li>• as above but using a variety of natural materials to make marks and create patterns</li> <li>• explore pattern as sand flows out of salt containers</li> </ul> | <ul style="list-style-type: none"> <li>• comparing properties of different types of sand – silver, coarse, coloured, dry sand</li> <li>• ask children to draw or paint the shapes/patterns they have made in the sand</li> <li>• finger painting</li> <li>• making a repeating pattern</li> <li>• make patterns moving from left to right</li> <li>• copy a pattern</li> <li>• compare patterns and marks made in dry and damp sand</li> <li>• draw a pattern/shape</li> <li>• write letters/numbers</li> </ul> | <ul style="list-style-type: none"> <li>• dry sand – silver, builders, seashore, fine coarse, salt, sawdust, coloured sand</li> <li>• sand trays<br/>creative sand trays</li> <li>• add natural materials – stones, shells, pebbles, twigs, off cuts of wood, feathers</li> <li>• salt containers with pouring nozzle</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES            | INTENDED LEARNING OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION   |
|---------------------------------|--|--|--|---|
| <b>Mark making and patterns</b> | <ul style="list-style-type: none"> <li>• identify name and describe the natural materials and the patterns they make</li> <li>• identify name and describe the items</li> <li>• describe the patterns</li> <li>• compare the patterns made with different objects</li> </ul> | <ul style="list-style-type: none"> <li>• vary the actions but using a variety of objects to create patterns and move sand about creating hills. Make different sized hills</li> <li>• draw a shape with a pritt stick, sprinkle sand over</li> </ul>   | <ul style="list-style-type: none"> <li>• make patterns moving from left to right</li> <li>• choose other items to make patterns</li> <li>• printing activities to create patterns</li> </ul>   | <ul style="list-style-type: none"> <li>• add modelling tools forks, combs, rakes – vary sizes</li> <li>• creative sand accessories (NES Arnold)</li> </ul>  |
| <b>Impressions</b>              | <ul style="list-style-type: none"> <li>• recognise and name parts of the body</li> <li>• explore shape and form</li> <li>• name objects</li> <li>• develop observational skills</li> <li>• demonstrate simple sequencing</li> </ul>  | <ul style="list-style-type: none"> <li>• make impressions using fingers, hands, feet, elbows and knees</li> <li>• make individual patterns using a variety of objects</li> <li>• match impression with object</li> <li>• make tyre tracks in sand</li> <li>• choose one object to make a repeated pattern</li> </ul> | <ul style="list-style-type: none"> <li>• copy a pattern</li> <li>• link to work with dough and clay</li> <li>• compare patterns made in damp/dry sand</li> <li>• choose a combination of 2 objects to make a repeated pattern</li> </ul> | <ul style="list-style-type: none"> <li>• sand tray</li> <li>• add shells, potato masher, marbles, fir cones, blocks, wheeled vehicles</li> <li>• creative sand tray accessories (NES Arnold)</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES | INTENDED LEARNING OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION   |
|----------------------|---|--|--|---|
| 'Going through'      | <ul style="list-style-type: none"> <li>describe and compare the shapes made as the sand flows through</li> <li>develop vocabulary, flow through, pour</li> <li>develop manipulative skills and concepts of size</li> <li>talk about the best size of funnel to fill various containers</li> <li>develop concepts of time</li> <li>develop very early concepts of forces and energy</li> </ul> | <ul style="list-style-type: none"> <li>free play allowing sand to flow through funnels</li> <li>explore the different piles of sand e.g. conical shapes, rounded piles, high or low piles</li> <li>move the funnel as the sand flows through</li> <li>fill large and small containers using the funnels</li> <li>investigate the sand-timer</li> <li>try out different activities using the sand-timer e.g. can you fill the bucket before the sand runs through?</li> <li>explore and observe the movements of the wheel as the sand flows through</li> </ul> | <ul style="list-style-type: none"> <li>make patterns using flowing sand</li> <li>add tubing – sand flows through funnel and through tubing</li> <li>match the size of funnel required to fill the container</li> <li>use sand-timer during other activities e.g. tidying away equipment, washing hands, building a tower</li> <li>explore how sand wheels can be made to run faster or slower</li> </ul> | <ul style="list-style-type: none"> <li>various sizes of funnels large and small containers</li> <li>plastic tubing, cardboard tubes, toothpaste tubes, flower pots with holes in the bottom</li> <li>junk materials with holes punched in them e.g. plastic bottles, boxes, yogurt containers</li> <li>sand-wheels sand-mills (NES Arnold)</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES          | INTENDED LEARNING OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION   |
|-------------------------------|--|---|--|---|
| <p><b>'Going through'</b></p> | <ul style="list-style-type: none"> <li>• understand that the sieve with the largest holes empties first</li> <li>• talk about the process</li> <li>• develop early experience of volume</li> <li>• develop early concepts of size</li> <li>• develop language and imagination</li> </ul> | <ul style="list-style-type: none"> <li>• sift sand through fingers</li> <li>• free experimental play with sieves and colanders</li> <li>• sift sand to find out which grains/items remain in the sieve</li> <li>• observe the length of time it takes to sift the sand</li> <li>• use containers buried in the sand to make tunnels for vehicles, animals, people to move through</li> <li>• make up a story</li> </ul> | <ul style="list-style-type: none"> <li>• make sieve from card or boxes with holes punched through</li> <li>• select the best sized sieve to sift the materials ie too large a mesh allows everything to go through</li> <li>• link to baking activities</li> <li>• link to block play – tunnels</li> </ul> | <ul style="list-style-type: none"> <li>• various sizes of sieves and colanders</li> <li>• different grades of sand, pebbles, stones, beads, buttons, "treasure" coins</li> <li>• cardboard tubes of various diameters, boxes with ends open</li> <li>• various sizes of vehicles, animals, play people</li> </ul> |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES   | INTENDED LEARNING OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|------------------------|---|--|---|---|
| Capacity/Weight        | <ul style="list-style-type: none"> <li>• use comparative language heavy/light, big/small bigger/smaller biggest/smallest</li> <li>• develop early concepts of volume</li> <li>• predict which hold most/least</li> </ul>  | <ul style="list-style-type: none"> <li>• fill and empty containers, talk about full/empty, nearly full, more/less</li> <li>• lift empty containers, fill with sand, lift again</li> <li>• use bags, boxes imaginatively</li> <li>• find and fill containers which hold nearly the same amount</li> </ul> | <ul style="list-style-type: none"> <li>• containers which hold the same amount, but are different shapes</li> <li>• add balance scales</li> <li>• order containers according to volume</li> <li>• pour from one container to another to find which is bigger/smaller</li> </ul> | <ul style="list-style-type: none"> <li>• spades, spoons, buckets, plant pots, yogurt/petit filous pots, different sizes of the same pots, plastic bags, sugar bags, custard powder tins, cups, basins, measuring jugs, soap powder boxes</li> </ul> |
| Imagining and Thinking | <ul style="list-style-type: none"> <li>• identify and name equipment</li> <li>• talk about what they are making – likes and dislikes</li> <li>• compare the sizes of bowls, spoons, cups</li> <li>• develop 1 – 1 correspondence</li> <li>• use comparative language</li> </ul> | <ul style="list-style-type: none"> <li>• children fill containers using spoons</li> <li>• play baking/making meals</li> </ul>  | <ul style="list-style-type: none"> <li>• find which containers hold most/least, biggest/smallest</li> <li>• add balance scales</li> </ul>   | <ul style="list-style-type: none"> <li>• kitchen equipment can be added – bowls, saucepans, spoons, pudding plates, chinese dishes, chop sticks, cups, wok, frying pan, kitchen utensils, baking equipment, yogurt pots, sugar bags</li> </ul>      |

## DRY SAND PLAY

| POSSIBLE EXPERIENCES  | INTENDED LEARNING OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Introduction of suitable resources can develop imaging and thinking</b></p> | <ul style="list-style-type: none"> <li>• draw on their own experiences to stimulate talk and discussion</li> <li>• take part in role play</li> <li>• explore and recognise features of the natural world</li> <li>• share ideas and agree on the props and the story line</li> <li>• re-tell a story in sequence</li> <li>• design and create environments for their stories</li> </ul> | <ul style="list-style-type: none"> <li>• the farm</li> <li>• the zoo</li> <li>• the garage</li> <li>• town scene (roads, streets, buildings)</li> <li>• the airport</li> <li>• the desert</li> <li>• the garden</li> <li>• the building site</li> <li>• the motorway</li> <li>• the nativity scene</li> <li>• dinosaur world</li> <li>• buried treasure</li> <li>• the beach</li> <li>• cold lands (use salt)</li> </ul> <p>stories can be developed in the sand tray e.g.</p> <ul style="list-style-type: none"> <li>• The Three Bears (Landscapes)</li> <li>• Lucy and Tom at the Seaside</li> <li>• Postman Pat</li> <li>• Bob the Builder</li> <li>• Can't you Sleep Little Bear? (making caves)</li> <li>• Rosie's Walk</li> <li>• We're going on a Bear Hunt (making tunnels, hills, rivers)</li> </ul> | <ul style="list-style-type: none"> <li>• have both dry and damp sand in tray</li> <li>• put dressing up clothes/hats beside sand tray</li> <li>• put a tray of water in the sand tray</li> <li>• read stories about building sites, animals, people etc that will reflect/support the children's imaginative play</li> <li>• put pictures of gardens, deserts, beach, cold lands etc around sand tray</li> </ul> | <ul style="list-style-type: none"> <li>• dry sand</li> <li>• sand trays – large/small</li> <li>• farm/zoo animals</li> <li>• cowboys, indians, soldiers, dinosaurs, play people, tractors, trailers, cars, lorries, pick-up trucks, bulldozers, diggers, dumpers, boxes/containers for houses, shops, cake tins, foil trays, pastry cutters, shells, garden tools, plant pots, watering cans, flowers, plastic trees, twigs, trowels, mirrors for pond, wood, pebbles, boats, buckets, spades, wide plastic tubing, kitchen roll tubes, "treasure", camels, palm trees, stripy materials, tents</li> </ul> |

# SAND

Sand in your fingernails  
Sand between your toes  
Sand in your earholes  
Sand up your nose!

Sand in your sandwiches  
Sand in your bananas  
Sand in your bed at night  
Sand in your pyjamas!

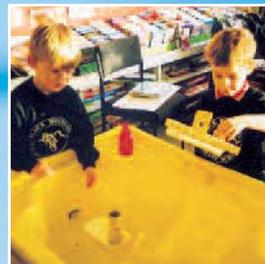
Sand in you sandals  
Sand in your hair  
Sand in your knickers  
Sand everywhere!

by John Foster



# LEARNING THROUGH WATER PLAY

in the early years



# OBSERVING

By careful observation the adult can provide experiences in sand and water play to challenge and extend young children's learning. From just splashing in water, they go on to:

## PROGRESSION

- scooping it up
- pouring it out
- then to scooping it up and pouring it with increasing accuracy into another container
- filling the container without letting it overflow

The observant adult needs to be aware of each individual child's progress so as to recognise when the child needs to be left alone to perfect a skill by repetition and when he or she needs help in moving on to the next stage.

**“We must remember to build on the children's own play, not direct operations from the outside”**

*Adapted from Sand & Water Play Activities  
Pre-School Learning Alliance*

# WATER PLAY

## General Equipment and Resources

- non-slip floor, safety mat
- large water tray (some have canals, bridges and water wheels)
- smaller individual trays
- baby bath
- basins
- outdoor water tray
- outdoor tap
- aprons/play overalls
- mop/bucket
- buckets
- clear/coloured plastic containers of various shapes and sizes – wide and narrow necks
- tins, bottles and containers for filling
- tubing
- balloon whisks
- sponges
- corks
- water play toys
- plant pots
- funnels
- water wheels
- water filters
- natural colourings
- straws
- dolls
- washing machine
- clothes line/pegs
- dolls clothes
- wash board
- tea set
- small fishing nets
- suitable materials to make bridges
- bubbles
- bubblebath
- soap
- towels
- set of graded plastic bottles
- rubber gloves

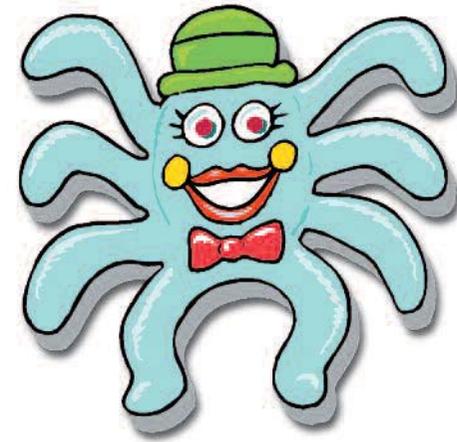


H<sub>2</sub>O

# WATER PLAY

## Imaginative

- mermaids
- pirates
- boats
- fish/sea creatures/frogs/tadpoles
- ferns
- rocks
- shells
- pebbles
- plastic ducks
- umbrellas
- rain coats
- rain hats
- wellies
- paddling pool
- seals
- penguins
- plastic spiders
- Mrs Plug the Plumber
- range of plumber's pipes and connections
- paint
- range of brushes
- paint rollers
- food colouring
- wood strips
- play people
- cups & plates
- cutlery
- washing up brush
- shampoo
- towels
- fishing nets
- "treasure"
- plastic ducks
- fishing games
- glitter
- foil shapes



# FLOATING AND SINKING

- shells
- corks
- bubble wrap
- foil trays
- sponges
- wood off-cuts
- boats
- ice
- polystyrene trays
- plastic trays
- pumice stone



- plastic toys
- table tennis balls
- marbles
- plasticine
- fabric
- water wings
- boats
- glitter
- grapes
- apples

## GOING THROUGH

- funnels – various sizes
- sieves
- tubing
- water wheels
- potato mashers
- slotted spoons
- plastic pipes and connectors
- fishing nets
- plant pots
- plastic bags/bottles with holes pierced
- water pistols



## CAPACITY AND WEIGHT

- buckets
- cartons
- ladles
- funnels
- spoons
- plastic cups
- yogurt containers
- balance scales
- set of graded polythene bottles
- plastic containers and bottles – different shapes but holding the same amount



## Things to lift water:

- jugs
- scoops
- spoons
- beakers
- yogurt pots
- ladles

## Things to fill:

- clear containers – different shapes hold same amount
- opaque containers
- containers with handles that fill up
- containers with wide/narrow tops
- containers with holes in the bottom
- plastic bags with holes
- containers with holes in the side
- lengths of non-toxic plastic tubing

## Things to pour from:

- tea pots
- watering cans
- sprays
- jugs



# ORGANISING WATER PLAY EQUIPMENT

floating  
sinking



filling & pouring



going through –  
sieves, funnels,  
tubing, spouting



wash day  
washing up



graded containers  
(1/2 litre, litre 2 litre)



absorption



containers  
same size



containers  
same shape



boats



The Seaside



Rainy/Snowy  
/Frosty day



The Pond



## Additional accessories/equipment can be added to the water to provide the stimulus of change

- accessories made from the same material e.g. wood, plastic, metal
- accessories which are the same colour, transparent, shiny or opaque
- accessories which are the same but different sizes e.g. buckets, yogurt pots, funnels, plastic bottles, milk containers, plant pots, watering cans, boats
- specific numbers of items e.g. 2 of everything
- colour with food colouring
- scent with essential oil of lemon, lavender or peppermint (with caution)
- add bubbles, colour the bubbles
- add glitter
- change the temperature – add ice cubes, freeze whole trays of water then pour on warm water
- thicken a tray of water with cornflour



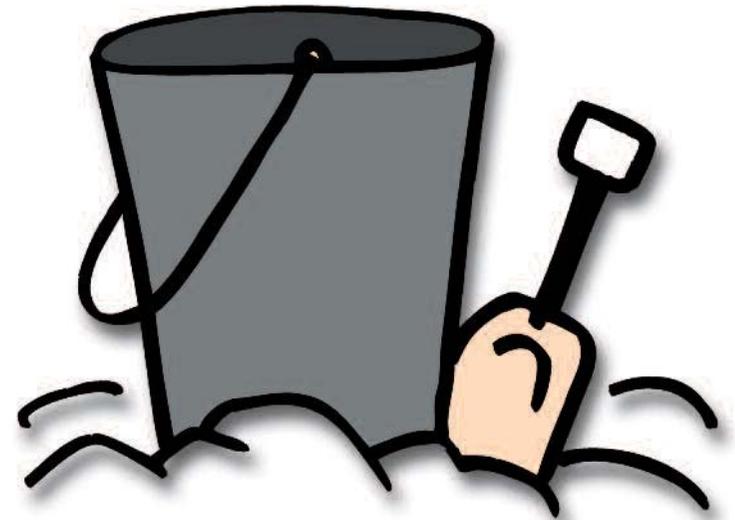
## Health & Safety

Be aware of children with skin problems – scented or coloured water is especially harmful to children with eczema. Change the water daily and wash all resources regularly.  
Do not handle ice straight from the freezer.  
Do not use any glass containers.

# OUTDOOR WATER PLAY

The outdoor water area facilitates learning in each of the key areas. The same provision and activities can be provided as for indoors with the addition of large paint brushes and rollers, large buckets, hoses and if you can afford it, there are some great outdoor systems with pumps, water wheels, pulleys, pipes and streams.

You may consider a paddling pool in Summer, obviously taking account of relevant safety procedures.



# WATER PLAY

## Personal, Social & Emotional Development

- work independently
- co-operate, take turns and share equipment
- respect ideas of others
- experience the therapeutic value of water play
- learn how to use water safely – understand rules for water play
- talk about where water comes from
- enjoy the sensory nature of water adding colours, other items e.g. glitter, varying temperature
- learn how to work as part of a group e.g. holding funnel whilst another child pours
- extend imagination through the addition of other resources e.g. boats, wood, sea shore items
- become confident at carrying out a range of activities in the water e.g. pouring, blowing bubbles
- explore personal hygiene e.g. using soap, washing dolls, clothes

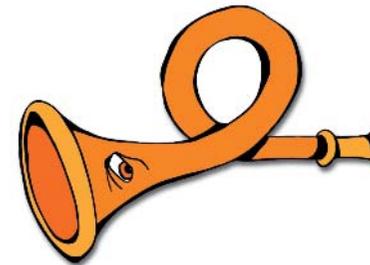


## Physical Development

- develop fine motor skills – manipulating tools, filling – pouring, emptying, stirring, squeezing, pushing, pulling
- developing hand/eye co-ordination e.g. filling and emptying containers of different sizes
- be aware of the space in the water tray and be able to share it with others
- use tools, water and objects with increasing safety e.g. be aware of what happens when a lot of water gets on the floor!

## Creative/Aesthetic Development

- observe colour change through adding paint or food dye
- introduce marbling techniques
- explore the effects on water by adding natural and man-made materials
- create underwater world to encourage imaginative play and language
- create sounds in the water e.g. blowing, splashing, waving
- make musical instruments – filling bottles with water to different levels



## Knowledge and Appreciation of the Environment

- talk about water in local environment, home, rivers, pond, beach
- add equipment from local environment to stimulate imaginative play e.g. shells, sea weed, pebbles, rocks, fishing nets, hoses, watering cans
- talk about occupations where water plays a significant role e.g. fishermen, firemen, sailors, farmers, plumbers
- talk about animals and creatures that live in water e.g. fish, crocodiles, penguins, sea-lions
- understand the importance of hygiene using the water tray e.g. washing equipment

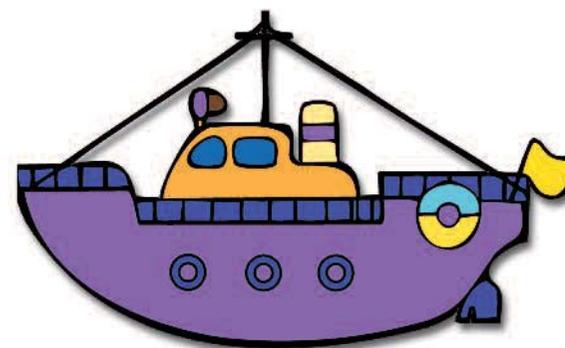
# WATER

## Early Experiences in Science & Technology

- explore the properties of water e.g. pour, run, drips
- ask questions about how things work and why they happen e.g. stones in water, water wheels, flow of water, floating, sinking
- use their senses to investigate water e.g. colour – sight, baby bath – smell, hot/cold – touch, bottled water – taste.
- recognise the importance of water in personal hygiene
- observe how objects behave in water
- make predictions
- use cutting, folding, joining and building skills to make boats for water play
- explore ice in water

## Early Mathematical Experiences

- compare the amount of water in different containers by pouring from one to another
- understand and use mathematical language e.g. full/empty, need more/less, heavy/light
- compare the size of containers e.g. which is the biggest? which holds most?
- talk about the shape of containers – straight sides, curved sides, circle at bottom etc.
- understand & use positional words e.g. pouring through, floating on top of etc.



## Language Development

- describe the properties of water e.g. wet, cold
- describe their actions and the actions of others e.g. pouring, emptying, splashing
- extend vocabulary associated with water play
- describe similarities, differences and changes e.g. which objects float/sink?
- explain what is happening when the water wheel is turning
- engage in role play as a fireman, plumber, adult washing clothes, dolls
- children have access to books and rhymes connected to water e.g. Going to the Seaside, Mr Plug the Plumber, Rain
- children talk about their experiences in relation to display/books about water play

## WATER PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION   |
|--------------------------|---|---|---|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>• talk about their experiences at bath-time, at the beach, the swimming pool, washing dishes, washing clothes</li> <li>• name toys and equipment</li> <li>• respond to instructions               <ul style="list-style-type: none"> <li>– can you fill the cup, teapot?</li> <li>– can you pour the water from the jug to the cup?</li> </ul> </li> <li>• share equipment and space</li> <li>• discuss and recognise the need for rules – no splashing</li> <li>• develop the therapeutic nature of playing with warm water</li> <br/> <li>• experience properties of water, investigate surface tension</li> </ul> | <ul style="list-style-type: none"> <li>• free play with a range of bath-time toys               <ul style="list-style-type: none"> <li>– cups, plates, jugs, teapots, cutlery</li> <li>– beach and swimming pool equipment</li> </ul> </li> <li>• talk about keeping clean – themselves, dishes, clothes</li> <li>• look at seaside pictures and photographs</li> <li>• listen to stories/rhymes e.g. I'm a little teapot</li> <br/> <li>• make 'bubbles' in water tray by swishing water</li> <li>• discuss shapes and colours. Can you see through a bubble?</li> <li>• lift bubbles in hands, describe what you see</li> </ul> | <ul style="list-style-type: none"> <li>• describe the behaviour of the toys</li> <li>• look at seaside pictures and photographs and talk about their experiences</li> <li>• make a pretend dish washer, washing machine</li> <li>• put play house around sink area in classroom – turn into the kitchen</li> <li>• work as a group being aware of the needs of others</li> <br/> <li>• blow bubbles through different shaped blowers. Discuss the shapes of the bubbles</li> <li>• What happens when they burst?</li> </ul> | <ul style="list-style-type: none"> <li>• water tray</li> <li>• bath-time toys, sponges, soap, towels</li> <li>• bubble bath, washing up liquid</li> <li>• dishes, cups, jugs, tea pots, dish clothes, brushes, tea towels, draining rack, cutlery</li> <li>• water wings play people, books, buckets, fishing nets</li> <li>• 'Mr Archimedes' Bath' by Pamela Allen (Picture Puffin)</li> <li>• 'You can Swim Jim' by Kaye Umansky (Red Fox)</li> <li>• 'Commotion in the Ocean' by Giles Andreae (Orchard Books)</li> <li>• Poems</li> <br/> <li>• washing up liquid, glycerine, straws, paint, small trays</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES                           | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--|--|---|--|---|
| <b>Experimental Play – Filling And Pouring</b> | <ul style="list-style-type: none"> <li>• develop manipulative skills – filling cups, yogurt cartons and pouring out</li> <li>• develop concentration skills</li> <li>• talk about the size/colour of containers</li> <li>• develop vocabulary e.g. full, empty, nearly full, holds more, pour, flow</li> </ul> | <ul style="list-style-type: none"> <li>• fill containers with water in the tray by submerging them</li> <li>• pour from container to container</li> <li>• use funnels to control flow</li> <li>• pour from jugs and teapot into cups and bottles</li> </ul> | <ul style="list-style-type: none"> <li>• pour from one container to another</li> <li>• using large funnels progressing to smaller funnels</li> <li>• controlled pouring into wide necked containers progressing to controlled pouring into narrower necked containers</li> <li>• share equipment and working co-operatively</li> <li>• increase vocabulary e.g. brim, level, shallow, deep, enough, heavy</li> </ul> | <ul style="list-style-type: none"> <li>• range of wide necked containers</li> <li>• plastic funnels of various sizes</li> <li>• range of bottles with narrow necks</li> <li>• tea pots, jugs, cups</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES                         | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--|---|--|---|---|
| <b>Free exploration<br/>using the senses</b> | <ul style="list-style-type: none"> <li>experience and explore the nature and properties of water</li> <li>develop descriptive vocabulary e.g. wet, warm, cold, hot, splash, gurgle, trickle, swish, drip</li> <li>experience the therapeutic nature of playing with water</li> </ul>                          | <ul style="list-style-type: none"> <li>explore the properties of water by observation, touch, smell, sound, taste (bottled water)</li> <li>pour through hands</li> <li>close eyes, describe the sound of water as it is poured from a jug/bottle</li> <li>observe the shape you see as the water falls into the tray</li> <li>standing, moving feet in water</li> <li>add bubbles, mix with hands, describe feel, lift bubble, blow bubbles</li> </ul> | <ul style="list-style-type: none"> <li>looking for reflections in water when water is still</li> <li>see the "colour" in clear water</li> <li>add colour – watch how it disperses</li> <li>compare and describe the feeling of warm and cold water</li> <li>wear gloves – describe what the water feels like when you wear plastic or woollen gloves</li> </ul> | <ul style="list-style-type: none"> <li>2 water trays or small basins – warm and cold</li> <li>No equipment – just hands and feet!!</li> <li>bubble bath, food colouring</li> <li>selection of gloves</li> </ul> |
| <b>Creating patterns</b>                     | <ul style="list-style-type: none"> <li>develop fine motor skills to facilitate pre-writing</li> <li>recognise and create patterns</li> <li>develop vocabulary – describing what they are doing, describing the pattern</li> <li>develop descriptive language e.g. wavy, straight, ripples, circles</li> </ul> | <ul style="list-style-type: none"> <li>make patterns with fingers, wiggly, wavy, straight, zig-zag, round</li> <li>vary the actions to slow, light, heavy</li> <li>make patterns using spoons, spatulas, sticks</li> <li>drop in stones – watch ripples</li> </ul>   | <ul style="list-style-type: none"> <li>Ask children to draw or paint the shapes/patterns they have made either from memory or from photograph</li> <li>finger painting</li> <li>making a repeated pattern</li> <li>making patterns from left → right</li> </ul>   | <ul style="list-style-type: none"> <li>water trays or shallow basins, hand, fingers</li> <li>selection of items to make marks and patterns e.g. spoons, spatulas, sticks, stones</li> </ul>                     |

## WATER PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---|--|---|--|--|
| <p><b>Early mathematical experiences – sorting, capacity, number, shape</b></p> | <ul style="list-style-type: none"> <li>begin to use comparative language precisely e.g. full/empty wide/narrow wet/dry heavy/light</li> <li>predict which holds most/least</li> <li>sort for a given criteria</li> <li>show an interest in number and counting</li> <li>observe how water finds its own level</li> <li>follow instructions e.g. 1 cup of orange 6 cups of water</li> </ul> | <ul style="list-style-type: none"> <li>compare containers which have similar capacities but which are differing shapes</li> <li>filling and emptying containers, talking about full/empty, nearly full, more/less</li> <li>sort containers by colour, shape and capacity</li> <li>count e.g. counters, plastic teddies, boats, animals, fish, stones</li> <li>count how many buckets of water are needed to fill the tray</li> <li>watch as water is poured into plastic gloves, plastic bottles. Ask questions such as: Are all the fingers full yet? Will the water go up the bottle but not into the handle?</li> <li>talk about the shape of containers – straight/curved sides</li> <li>describe the shape of containers</li> <li>dilute orange juice</li> <li>make jelly</li> <li>talk about the shapes, describe how they behave in water</li> </ul> | <ul style="list-style-type: none"> <li>find two containers which hold the same amount of water – explain their choice</li> <li>sequence and put containers in order from holds most to holds least, biggest to smallest, heaviest to lightest, tallest to smallest</li> <li>sort for 2 criteria, e.g. red and holds more than a cup</li> <li>count up to 5 objects by saying one number for each item</li> <li>recognise foam numbers</li> <li>describe what happens to the water level if the bottle is filled</li> <li>identify circle/square rectangle at bottom of containers</li> <li>make larger quantities so children have to count greater numbers</li> <li>use vocabulary – dissolve, dilute, how much?</li> <li>add objects of the same shape to the tray e.g. spheres (balls), cubes, circles</li> </ul> | <ul style="list-style-type: none"> <li>containers e.g. plastic yogurt, petit filous pots, cups, egg cups, plastic cups</li> <li>selection of containers same shape but different sizes e.g. cream cartons</li> <li>items for sorting</li> <li>food trays, conkers, shells, play people, plastic teddy bears, blocks, fish, duplo blocks, buckets</li> <li>rubber gloves, plastic bottles with hollow handles</li> <li>selection of different shaped containers</li> <li>orange juice, cups, measuring jugs</li> <li>selection of ball shapes e.g. orange, golf balls, table tennis balls, plastic balls, spider balls</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES                            | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION  |             |   |
|---|--|--|--|------------|-------------|---|
| <b>Experimental play – floating and sinking</b> | <ul style="list-style-type: none"> <li>• observe how different objects behave in water</li> <li>• find out that some objects float</li> <li>• discover that not all heavy things sink/all light things float</li> <li>• predict which objects will float/sink</li> <li>• observe how some objects that look alike behave differently e.g. golf ball/table tennis ball</li> <li>• sort, count, match and make comparisons between objects that float and objects that sink</li> </ul> | <ul style="list-style-type: none"> <li>• talk about experiences of being at the swimming pool/learning to swim. What helps you float? Look at arm bands, life jackets</li> <li>• experiment with bubble wrap, cork and string to make miniature life jackets for model people</li> <li>• predict and test which objects float/sink e.g. stone, table tennis ball</li> <li>• make simple boats using a variety of materials e.g. foil trays, margarine tube</li> <li>• experiment with plastic bottles with tops on, then tops off</li> <li>• compare bottles with tops on/off in relation to floating and sinking</li> </ul> | <ul style="list-style-type: none"> <li>• make floaters sink</li> <li>• describe how this happens</li> <li>• talk about learning to swim. What helps you to float? Why? Look at a life jacket.</li> <li>• discover that changing shape affects buoyancy e.g. float sheets of tin foil float, screwed up foil sinks.</li> <li>• use appropriate language top, bottom, below, under, heavy, light, solid</li> <li>• add sponge/magnetic letters to water – do they float or sink?</li> <li>• explore ice in water</li> <li>• record – <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>these sink</td></tr></table></li> <li>• record – <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>these float</td></tr></table></li> <li>• record pictorially</li> </ul> | these sink | these float | <ul style="list-style-type: none"> <li>• shells, stones, corks, spades, water wings, empty film containers with lids, plastic bottles, apples, leaves, grapes, bottles, foil trays, boats, seaweed, duplo blocks, wooden blocks, margarine tubs, paper clips, twigs, lollipop sticks, plastic ice trays, pumice stone, bubble wrap, cottonwool, tin foil, ice</li> <li>• sponge/magnetic letters</li> </ul> |
| these sink                                      |  |  |  |            |             |   |
| these float                                     |  |  |  |            |             |   |

## WATER PLAY

| POSSIBLE EXPERIENCES                                | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|---|---|--|---|---|
| <p><b>Exploring water in my world – weather</b></p> | <p><b>RAIN</b></p> <ul style="list-style-type: none"> <li>• explore water in relation to weather                             <ul style="list-style-type: none"> <li>– rain</li> <li>– ice</li> <li>– snow</li> </ul> </li> <li>• develop vocabulary associated with weather</li> <li>• describe the weather</li> <li>• recognise the need for appropriate clothing and equipment</li> <li>• begin to discover that water can exist in different states</li> </ul> | <ul style="list-style-type: none"> <li>• go outside on a rainy day – feel rain on face, hands</li> <li>• talk about clothes we wear – materials they are made from</li> <li>• listen to the rain as it falls on different surfaces – ground, umbrella, window, roof</li> <li>• look at water in spouting and drains</li> <li>• look at some puddles outdoors, splash in the puddles</li> <li>• watch rain run down the window</li> </ul> | <ul style="list-style-type: none"> <li>• talk about different types of rain – drizzle, thunder &amp; lightning, floods</li> <li>• discuss where rain comes from</li> <li>• talk about waterproof clothes</li> <li>• listen to story ‘Splish Splash Splosh’ by Mick Manning (Wondernoise Senses)</li> <li>• listen and join in to Incy Wincy Spider</li> <li>• add spouting, spiders and watering cans to water play</li> <li>• drip watery paint onto paper</li> <li>• make welly boot prints – Are any of the soles the same?</li> <li>• read the story of Noah</li> <li>• create a display of Noah’s Ark</li> <li>• explore sound by using instruments to create the crashing sound of thunder, add the pitter-patter of raindrops</li> </ul> | <ul style="list-style-type: none"> <li>• create a stimulus table near the water tray with rainy day/frosty day items e.g. umbrella, rain coat, hat, wellies, woolly hats, scarves, gloves, fur coats</li> <li>• selection of wellies, paint tray, paper</li> <li>• selection of percussion instruments</li> </ul> |
| <p><b>Absorbency</b></p>                            | <ul style="list-style-type: none"> <li>• investigate absorbency</li> <li>• develop relevant language, drip on/through, fall to bits, go through, roll off/run off, soak in/up, stay dry</li> </ul>  | <ul style="list-style-type: none"> <li>• pour some water on a bench/floor, allow children to investigate various materials to mop it up – what happened to the water? Where has it gone? How can you tell? How can you get the water back?</li> </ul>  | <ul style="list-style-type: none"> <li>• allow children to experiment to find the most absorbent paper from a selection including foil, shiny, blotting, tissue, cellophane, crepe</li> </ul>   | <ul style="list-style-type: none"> <li>• sponges, kitchen roll, plastic material</li> <li>• selection of papers, food colouring</li> </ul>  |

## WATER PLAY

| POSSIBLE EXPERIENCES                                | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION   |
|---|--|---|---|---|
| Exploring water in relation to my world – frost/ice | <b>FROST/ICE</b> <ul style="list-style-type: none"> <li>discover that water can exist in different states</li> <li>investigate ice and discover some of its features</li> <li>develop appropriate vocabulary e.g. freeze, melt, frozen, change, colder, icy, slippery, frosty, hard</li> </ul> | <ul style="list-style-type: none"> <li>add ice cubes, freeze play animals/play people in plastic trays, add to water tray</li> <li>make ice lollies in different colours, shapes and flavours</li> <li>go outside on an icy day – look at frozen puddles, frost on grass</li> <li>allow children to freeze water and then observe what happens when the ice is left to sit</li> </ul> | <ul style="list-style-type: none"> <li>colour water blue</li> <li>add model cold land creatures</li> <li>add ice cubes to warm water. Describe what happens</li> <li>listen to stories from Pingu series</li> <li>freeze water in different shaped containers – match containers to ice shape</li> <li>sprinkle salt on ice – what happens?</li> <li>create an igloo for role play from a dome shaped tent. Cover tent with white sheets</li> </ul> | <ul style="list-style-type: none"> <li>penguins, polar bears</li> <li>ice cube trays</li> <li>dome tent, white sheeting, fur coats, scarves, frozen food packets, fishing rods, sleigh</li> </ul> |
|   | <b>CONDENSATION</b><br>investigate condensation on windows   | <ul style="list-style-type: none"> <li>look closely at the windows. Ask children what they see</li> <li>draw designs and pictures on window. Watch as the water drips down the window</li> </ul>  | <ul style="list-style-type: none"> <li>watch steam from a boiling kettle (consider safety)</li> </ul>   | <ul style="list-style-type: none"> <li>kettle</li> </ul>  |

## WATER PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION   |
|--|---|--|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring water in relation to my world – ponds, rivers, and seas</p> | <p><b>PONDS AND RIVERS</b></p> <ul style="list-style-type: none"> <li>talk about their experiences at a pond or river</li> <li>be aware of the dangers of water</li> <li>recognise and care for living things</li> <li>develop early concepts of forces and energy</li> </ul> | <ul style="list-style-type: none"> <li>make the water tray into a pond</li> <li>look at books and pictures about ponds and talk about the creatures that live there</li> <li>keep a goldfish in the classroom</li> <li>look at books and pictures of rivers</li> <li>attach a hose/shower to the water tray to create a flow of water</li> <li>explore the movement of water</li> <li>move water using kitchen utensils, water wheels</li> </ul> | <ul style="list-style-type: none"> <li>listen to stories, rhymes, poems, songs about ponds e.g. Five Speckled Frogs, Mr Gumpy's Outing</li> <li>arrange a visit to a pond and do some pond dipping (consider safety)</li> <li>control the speed of the water wheel by varying the amount of water</li> <li>talk about waves</li> </ul> | <ul style="list-style-type: none"> <li>green cellophane paper for lily leaves, old logs cut in half, bubble wrap (looks like frog spawn) pond creatures – frogs, dragon flies, pebbles, stones</li> <li>on a table nearby arrange a selection of items to fish with such as ladles, sieves, small fishing nets, small buckets</li> <li>open plastic guttering</li> <li>small plastic boats, lollipop sticks</li> <li>kitchen utensils, boats</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION   |
|---|---|---|---|---|
| <p><b>Exploring water in relation to my world –<br/>ponds, rivers, and seas</b></p> | <p><b>SEASIDE</b></p> <ul style="list-style-type: none"> <li>• talk about their experiences at the seaside</li> <li>• be aware of the dangers of water</li> </ul> | <ul style="list-style-type: none"> <li>• make the water tray into a “seaside”</li> <li>• listen to a tape of seaside sounds</li> <li>• listen to the sea using a shell</li> <li>• make and play a fishing game</li> </ul> | <ul style="list-style-type: none"> <li>• paint seaside pictures. Discuss colours, sounds</li> <li>• listen to seaside stories</li> <li>• join in number rhyme e.g. one, two, three, four, five</li> <li>• cut out plastic fish, attach paper clips and use magnets on string to ‘fish’</li> </ul> | <ul style="list-style-type: none"> <li>• blue water</li> <li>• add sand, pebbles, shells, rocks, stones, seaweed (use strands of green cellophane)</li> <li>• copy of Mr Little’s Noisy Boat by Richard Fowler (Little Mammoth)</li> <li>• on a resource table add a selection of sea-creatures, toy boats, buckets, water wings</li> <li>• put a tray of water in the sand tray</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--|---|---|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring water in relation to my world – growth</b></p> | <ul style="list-style-type: none"> <li>recognise that water is essential for growth/life</li> <li>care for living things</li> </ul> | <ul style="list-style-type: none"> <li>create a garden in the sand tray with a small pond</li> <li>plant grass seeds to create lawn, carrot tops for bushes, cress seeds for vegetables</li> <li>plant flower bulbs and seeds outside. Discuss how they will be watered</li> <li>discuss drinks we have which have water</li> <li>explore still and fizzy drinking water</li> </ul> | <ul style="list-style-type: none"> <li>draw a plan of the garden</li> <li>draw a pictorial diary of seeds growing</li> <li>listen to songs, poems, rhymes and stories</li> <li>dilute some orange juice</li> </ul> | <ul style="list-style-type: none"> <li>compost, pebbles, stones, small tubs for ponds, garden tools, seeds, plastic flowers, water can, play people</li> <li>'Meg's Veg' – Helen Nicholl, 'Jasper's Beanstalk', 'Percy the Park Keeper' – Nick Butterworth</li> <li>bottle water, still and fizzy, concentrated fruit juices</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION  |
|---|---|---|---|--|
| <p><b>Exploring water in relation to my world –<br/>going through</b></p> | <ul style="list-style-type: none"> <li>• develop vocabulary flow, through, pour, quickly, slowly, trickle</li> <li>• develop manipulative skills and concept of size</li> <li>• talk about the best size of funnel to fill various containers</li> <li>• develop early concepts of forces and energy</li> </ul> | <ul style="list-style-type: none"> <li>• free play allowing water to flow through</li> <li>• fill large and small containers using funnels</li> <li>• explore and observe the movement of the water wheel as the water flows through</li> </ul> | <ul style="list-style-type: none"> <li>• add tubing – water flows through funnel and tubing</li> <li>• match the size of funnel required to fill the container</li> <li>• explore how the wheels can be made to run faster or slower</li> </ul> | <ul style="list-style-type: none"> <li>• various sizes of funnels, large and small containers</li> <li>• plastic tubing</li> <li>• water wheels</li> </ul> |

## WATER PLAY

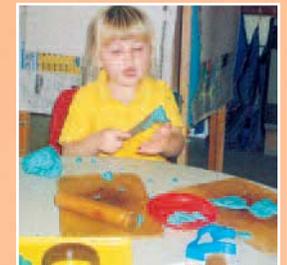
| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring water in relation to my world – going through</b></p> | <ul style="list-style-type: none"> <li>• examine water pressure</li> <li>• develop early experience of volume</li> <li>• understand that the largest funnel empties first</li> <li>• enjoy and respond to stories/rhymes</li> <li>• use mathematical language – long/short, thick/narrow</li> </ul> | <ul style="list-style-type: none"> <li>• explore and observe the movement of water through the holes</li> <li>• talk about using sprayers and water pistols</li> <li>• explore water flowing through funnels and “catching” it in bottles and containers</li> <li>• dangle a plastic spider on the end of a string down to the bottom of the pipe. Pull on the string to make the spider climb the pipe</li> <li>• look for water pipes in the outside area</li> <li>• look for pipes in the toilet area</li> </ul> | <ul style="list-style-type: none"> <li>• recognise that the flow of water is greatest at the bottom of the bottle/bag</li> <li>• add a piece of wood with holes cut in it for funnels above the water tray</li> <li>• add spouting, link to Incy Wincy Spider</li> <li>• add a range of plumbers pipes and connections</li> <li>• talk about gutterings and drains</li> <li>• talk about people who help us – plumber</li> </ul> | <ul style="list-style-type: none"> <li>• plastic bottles, plastic bags with holes pierced, watering cans with roses, sprays, slotted spoons, water pistols, fishing nets, plant pots</li> <li>• funnels, bottles, jugs</li> <li>• spouting, spiders</li> <li>• plastic piping, connectors, guttering</li> <li>• ‘Mrs Plug the Plumber’ by Allan Ahlberg</li> </ul> |

## WATER PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--|--|---|--|---|
| <b>Introduction of suitable resources can develop<br/>imaging and thinking</b> | <ul style="list-style-type: none"> <li>• draw on their own experiences to stimulate talk and discussion</li> <li>• take part in role play</li> <li>• explore and recognise features of the natural world</li> <li>• share ideas and agree on the props and the story line</li> <li>• design and create environments for their stories</li> </ul> | <ul style="list-style-type: none"> <li>• the seaside</li> <li>• the kitchen               <ul style="list-style-type: none"> <li>– wash day</li> <li>– washing dishes</li> <li>– cookery</li> </ul> </li> <li>• the hairdresser's</li> <li>• the garden</li> <li>• the pond/river</li> <li>• cold lands</li> <li>• bath time</li> <li>• the swimming pool</li> <li>• the marina</li> <li>• fishing port</li> <li>• seacat/ferry</li> <li>• lighthouse</li> </ul> <p>stories can be developed in the water tray e.g.</p> <ul style="list-style-type: none"> <li>– Lucy and Tom at the Seaside</li> <li>– Noah and the Ark</li> <li>– Millie and the Mermaid</li> <li>– You Can Swim, Jim</li> <li>– Jasper Beanstalk</li> <li>– Three Billy Goats Gruff</li> <li>– Five Speckled Frogs</li> <li>– Fireman Sam</li> </ul> | <ul style="list-style-type: none"> <li>• put dressing up clothes beside water tray</li> <li>• read stories about seaside, gardens, winter etc. that will reflect/support the children's imaginative play</li> <li>• children can represent imaginative water play in paintings, drawings and models</li> </ul> | <ul style="list-style-type: none"> <li>• water tray</li> <li>• sand, pebbles, stones, buckets, water wings, boats, play people, dishes, shampoo bottles, towels, brushes, combs, flower pots, watering cans, frogs, dragon flies, junk materials, bath-time toys, sponges, facecloths, wood off-cuts, logs, fishing net, sea creatures, animals, fire engines, hoses</li> </ul> |

# LEARNING THROUGH DOUGH AND CLAY PLAY

in the early years



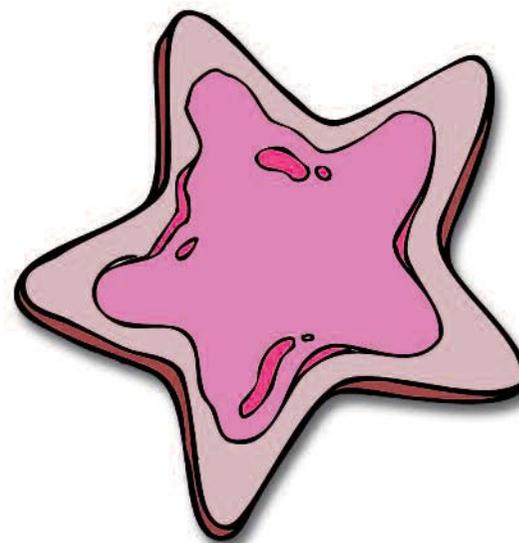
# DOUGH

Children love dough. Playing with dough is relaxing and creative and there is no right answer. It encourages the development of fine motor skills, concentration, creativity and offers opportunities for the development of language and social skills.

## General Guidelines

Notes for use of dough

- Give children a large piece of dough, plenty of space and time.
- Check if children are allergic to additives used.
- Make material accessible so they can choose what they want to explore and add to the dough.
- Give parents information so they understand the benefits and learning experiences associated with dough.
- Introduce tools sensitively following careful observation.
- Remove accessories at times and allow the dough to be 'natural'.
- If colour is added after the dough is mixed there will be a marbled effect.
- A small quantity of colour produces a pastel effect.
- Strong colours or oil can make marks on clothes.
- Making uncooked dough is a perfect job for children.
- Encourage the children to join in with the 'clearing up'.
- Share materials in a friendly, fair and relaxed way.
- Understand that some children will not initially like the texture and 'mess' of dough.



# CLAY

Clay can be used to provide similar learning experiences as dough. It also promotes

- Sensory experiences
- Imagination
- Gross motor control, manual dexterity and manipulative skills
- Emotional development
- Language development
- Understanding possibilities and limitations of clay

Allow children to handle clay and explore its properties and compare and contrast it with dough. Talk about properties – how it sticks to your hands, how it dries out and leaves a covering on your hands.

Make marks on the clay using tools, rolling pins, heavily textured materials, sponges, finger prints.

Create 3D images by rolling balls and coils of clay. Push clay through sieves, garlic presses and wire mesh. Join these to slabs of clay using liquid clay.

Create clay pots – thumb pots – using fingers and thumbs to widen and shape pot.

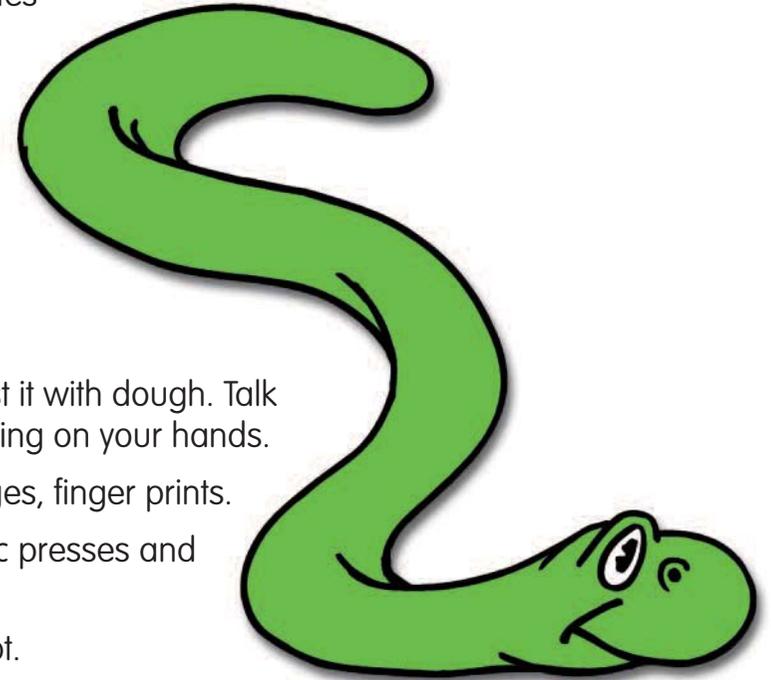
Create and use coils to make snakes of different lengths and thicknesses.

Make letters, spirals with coils.

## Notes for use of clay

The warmth of the hands can dry clay quickly. Encourage children to dampen hands by using a damp sponge

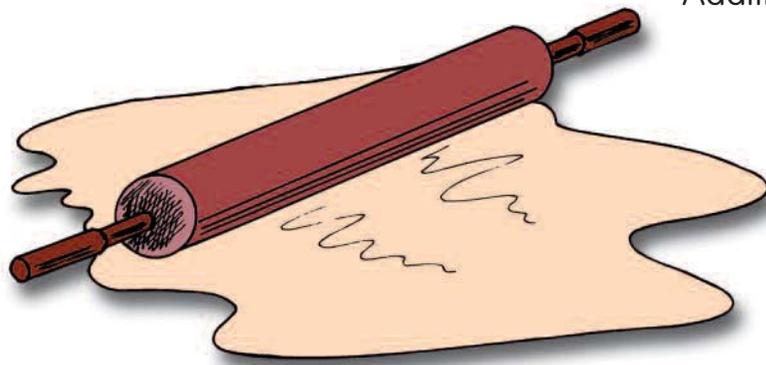
When working with clay do not let clay go down the sink. Rinse hands first in a basin of water to wash off excess clay.



# LANGUAGE DEVELOPMENT FOR DOUGH AND CLAY

## Language of manipulation

- Push
- Pull
- Drop
- Squeeze
- Press
- Elastic
- Bend
- Twist
- Roll
- Stretch
- Squash
- Pinch
- Flatten
- Poke
- Scrape
- Smooth
- Smear
- Break apart



## Language about length/thickness

- Longer than
- Shorter than
- The same length as

## Language of colour and smells

## Language of texture

- Lumpy
- Grainy
- Shiny

Additions to dough e.g. feathers, lolly sticks, twigs

## RESOURCES FOR DOUGH

Baseboard/suitable surface

Rolling pins – plain and patterned

Range of cutters

Flour sprinkler

Cutting tools – scissors, dough tools

Add colour through non-toxic powder paint or food colouring

Add smells using oils, spices, herbs etc.

Add textures using glitter, poppy seeds, rice, lentils, seeds, grains, sawdust, coconut

Variety of containers, buntrays, egg boxes, paper bun cases

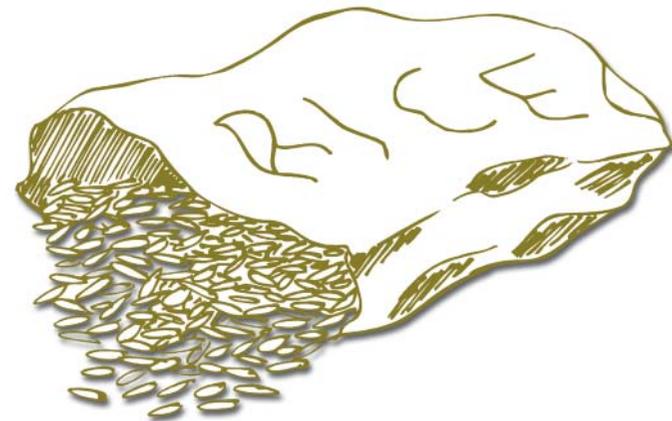
## RESOURCES FOR CLAY

Plastic modeling tools

Clay cutters

Modelling board

Textured objects



## Basic Dough

2 cups plain flour  
1 cup salt  
1 tbsp cooking oil

Add water gradually to dough consistency.

This dough can also be used for modeling and then placed in a very low oven to dry for at least 12 hours.

This dough is firm, pliable and smooth. May need a little flour to stop it sticking.

## Cooked Dough

200g plain flour  
100g salt  
1 tbsp cooking oil  
2 tsp cream of tartar  
300ml water  
Food colouring

Mix flour, salt and cream of tartar together in a big saucepan. Add water gradually to remove lumps. (Food colouring can be added to water or left to the end when you knead the dough). Put pan over a low to medium heat and cook, stirring constantly. (It is hard work!) The mixture will suddenly begin to thicken. Continue stirring until the dough becomes very stiff. Remove pan from the heat. Scrape out dough on to a smooth surface. Soak pan immediately. Knead but take care – dough will be very hot in the centre.

## Microwave Dough

1 cup/200g plain flour  
1/2 cup/100g salt  
2 tsp cream of tartar  
1 tbsp oil  
1 cup/300ml water  
food colouring (add to water)

Put all ingredients into a bowl suitable for the microwave. Cook at full power for 1 minute. Remove from oven and stir well. Put back in oven and cook for a further 1 – 1½ minutes. Remove from oven and scrap out with a wooden spoon and leave to cool. Knead well, adding food colouring at this point. Store in a polythene bag to remain soft.



## Elastic Dough

Large amount of white self-raising flour – 1½ kilo  
 Water to mix – approximately 500ml  
 Knead ingredients together until smooth and stretchy

## Cornflour

175g cornflour  
 250ml water  
 Mix together with a spoon

## Chocolate Playdough

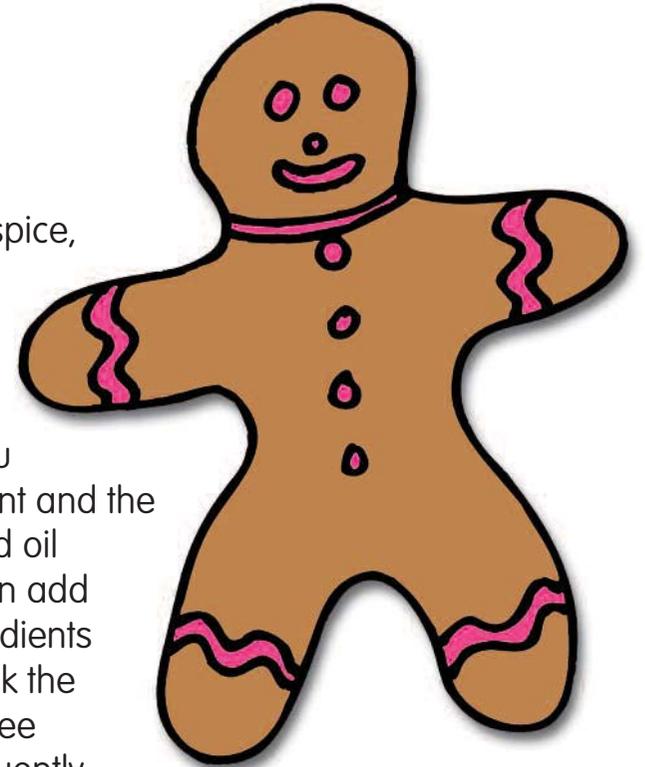
2 cups water  
 ½ cup salt  
 2 tbsp vegetable oil  
 2 tbsp cream of tartar  
 1/3 cup cocoa  
 3 cups flour

Bring water and salt to the boil.  
 Stir in remaining ingredients.  
 Allow to cool slightly.  
 Knead until smooth.

## Gingerbread Playdough

1 cup flour  
 ½ cup salt  
 2 tsp cream of tartar  
 1 cup water  
 1 tsp veg oil  
 lots of cinnamon, allspice,  
 ginger, nutmeg etc

Mix the dry ingredients. Play with the spices till you get the scent you want and the colour. Mix water and oil together first and then add them to the dry ingredients and stir. In a pot, cook the mixture for two to three minutes, stirring frequently. The dough will start to pull away from the sides of the pan and clump together. Take dough out of the pan and knead the dough until it becomes soft and smooth. Allow to cool and store in an airtight container.



## DOUGH

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Experimental play</b></p> | <ul style="list-style-type: none"> <li>• develop manipulative/motor skills</li> <li>• discover the properties of the dough – talk about properties</li> <li>• co-operate/share/collaborate</li> <li>• enjoyment/develop sensory experiences</li> <li>• self expression</li> <li>• relieve frustration</li> <li>• language about length – comparison</li> <li>• model</li> <li>• shape</li> <li>• aesthetic awareness</li> <li>• identify colours, develop language</li> <li>• develop sensory experiences</li> <li>• enjoyment</li> <li>• discussion – description</li> </ul> | <ul style="list-style-type: none"> <li>• explore the natural dough – push, pull, squeeze, bend, twist, roll, stretch, squash, pinch, flatten, poke, create objects, shapes, etc.</li> <li>• talk about, discuss and describe the behaviour of the dough</li> <li>• make patterns in dough using hands</li> <li>• pattern making using textured objects / tools</li> <li>• make rolls/ compare lengths, thickness</li> <li>• explore dough which has added colour, textures and smells</li> <li>• link dough play to themes</li> </ul> | <ul style="list-style-type: none"> <li>• alter quality of the dough, elasticity, solidity</li> <li>• different doughs react in different ways – stretched, pulled</li> <li>• adult involvement to develop language and model manipulative skills, to stimulate discussion, provide support and reassurance</li> <li>• add colour</li> <li>• add colour and smell</li> <li>• add colour and texture</li> <li>• add colour, texture and smell</li> <li>• adult support as above to develop descriptive language</li> </ul> | <ul style="list-style-type: none"> <li>• natural dough baseboard or suitable table top</li> <li>• add colour using non-toxic powderpaint or food colour</li> <li>• add smells – using perfumed oils, spices – nutmeg, cinnamon, herbs, talcum powder, vanilla, Angel Delight</li> <li>• add textures – using glitter, poppy seeds, rice, lentils, seeds, grains, sawdust, coconut, sand<br/>Use wholemeal flour</li> </ul> |

## DOUGH

| POSSIBLE EXPERIENCES                                | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION   |
|---|--|--|--|---|
| <b>Experimental play using a range of equipment</b> | <ul style="list-style-type: none"> <li>• develop of rolling skills</li> <li>• develop observation skills</li> <li>• talk about textures, imprints in the flat dough</li> <li>• flatten dough</li> <li>• identify shapes, compare sizes, describing shapes</li> <li>• imaginative play – buns, cakes</li> <li>• 1 to 1 correspondence, counting</li> <li>• develop manipulative skills</li> <li>• recognition of letters, numbers</li> <li>• sorting, counting</li> <li>• develop language</li> <li>• language development – describing marks and patterns</li> <li>• comparing patterns with other children</li> <li>• develop manipulative skills</li> <li>• language development describing squeezed and shaped dough</li> </ul> | <ul style="list-style-type: none"> <li>• explore dough by using rolling implements</li> <li>• roll the dough, squashing back into a ball, comparing patterns made by the rollers. Use of flour sprinklers so dough doesn't stick</li> <li>• hit dough to flatten it</li> <li>• explore dough by using cutters</li> <li>• children cut out shapes using various cutters – varying in shape, size. Describe, discuss results</li> <li>• count, sort, order shapes. Make patterns</li> <li>• imaginative play – buns, cakes, story props</li> <li>• role play props</li> <li>• find first letter of own name, of friend's name</li> <li>• match letters</li> <li>• find number for own age</li> <li>• match numbers</li> <li>• put numbers in order 1–5</li> <li>• explore dough by adding objects to make imprints and patterns</li> <li>• children explore patterns, marks on dough using various instruments. Compare, predict patterns</li> <li>• explore dough by squeezing 'through'</li> <li>• children squeeze dough through containers and objects</li> <li>• make patterns</li> </ul> | <ul style="list-style-type: none"> <li>• plain roller to textured roller mixture of rollers</li> <li>• adult support to develop language</li> <li>• model techniques</li> <li>• basic shapes to more complex shapes</li> <li>• increase variety of containers</li> <li>• build cutters/containers into imaginative play</li> <li>• adult to develop language, model 1 to 1 correspondence, sorting, counting</li> <li>• adult to develop descriptive language</li> </ul> | <ul style="list-style-type: none"> <li>• variety of plain and textured rolling implements</li> <li>• variety of cutters – shapes, people, animals etc</li> <li>• use cutters of letters, numbers</li> <li>• create patterns using lego, tools, sticklebricks, fabrics, car wheels, string, body parts</li> <li>• add colanders, icing bag, sieves, fish slice, garlic press, potato masher</li> </ul> |

## DOUGH

| POSSIBLE EXPERIENCES          | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|-------------------------------|---|--|---|---|
| <b>Making and Doing</b>       | <ul style="list-style-type: none"> <li>develop manipulative skills</li> <li>encourage language development</li> </ul>   | <ul style="list-style-type: none"> <li>explore dough by adding cutting implements Children cut dough, scrape dough off the table</li> <li>practise cutting with scissors</li> </ul>  | <ul style="list-style-type: none"> <li>cutters become more intricate</li> <li>adult to provide language support</li> </ul>  | <ul style="list-style-type: none"> <li>provide additional shapes, cutters according to theme</li> </ul>                                       |
| <b>Imagining and Thinking</b> | <ul style="list-style-type: none"> <li>1 to 1 correspondence, match, count, share out dough</li> <li>share equipment/collaboration</li> <li>prediction</li> <li>compare, share</li> <li>develop concept of heavy and light</li> <li>develop concept of balancing and equal weights</li> </ul> | <ul style="list-style-type: none"> <li>explore dough by using containers</li> <li>children incorporate containers into play – sort, count, match, imaginative play</li> <li>add balance</li> <li>use balance to compare weights</li> </ul> | <ul style="list-style-type: none"> <li>adults develop mathematical language of sharing, matching, counting and encourage imaginative play</li> <li>predict what will happen. Use variety of balances</li> <li>work together</li> <li>adult to promote discussion</li> </ul> | <ul style="list-style-type: none"> <li>variety of containers – bun trays, eggboxes, balance</li> <li>balance dough and other items</li> </ul> |

## DOUGH

| POSSIBLE EXPERIENCES          | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|-------------------------------|--|---|--|---|
| <b>Imagining and Thinking</b> | <ul style="list-style-type: none"> <li>• creative/imaginative development</li> <li>• discuss, co-operate, have fun and enjoy dough</li> <li>• develop representational skills</li> <li>• develop creative/imaginative skills and ideas</li> <li>• incorporate into role play area</li> </ul> | <ul style="list-style-type: none"> <li>• develop dough according to the theme</li> <li>• use dough to make figures, faces</li> <li>• create theme related figures – christmas stars, snowmen, valentine hearts, eggs</li> <li>• develop individual ideas</li> <li>• make fruit, bread shapes for role play corner</li> <li>• links to story books – nursery rhymes</li> </ul> | <ul style="list-style-type: none"> <li>• adult to support language development and encourage imaginative play</li> </ul> | <ul style="list-style-type: none"> <li>• provide for imaginative play, add materials – feathers, leaves, pipe cleaners, shells, pebbles, matchsticks, lolly sticks, cones, play people, small plastic animals, cars etc. buttons, goggly eyes, pasta, pulses, flowers, wood, twigs</li> </ul> |

# LEARNING THROUGH TABLE TOP PLAY

in the early years



“Children will enjoy playing with a variety of jigsaws and table-top toys. This will be the start of early reading and mathematics, and will help to develop children’s hand-eye co-ordination”

*(A Practical Guide to Working with Young Children – Hobart & Frankel 1996)*

“a very important aid to learning is being able to concentrate. This influences how readily children learn and how much they learn... There is a subtle but important distinction between helping children complete the end product, be it a painting, a model or a puzzle, and helping them with the process..”

*(Enhancing Learning Through Play – Christine Macintyre 2001)*

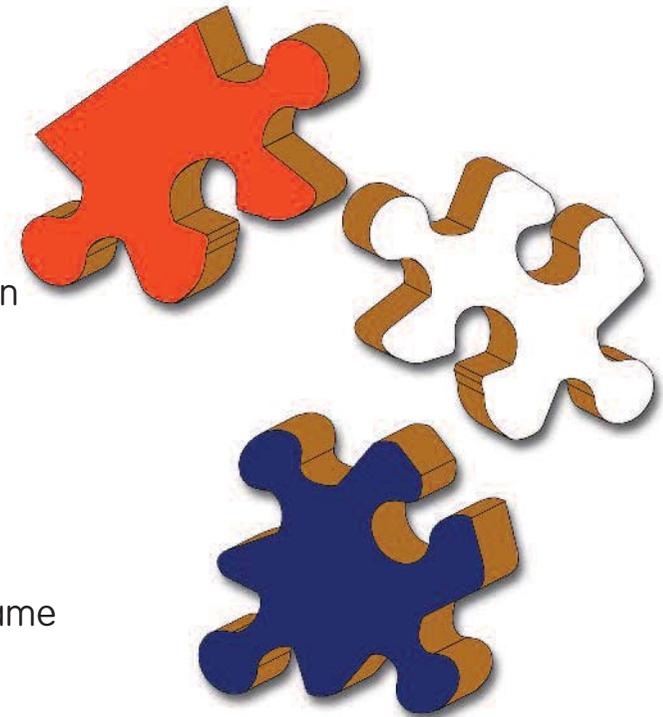
“Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement... Young children’s physical development is inseparable from all other aspects of development because they learn through being active and interactive...”

*(Curriculum Guidance for the Foundation Stage – DfEE 2000)*

# TABLE TOP ACTIVITIES

## Equipment and Resources

- Variety of jigsaws – inset puzzles, lift and look puzzles, sequence puzzles, giant puzzles, colour, shape puzzles, seasonal and topic related jigsaws etc.
- Lotto
- Snap games e.g. baby animals snap cards
- Memory games e.g. memorix, memolud , Me two etc.
- Self correcting puzzle cards
- Sequencing games e.g. logico
- Threading and lacing
- Threading shapes – thready bears
- Mosaics
- Sorting sets e.g. linking elephants, compare bears etc
- Domino sets e.g. number, colour, shapes etc.
- Pegboards
- Hammer and nails pack
- Magnetic shapes and boards
- Coloredo
- Compendicube
- Colorama
- Pyramaxi Cocoon
- Ordima Puzzles
- Tell-a-story
- Geometrix
- Place a shape
- Magnetic fish game
- Fuzzy felts
- Discovery Box Attribute blocks
- Pattern block tiles
- Pick and mix People game
- Tap tap school set



## Personal, Social & Emotional Development

- learn to work independently i.e. completing a puzzle on their own
- learn to work as part of a group e.g. playing a shop or lotto game
- learn to work collaboratively – take turns, share and co-operate
- develop concentration and perseverance
- enjoy the satisfaction of completing a puzzle or winning a game

## Early Mathematical Experiences

- explore mathematical concepts e.g. pattern, number, time, position
- understand and use language related to ordinal number e.g. first, second, third
- describe the position of people and objects e.g. in jigsaws

## Knowledge and appreciation of the Environment

- developing understanding of jobs people do, seasonal change, local environment through use of appropriate puzzles and games

## Early Experiences in Science & Technology

- learn how things join e.g. hammer and nails
- explore materials
- explore physical processes e.g. magnets

## Creative/Aesthetic Development

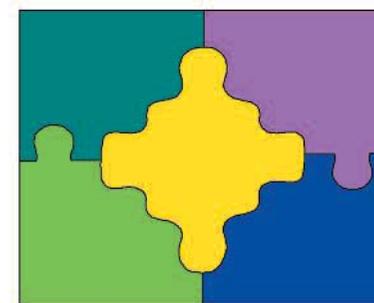
- create designs using peg-boards, pattern block tiles, geometrix etc.

## Physical Development

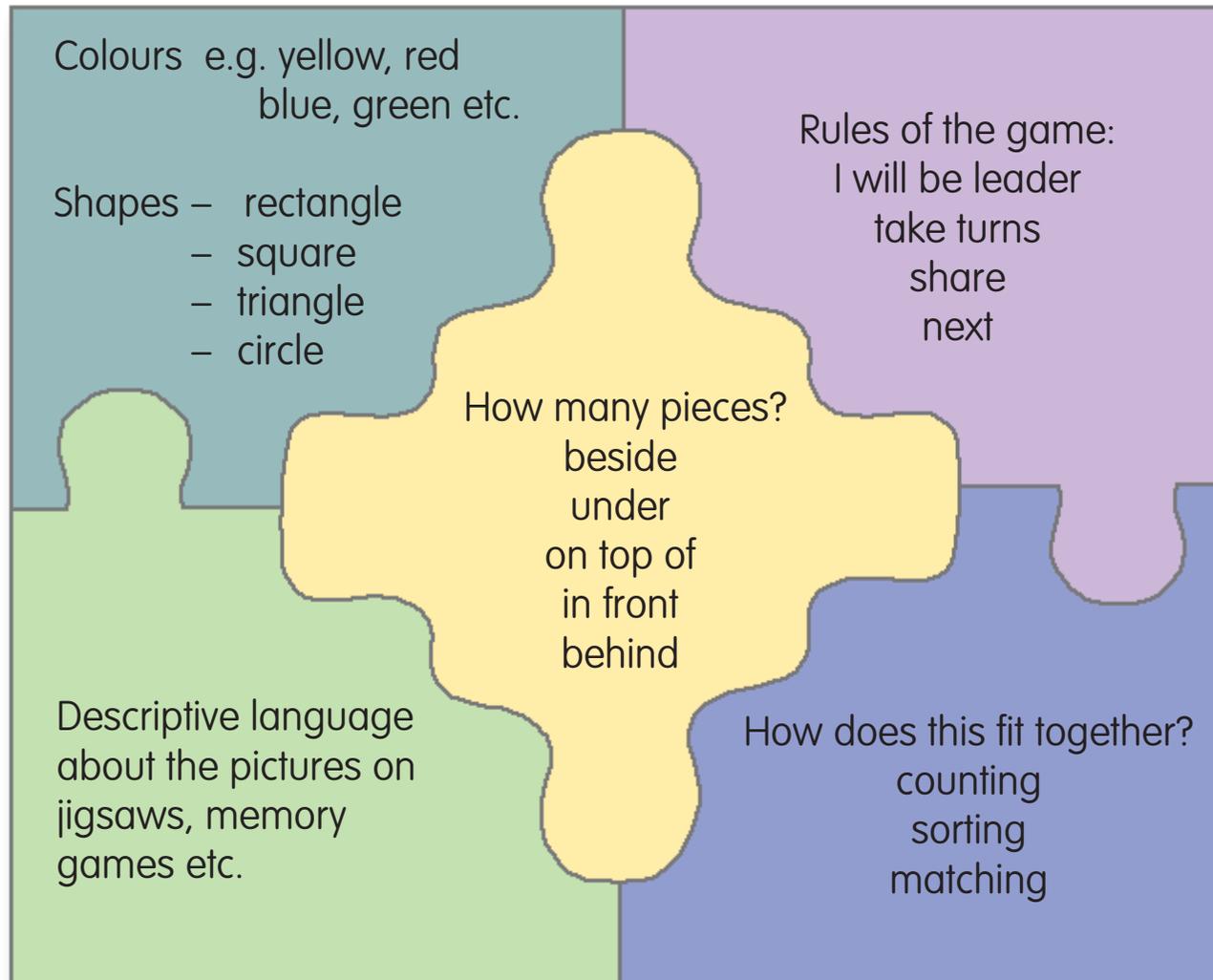
- develop fine motor skills and co-ordination through manipulating a range of materials e.g. pegs, threading, jigsaws etc.
- develop hand/eye co-ordination e.g. threading, beads

## Language Development

- extend vocabulary as they engage in table top play
- develop visual discrimination e.g. matching jig-saw pieces to picture
- describe the rules of a game



## Some Relevant Language;



## TABLE TOP PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION  |
|---|--|--|--|--|
| <p style="text-align: center;"><b>Experimental play</b></p> | <ul style="list-style-type: none"> <li>• be aware of the nature and properties of table top activities.</li> <li>• develop hand to eye co-ordination.</li> <li>• develop memory skills</li> <li>• talk about the equipment, the pictures, shapes, sizes, colours</li> <li>• develop concentration</li> </ul> | <ul style="list-style-type: none"> <li>• explore the equipment freely and discover their use.</li> <li>• provide material which enhances gross motor skills</li> <li>• allow the children to match the pieces of equipment/ game to pictures</li> <li>• provide an individual with a jigsaw/game which offers a challenge</li> </ul> | <ul style="list-style-type: none"> <li>• provide material demanding fine motor activity</li> <li>• remember the rules of a game/activity</li> <li>• encourage the children to take responsibility for their game/jigsaw</li> </ul> | <ul style="list-style-type: none"> <li>• inset jigsaws</li> <li>• wooden mosaic blocks</li> <li>• plastic mosaic shapes</li> <li>• geometrix</li> <li>• beads and patterns</li> <li>• sort and match blocks</li> <li>• colorama</li> </ul> |

## TABLE TOP PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION   |
|--------------------------|---|---|---|---|
| <b>Experimental play</b> | <ul style="list-style-type: none"> <li>develop perseverance</li> <li>be able to work as part of a group</li> <li>be encouraged to take turns and share equipment</li> <li>develop the understanding of the rules of table top activities</li> <li>reflect on their feelings related to using puzzles</li> </ul> | <ul style="list-style-type: none"> <li>provide jigsaws with more pieces, a game with more rules</li> <li>play a table top game designed for more than 1 person</li> </ul> | <ul style="list-style-type: none"> <li>provide choice of materials complementing the child's interests</li> <li>provide opportunity for child to be leader</li> </ul> | <ul style="list-style-type: none"> <li>range of table top games, equipment and puzzles</li> </ul> |

## TABLE TOP PLAY

| POSSIBLE EXPERIENCES    | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION  |
|-------------------------|---|--|---|--|
| <b>Making and Doing</b> | <ul style="list-style-type: none"> <li>develop 1 to 1 matching</li> <li>learn the names of colours, shapes and sizes</li> <li>develop number recognition</li> <li>develop descriptive language</li> </ul> | <ul style="list-style-type: none"> <li>use an inset jigsaw – put the piece in correct place</li> <li>use peg boards and shape pieces to talk about the different colours, shapes and sizes</li> <li>use number games/dice</li> <li>talk to children about the jigsaw they are completing and the pictures they are making</li> </ul> | <ul style="list-style-type: none"> <li>provide jigsaws with a variety of pieces and match piece to picture</li> <li>create a pattern – naming shape, size and colour</li> <li>let children explain to other children what numbers they need to know to play a game or complete a task</li> <li>allow the child to describe what the picture portrays on the jigsaw</li> </ul> | <ul style="list-style-type: none"> <li>inset jigsaws</li> <li>matching games</li> <li>lotto</li> <li>beads</li> <li>threading</li> <li>geo material</li> <li>colour and number dominoes</li> <li>giant play mats</li> <li>giant snakes and ladders</li> <li>topic jigsaws e.g. seasons, people who help us, animals</li> </ul> |

## TABLE TOP PLAY

| POSSIBLE EXPERIENCES    | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|-------------------------|--|---|--|---|
| <b>Making and Doing</b> | <ul style="list-style-type: none"> <li>enhance fine motors skills</li> <li>listen to and follow instructions</li> <li>recognise similarities and differences e.g. pictures, shapes etc.</li> <li>choose and select the correct piece of equipment</li> </ul> | <ul style="list-style-type: none"> <li>work with peg boards, threading or many piece jigsaw</li> <li>work with a game which has more than 1 instruction</li> <li>use a picture lotto game or 'snap' game with a small number of cards</li> <li>set out the pieces of the puzzle in a variety of ways</li> </ul> | <ul style="list-style-type: none"> <li>create a recognizable pattern using peg boards/threading material</li> <li>develop the game by introducing a number of instructions</li> <li>increase the number of cards etc. to recognise and discriminate</li> <li>increase the size of the puzzle or the complexity of the game where more choice is given</li> </ul> | <ul style="list-style-type: none"> <li>hammer, nails and shape set</li> <li>non-inset jigsaws e.g. 8, 12, 16 piece jigsaws</li> <li>compendicube</li> <li>lotto</li> <li>dominoes</li> <li>large die</li> <li>snap cards</li> <li>lotto</li> <li>memory game</li> </ul> |

## TABLE TOP PLAY

| POSSIBLE EXPERIENCES          | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION   |
|-------------------------------|---|---|---|---|
| <b>Imagining and Thinking</b> | <ul style="list-style-type: none"> <li>• show initiative and imagination in making their own rules for the games</li> <li>• create their own puzzle/games using familiar equipment</li> <li>• use the pictures/image on puzzle to stimulate imaginative play</li> </ul> | <ul style="list-style-type: none"> <li>• provide equipment which can be used in a variety of ways</li> <li>• work alongside the group to stimulate ideas for new games</li> <li>• provide 'real life' puzzles and situations to be created in other area of class e.g. birthday scene, animals</li> </ul> | <ul style="list-style-type: none"> <li>• provide the opportunity for a child to explain the rules of the new game to a larger group</li> <li>• remove commercial game and replace with child's own invention</li> </ul> | <ul style="list-style-type: none"> <li>• range of table top games, equipment and puzzles</li> </ul> |

# LEARNING THROUGH SMALL WORLD PLAY

in the early years



# SMALL WORLD PLAY

## Definition

Small world play is a type of imaginative/role play, which enables children to be creative and spontaneous in dramatic as well as mundane life situations which interest them. It is closely related to puppet play and story telling.

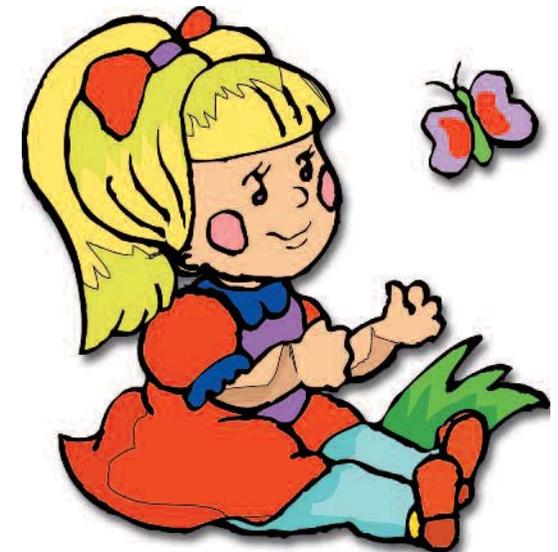
## Importance of small world play to children's learning

- It encourages talking (all kinds of language use) and listening (when children play together).
- It allows children to create stories around things they know e.g. people and animals. It also allows children to fantasise about experiences that they haven't had.
- It promotes improvisation and the appropriate use of language including fantasy language.
- It allows children to communicate feelings in a safe way.
- Children can communicate their observations, findings and knowledge about life, books and television ...
- It gives children control, allowing them to enter and leave a fictional world at will.
- It encourages children to play together, to self regulate and to exchange ideas.
- It develops an awareness of the feelings and needs of others, as well as the consequences of their actions, leading to natural healthy group relationships.

## Importance of small world play to practitioner's teaching

It enables the teacher to discover:

- Children's level of knowledge and understanding
- Children's ways of thinking
- Children's attitudes
- Children's language and communication skills
- Children's abilities to play in a group



It allows the adult and child to interact in a shared environment based on the children's ideas. Teachers can then use these experiences to promote learning in other areas of the curriculum.

## Processes involved in small world play

- **Active learning** – using objects and toys such as a dolls' house, a garage, small figures, a floor mat, vehicles, hand puppets, junk materials.
- **Imitation** – this is not simply copying other children but learning from what they do, and then experimenting with similar roles, behaviour and language.
- **Making images** – this can be sounds, words or facial expressions all leading to a story or make-believe situation.
- **Making symbols** – This involves an object representing something else eg. a box for a hill, a water tray for a swimming pool ... These initially will be highly individual to the child, but gradually the children will use shared symbols agreed by the group.

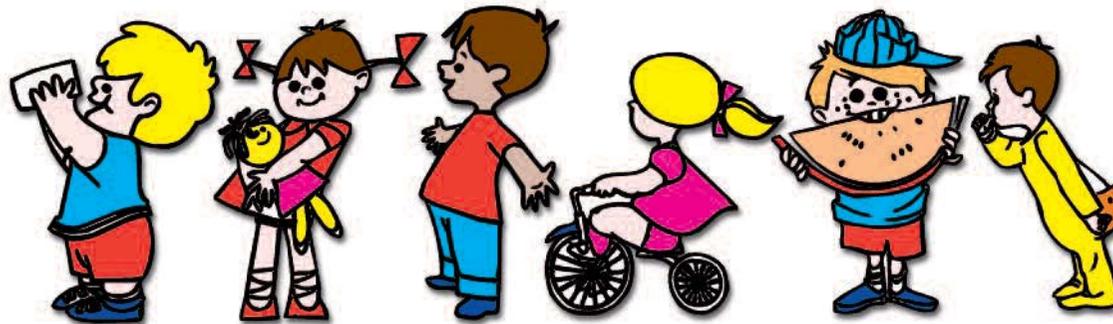
These processes belong to all forms of representation play, including painting, clay work, domestic play, music and small world toys. They each offer special, unique and worthwhile experiences, allowing the children to express their ideas and feelings, while at the same time developing their relationships with others.



## Types of small world play

- **Play with animals and other creatures** e.g. farm, zoo and domestic animals, prehistoric animals, sea creatures
- **Play with buildings** e.g. houses, farm, zoo, garage, castle, airport, space station, railway station, bus or fire station, school, shop, hospital, garage
- **Play with a setting** e.g. pond, beach, swimming pool, snow scene, swamp, forest, hills, mountains, valleys, space, car park, street, railway line, road layout, field
- **Play with people** e.g. all kinds of family figures; a variety of occupations e.g. farmer, soldier, fireman, spaceman or driver, fantasy figures e.g. robot, monster, giant
- **Play with vehicles** e.g. cars, lorries, trains, rockets, space ships, fire engines, tractors, buses
- **Play with improvised materials/equipment** e.g. blocks, bricks, boxes, tins, pebbles, cones, shells, pieces of fabric, carpet, polystyrene, paper

Children are introduced gradually to each of the above. As their experience and competence improves children should be free to mix and match as well as improvise themselves to create their own imaginary, symbolic scenarios.



# SMALL WORLD PLAY QUOTES

“Imagination is more important than knowledge”

*Albert Einstein*

“Imaginative play is the key to children drawing on all their abilities in order to enhance their learning”

*David Whitebread, Teaching and Learning*

“The perceptions children have of life are bound up very closely within a world where fantasy and reality constantly go hand-in-hand. Research has shown that the children who indulge freely in good quality fantasy and pretend play, the children who are considered to be ‘high fantasizers’ and spend a good deal of time in imaginative thinking (Singer and Singer, 1977; Pulaski, 1981; Reiss 1981;), have greater tendencies towards being creative with materials and situations. Such studies have also found that these creative, internal thinkers have better concentration, are less aggressive generally, can tell more creative stories with greater originality and more complex characters and situations, and are more inclined to enjoy what they do than children who are ‘low fantasizers’.

*Janet Moyles, Just Playing*

## COMMERCIAL RESOURCES

- Puppet play – People who help us puppets
  - Family puppets
  - Animal puppets
  - Nursery rhyme finger puppets
- Dolls house, furniture and families
- Play Park
- Royal palace
- Space station
- Lego Duplo people
- Playmobil farmyard
- Domestic animals pack
- Playmobil classroom
- Safari set
- Playmobil fire rescue
- Playmobil hospital set
- Playmobil police set
- Playmats – Airport playmat
  - Town centre playmat
  - Large roadway playmat
- City life set
- Little Tikes road and rail set
- Railway set
- Garage, truck and cars
- Pretend and play airport
- Noah's ark and zoo life animals
- Dinosaur set
- Ocean world animals and their young
- Story telling houses



# SMALL WORLD

e.g. Garage, Zoo, Airport, Hospital, Dolls House, Farm

## Personal, Social & Emotional Development

- learn how to work independently i.e. selecting small resources for themselves
- learn how to work as part of a group e.g. acting out a drama in the hospital
- learn how to work collaboratively – take turns, share and co-operate
- learn to respect others ideas
- take care of small world resources – know and understand safety rules
- develop self-expression through manipulating small pieces of equipment in a variety of ways
- become confident at developing ideas using a range of small world resources
- explore feelings, events, worries and concerns using small world resources
- use resources that reflect different cultures
- explore a range of roles with small play people



## Physical Development

- develop fine motor skills and co-ordination through manipulating a range of materials such as play people, farm animals, vehicles
- develop concept of spatial awareness and use space imaginatively e.g. putting furniture into the house, beds in the hospital, cars in the garage
- develop hand/eye co-ordination e.g. threading beads
- use small equipment with confidence, skill and co-ordination

## Creative/Aesthetic Development

- place different types of materials and objects in small world area for children to create their own furniture, animal enclosures, sheds
- create their own worlds using range of materials and artefacts



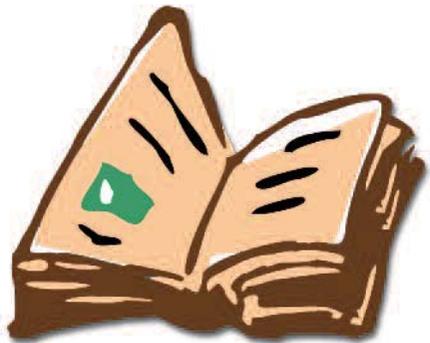
## Knowledge and Appreciation of the Environment

- make links between their play world and their local environment e.g. layout of room in a playhouse and their own house
- develop awareness of the purpose of some features of the local environment e.g. hospital, garage, shops
- talk about people in their local community e.g. farmer, fireman, pilot, builder, postman, nurse, doctor
- talk about themselves e.g. where they live, their family
- learn about their environment through play with floor mats and small vehicles
- develop knowledge of road safety

# SMALL WORLD

## Early Experiences in Science & Technology

- explore materials from the natural and man-made world e.g. making a miniature garden
- talk about and record their observations e.g. draw a picture of their model farm, airport, zoo, home
- develop scientific skills e.g. predicting, observing, sorting



## Early Mathematical Experiences

- explore mathematical concepts e.g. pattern, shape, space, size, number, time
- understand and use language related to the above e.g. big, small, wide, light, heavy
- develop mathematical skills e.g. sorting, counting, matching, ordering
- describe the position of people and objects e.g. in, below, above, beside, in front of

## Language Development

- talk about their experiences in relation to their model worlds
- talk about their feelings and emotions
- make up their own stories as part of the play
- extend their vocabulary e.g. farm, garage, airport, zoo
- develop a range of scenarios for imaginative play
- use books to develop knowledge about play environments e.g. Spot on Holiday, Going to the Zoo
- develop visual discrimination e.g. matching jig-saw pieces to picture



## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>garage and cars</b></p> | <p><b>CHILDREN WILL:</b></p> <ul style="list-style-type: none"> <li>• be aware of the nature and properties of small world equipment</li> <li>• develop fine motor skills and co-ordination</li> <li>• begin to work as part of a group</li> <li>• learn to share and take turns with the small world toys</li> <li>• begin to explore a range of roles with small world resources</li> </ul> | <ul style="list-style-type: none"> <li>• children will explore the equipment freely and discover its use</li> <li>• children will be encouraged to name the resources in the garage set</li> <li>• children will help to tidy up the small world resources at the end of a session e.g. sorting them into a box or onto the correct box on the shelves</li> </ul> | <ul style="list-style-type: none"> <li>• provide a greater selection of materials</li> <li>• encourage children to sort, match and count the cars, vans, lorries, play people</li> <li>• use a variety of books to develop their knowledge about the garage</li> </ul> | <ul style="list-style-type: none"> <li>• garage set with play mat, a garage, a selection of cars, lorries, vans and small play people</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|----------------------|--|---|--|---|
| <b>Dolls' house</b>  | <p><b>CHILDREN WILL:</b></p> <ul style="list-style-type: none"> <li>• learn the names of the rooms and furniture in the house</li> <li>• develop positional language</li> <li>• develop descriptive language</li> <li>• enhance fine motor skills</li> <li>• be able to place the furniture in the correct rooms of the house</li> </ul> | <ul style="list-style-type: none"> <li>• children will be encouraged to name the rooms and furniture of the house</li> <li>• children will make up their own stories as part of their play</li> <li>• children will describe the position of play people and furniture</li> <li>• children will talk about what they are doing and explore a range of roles with the small play people</li> </ul> | <ul style="list-style-type: none"> <li>• introduce different types of materials/textures into dolls' house for children to create their own furniture/curtains</li> <li>• encourage children to explore feelings/events in their own lives at home through role-play activities</li> </ul> | <ul style="list-style-type: none"> <li>• dolls' house</li> <li>• small play people</li> <li>• Furniture e.g. table, chairs, settee, bed, drawers, sink, shower, bath, cooker, TV</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION  |
|----------------------|---|---|---|--|
| <b>farm animals</b>  | <ul style="list-style-type: none"> <li>• name and discuss attributes of common farm animals</li> <li>• develop an awareness of farm life through play which emphasises:               <ul style="list-style-type: none"> <li>– care for animals on the farm</li> <li>– know some of the different types of food grown on the farm</li> <li>– know about people who live on the farm</li> <li>– know some vehicles connected with farm life</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• play with farm animals and their young</li> <li>• make fields to group animals and make animal sounds</li> <li>• make a farm scene with a house, people and farm machinery</li> <li>• create a field in the wet sand with trees, a planting area, tractors and farm equipment</li> <li>• use any of the above ideas to make up an imaginary story with other children – using story/educational visit as a starting point</li> </ul> | <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• stories, poems and songs about animals</li> <li>• provision of different or less common types of farm animals pictures/posters of the farm, books about farm vehicles</li> <li>• role play activities where children pretend to be a farmer, his wife, an animal or a tractor</li> <li>• developing creativity</li> <li>• observe and draw the field scene</li> <li>• paint patterns of ploughed fields</li> </ul> | <p><b>RESOURCES FOR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• selection of farm animals, gates, tray of water for a pond ... Addition of boxes, fabric and other junk materials to encourage creativity</li> <li>• song “Old McDonald”<br/>Book “Animals and their babies” Poem “I went to visit a farm one day”</li> <li>• a visit to the farm or drive to the country. Invite a farmer to visit the classroom to talk about his/her job</li> <li>• interest table<br/>wet sand, tractors, small rakes and spades, twigs, chestnuts and scallions for seeds and plants</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION  |
|----------------------|--|---|---|--|
| <b>hospital</b>      | <p><b>TO DEVELOP HOSPITAL VOCABULARY</b><br/>                     clinic, casualty, reception area, doctors, nurses, x-ray, stethoscope, operation, ambulance</p> <p>to develop an awareness of:</p> <ul style="list-style-type: none"> <li>hospital as a caring place – not a place to be afraid of</li> <li>children who are sick and the importance of visiting the hospital</li> <li>hospital routines</li> <li>people who care for us when we are in the hospital</li> <li>a healthy lifestyle</li> </ul> | <ul style="list-style-type: none"> <li>free play with play mobil hospital and ambulance set</li> <li>free play with several open topped boxes to represent the different areas in the hospital</li> <li>teacher guided scenarios e.g.                             <ul style="list-style-type: none"> <li>visiting the doctor</li> <li>having an operation</li> <li>a trip to casualty</li> <li>getting an x-ray</li> <li>visiting the children’s ward</li> </ul> </li> <li>discuss a healthy lifestyle for children. Make links with:                             <ul style="list-style-type: none"> <li>exercise</li> <li>healthy food</li> <li>hygiene</li> </ul> </li> </ul> | <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>in a non-intrusive manner supply and explain words to expand children’s vocabulary</li> <li>extend hospital play to the role play corner by having an eye clinic, a baby clinic, an operating area or a children’s ward</li> </ul> <p><b>DEVELOPING CREATIVITY</b></p> <ul style="list-style-type: none"> <li>draw or paint pictures of a hospital scene. Make a class book of these pictures</li> <li>make cards for people who are sick/in hospital</li> <li>make x-ray pictures with black paper</li> <li>draw pictures telling people how to keep healthy e.g. brushing your teeth, taking plenty of exercise, eating fruit and vegetables instead of sweets and crisps</li> </ul> | <p><b>INTEREST TABLE</b></p> <ul style="list-style-type: none"> <li>doctor’s bag, stethoscope, thermometer, prescription pad, empty medicine bottles, x-rays, plasters, bandages</li> </ul> <p><b>RESOURCES FOR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>play mobil hospital and ambulance set, items from interest table, posters of a healthy lifestyle</li> <li>stories about visiting the doctor and going to hospital</li> <li>rhyme “Miss Polly had a Dolly” recite rhyme allowing children to act out a part using props</li> <li>invite a nurse or health visitor to come to talk about their job. Ask the visitor to talk about the part they play in helping to keep people’s bodies healthy</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|---|---|--|---|---|
| <p style="text-align: center; font-weight: bold;">beach</p> | <ul style="list-style-type: none"> <li>• discuss previous experiences at the beach especially the elements which contribute to enjoyment</li> <li>• use senses to explore the colour, texture, shape and size of objects found at the beach</li> <li>• be aware of dangers at the beach e.g. water, tide, sunburn</li> </ul> <p><b>TO DEVELOP BEACH VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• rock pools, shells, jellyfish, sunscreen, waves, pebbles and sandcastles</li> <li>• discuss living things at the beach</li> </ul> | <ul style="list-style-type: none"> <li>• discuss postcards and travel brochure pictures of beach scenes</li> <li>• make the water tray into the sea. Place sea creatures, boats, shells, seaweed ... in the water. Add some small world people and encourage imaginary play</li> <li>• make sandcastles in sand tray. Provide small world people and a variety of the above listed objects to create an imaginary beach world</li> </ul> | <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• prediction game: Cover some seaside objects in sand. Ask children to find the objects and describe what they feel like before looking</li> </ul> <p><b>SEQUENCING THE EVENTS LEADING TO A BEACH TRIP</b></p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• journey</li> <li>• arrival</li> <li>• return</li> </ul> <p><b>DEVELOPING CREATIVITY</b></p> <ul style="list-style-type: none"> <li>• make seaside pictures by sponge printing a water and sand background. Use materials such as blue cellophane, cotton wool, coloured foil, markers and sand to make a collage.</li> <li>• make a beach scene using an empty box, pebbles, twigs, sand, blue cellophane, fish shapes and other collage materials</li> </ul> | <ul style="list-style-type: none"> <li>• read "Lucy and Tom at the seaside" by Shirley Hughes. This describes many fun activities for the beach</li> </ul> <p><b>RESOURCES FOR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• shells, seaweed, pebbles, boats, sea creatures, twigs, spades, small world people, sand and water trays</li> </ul> <p><b>TAKE CHILDREN ON A BEACH TRIP</b></p> <p>involve them in preparation for the trip</p> <ul style="list-style-type: none"> <li>• where is the beach?</li> <li>• what do we need to take?</li> <li>• what will we take?</li> <li>• what do we need to eat?</li> </ul> <p><b>ROLE PLAY THE TRIP IN HOME CORNER/OUTDOORS</b></p> <p><b>INTEREST TABLE</b></p> <ul style="list-style-type: none"> <li>• things found at the seaside, e.g. sand, spade, seaweed, shells, sunglasses</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES         | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION   |
|------------------------------|---|--|--|---|
| <p><b>family figures</b></p> | <ul style="list-style-type: none"> <li>name all the possible members of any family</li> <li>talk about own family as children play with the figures</li> <li>appreciate family life</li> <li>recognise "sameness" and "difference" in family life</li> <li>choose characteristics to sort family figures</li> <li>find out about past events in the lives of older members of children's families</li> <li>discuss past and present events in their family lives</li> </ul> | <ul style="list-style-type: none"> <li>free play with family figure toys. Encourage children to act out happenings in their family e.g. breakfast time, a birthday party, granny coming to visit, a trip to the shops</li> </ul> <p><b>TEACHER GUIDED ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>discuss how the figures are the same and how they are different</li> <li>sort the figures e.g. by hair colour, height, sex, colour of clothes</li> <li>adult starts a pattern e.g. boy, girl, boy, girl. Ask children to continue the pattern</li> </ul> | <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>play with family figures. discussion of family members roles. Make connections with families from other cultures</li> <li>animal families</li> </ul> <p><b>DEVELOPING NUMERACY</b></p> <ul style="list-style-type: none"> <li>use natural opportunities to develop numerical/positional language as children play with figures</li> </ul> <p><b>DEVELOPING CREATIVITY</b></p> <ul style="list-style-type: none"> <li>make a class booklet with a family photograph from each child in the class</li> <li>make a colourful family tree display by asking children to paint one member of their family</li> </ul> | <ul style="list-style-type: none"> <li>read stories "Daisy's babies" by Lisa Kopper. "Super Mum" by Mick Manning and Brita Granstrom</li> <li>invite an older person into the classroom to compare experiences of childhood e.g. bathing a baby</li> </ul> <p><b>MAKE CONNECTIONS WITH ROLE PLAY IN HOME CORNER</b></p> <ul style="list-style-type: none"> <li>through dressing up clothes</li> <li>props in home corner</li> </ul> <p><b>INTEREST TABLE</b></p> <ul style="list-style-type: none"> <li>ask children to bring in their favourite baby toy</li> </ul> <p><b>RESOURCES FOR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>an assortment of family figures, family photographs</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION  |
|----------------------|--|--|--|--|
| <b>fire engines</b>  | <ul style="list-style-type: none"> <li>develop fire service vocabulary fire engine, hose, ladder, emergency, helmet, protective clothing, siren</li> <li>develop an understanding of a fire fighter's job</li> <li>develop children's co-ordination and manipulation skills</li> <li>make a landscape scene for the fire engines</li> <li>collaborate with other children</li> </ul> | <ul style="list-style-type: none"> <li>free play with toy fire engines and fire fighters</li> <li>help children to make fire engines using shoe boxes, red paint, yogurt pots for sirens and coiled art straws for hoses</li> <li>free play with junk fire engines and fire fighter figures</li> </ul> | <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>in a non-intrusive manner supply and explain words to expand children's vocabulary</li> <li>discuss other jobs for fire fighters e.g. rescuing people in car accidents, use of foam for aeroplane fires and rescuing animals stuck in awkward places</li> <li>discuss how to contact fire service in an emergency</li> </ul> <p><b>DEVELOPING CREATIVITY AND PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>make a scene for fire engines. Use boxes for buildings and draw roadways with chalk</li> <li>ask children to make a fire station big enough to fit two junk fire engines</li> </ul> | <ul style="list-style-type: none"> <li>read story "Flashing Fire engines" by Tony Mitton and Ant Parker</li> <li>a visit to the fire station or invite a fire man to visit the classroom to discuss his job and the protective clothing he wears</li> <li>provision of space/resources to enable children to dress up and engage in role play</li> </ul> <p><b>INTEREST TABLE</b></p> <ul style="list-style-type: none"> <li>support children to make fire engines from construction materials e.g. Duplo, Mobilo or Sticklebricks</li> </ul> <p><b>RESOURCES FOR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>a selection of junk materials for making fire engines and landscape scene, toy fire engines and fire fighters</li> </ul> |

## SMALL WORLD PLAY

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>improvised materials</b></p> | <p>by providing children with a stimulus for play and a selection of junk materials we will develop children’s ability to:</p> <ul style="list-style-type: none"> <li>improvise with materials</li> <li>make choices</li> <li>organise ideas and experiences</li> <li>work collaboratively</li> <li>express feelings and ideas</li> </ul> | <ul style="list-style-type: none"> <li>make a barn for the cows</li> <li>make a bed for the doll</li> <li>make a TV for the house</li> <li>make Postman Pat’s van</li> </ul> <p>discuss how to make a boat with junk materials:</p> <ul style="list-style-type: none"> <li>types of materials</li> <li>putting it together</li> </ul> <p>discuss why boat sinks</p> <ul style="list-style-type: none"> <li>cargo too heavy</li> <li>crashes into icebergs</li> <li>sails into a storm</li> </ul> <p>discuss what happens to cargo and people on the boat when it sinks</p> | <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>what do we need to make it?</li> <li>which box is the right size?</li> <li>where do the knobs/wheels go?</li> <li>what colour should we paint it?</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>discuss how to prevent boat from sinking. Can another boat be designed to hold more cargo or survive a storm in the ocean?</li> </ul> <p><b>DEVELOPING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>discuss different types of boats e.g. speedboat, cruiser, lifeboat, war ship, pirate ship</li> </ul> <p><b>DEVELOPING CREATIVITY</b></p> <ul style="list-style-type: none"> <li>make collages of activity by sponge painting a sea background and using a variety of scrap materials and paint for the picture</li> </ul> | <p><b>RESOURCES FOR ACTIVITY</b></p> <ul style="list-style-type: none"> <li>boxes, card for wheels, knobs, corks, lollipop sticks for legs, sellotape, glue, paint</li> <li>plastic containers – ice cream or margarine tubs, dough, fabric, foil trays, polystyrene (for icebergs), pebbles, pine cones, spools, corks, small world figures</li> <li>Books/pictures for reference</li> </ul> <p><b>INTEREST TABLE</b></p> <ul style="list-style-type: none"> <li>read story “Noah’s Ark”. Make boats from construction toys e.g. Lego, Duplo Place pairs of animal figures around the boats to represent the animals on the ark</li> </ul> |

# LEARNING THROUGH CONSTRUCTION PLAY in the early years



Children respond to the great variety of opportunities blocks open to them. Blocks are the prime unstructured material and permit children to create, with the next step determined by them, not by the structure of the play material. With large construction children can create designs limited only by their imagination.

*Community Playthings*

The minute you are involved in block play you are getting involved in engineering. You are beginning to look at things like centres of gravity, how you can connect things. Freestanding blocks are very challenging in that respect.

*Tina Bruce*

Children have lots of different ideas so having objects that allow them to express those ideas is important. And one size doesn't fit all. We have to have different sizes, we have to have different shapes in order to express those things that we're thinking.

*Stuart Reifel (Associate professor, Early Childhood Education, University of Texas.)*

I would challenge people to take a long second look at their blocks. And probably to add more blocks, realizing that it's such a valuable material that it could really form the core of your curriculum. Everything could be built around blocks!

*Karen Millar (Author/Consultant)*

# RELEVANT LANGUAGE

## Name of Construction Materials and Component Parts

## Names of Construction Tools

## Positional & Directional Language

Beside, behind, in front of, on top of, at the end of, middle, over, under, next to, below, inside, between, across, down, above, forwards, backwards, on, through, around, bottom

## Mathematical Language

Shape, size, space

Names of 2-D and 3-D shapes

Roll, fits together, sides, edges, corners, curved, straight, moves, level

More, less, same as, how many, as much, too many, balance, enough, left over, inside, outside

High, low, tall, small, short, big, thick, thin, wide, narrow, heavy, light, ..... er/est

Count, numbers, sort, match, same as, pattern, space

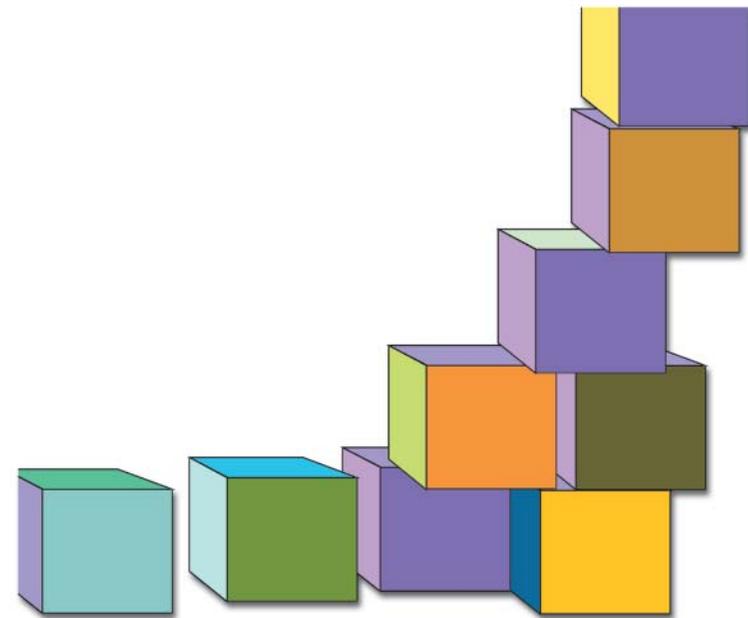
Names of colours

## Language related to Construction

Build, join, break, apart, together, split, plan, design, stick, push, pull, press, squeeze, fall, model, make, hold, lift, carry, broken up, fit together, cover, pick up, tilt  
Names of models e.g. castle, skyscraper

## Descriptive Language

Hard, bends, smooth, soft, sticky, solid, pointed, rounded, flat



# RESOURCES

- Construction kits – interlocking bricks, equipment with connectors, cogs and wheels, screws and bolts. (It is better to provide three or four well stocked sets that will enable children to develop a range of skills than lots of poorly stocked sets which will lead to frustration)
- Large set of wooden ‘unit’ blocks (Community Playthings Catalogue)
- A range of appropriate fiction and non-fiction books
- Plans (e.g. architects’ plans, ‘flat pack’ furniture plans), diagrams, instructions
- Photographs of constructions (e.g. Eiffel Tower, fairground wheels, houses from different cultures)
- Maps e.g. roads, underground
- Examples of mechanical toys, clock workings
- Train track and train
- Small world people, farm animals, zoo animals, dinosaurs, cars
- Mark-making equipment – basket containing rulers, pens, pencils, small blank folded card labels (for children to name their own work), clipboards, plain paper, simple planning ‘frames’
- Measuring ‘sticks’
- A4 file containing plastic pockets in which children can file their own work to create a central resource of children’s plans for use by the whole group



# COMMERCIAL CONSTRUCTION KITS FOR SMALL CONSTRUCTION

Lego-Soft (9020,9021,9022)

Rondino (Galt)

Poly-M

Wooden Building Bricks

Wooden Cubes

Brio Coloured Blocks

Hexlo

Kiblo (Galt)

Molto Blocks

Krinkles/Sticklebricks

Geo-links

Combi-Snap

Incas

Constructor Tech Set

Flexi-Build

Inter-Star

Georello

Magnet Blocks/Magnetico

Clic Constructor

Waffle Blocks

Popoids

Octoplay

Constructo Straws

Star Builder

Lego Duplo

Lego Duplo Mosaics – 9534

Lego Basic

Slot & Build (Galt)

Zocketts (Galt)

Zoob (Galt)

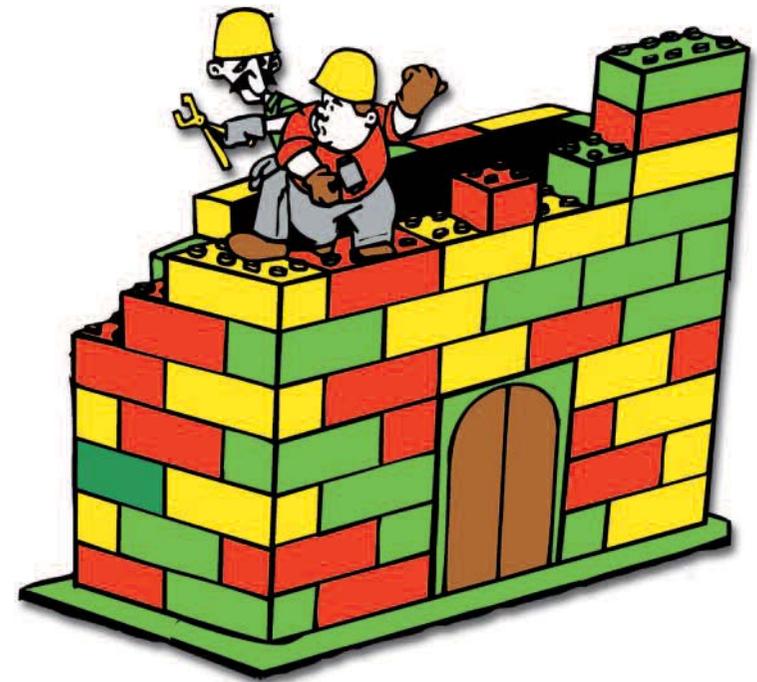
Cleversticks (Galt)

K'nex (Galt)

Polydron (Galt)

Transformable Shape Blocks (Hope)

Mobilo



# RESOURCES WITH TOOLS & WORK-BENCH RESOURCES

Brio Builder System

Baufix (Galt)

Tool bench

Technico

Brio Mec Constructor Set

Meccano Junior

Lego Action Wheelers

Lego Dacta –2916

Nes Arnold Toolboard

Nes Arnold Folding Workbench

Screwdrivers (flat, cross-point,  
ratchet)

Nails (flat heads)

Hammers (8–10oz)

Nuts & Bolts

Vice or G-Clamp

Saws (tennon or dovetail)

Pliers

Hand Drill

Surform-style Plane

Pincers/Tack-lifter

Rule and/or Set-square

Charcoal

Carpenters' pencils (flat, triangular)

Wood glue

Magnets

Sandpaper (fine & coarse)

Spirit level

Softwood (sawing & hammering)

Balsa wood

Hardwood (glued, sanded)

Chipboard

Fibreboard

Plywood



# RESOURCES FOR LARGE CONSTRUCTION

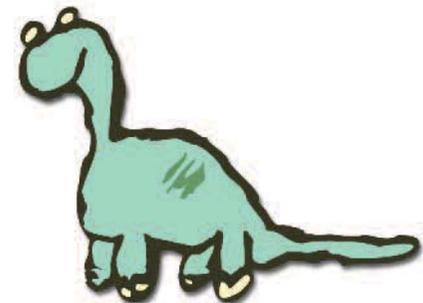
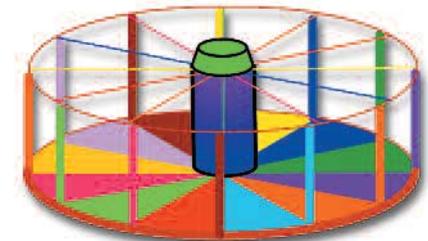
Pre-School Foam Blocks  
Big Soft Blocks (Galt)  
Lincabricks (Galt)  
Lego Soft  
Unit Blocks  
Hollow Blocks  
Maxi-Bricks  
NES Arnold Plasbrics  
Jigsaw Bricks  
Large Waffle Blocks (Galt)



# THEMED CONSTRUCTION ENVIRONMENTS

Lego Duplo Basic Town –9064  
 Lego Duplo Basic Circus – 9063  
 Lego Duplo Home – 9148  
 Lego Duplo World People – 9171  
 Lego Duplo Transportation Set – 9124  
 Lego Duplo Big Wheelers – 9128  
 Lego Duplo Push Train – 9139  
 Lego Duplo Farm – 9133  
 Lego Duplo Farm Animals – 9137  
 Lego Duplo Zoo Animals – 9192  
 Lego Duplo Little Forest Friends – 9129  
 Lego Duplo Adventure Park  
 Lego Duplo Dinosaur Set  
 City Block & Track  
 Build-A-Boat Play Set  
 Climbing Clowns  
 Interstar Animals & People  
 Georello Circus Pack  
 Georello Safari Park  
 Interstar Zoo  
 Brio Builder System – Digger Playset  
 Brio Builder System – Fire & Rescue Set  
 Waffle Zoo

Waffle castle  
 Poly-M Theme Pack  
 Poly-M Playground Theme Set  
 Poly-M Animals Set  
 Poly-M Goods Train  
 Lego Duplo Dolls  
 Lego Basic Town Set –9248  
 Lego Basic Zoo – 9250  
 Lego Creator Fun Park – 9304  
 Lego Creator Airport – 9303  
 Lego Creator Community builders – 9293  
 Lego Basic Vehicles – 9371  
 Futuristic City (Galt)  
 Oriental Building Blocks (Galt)  
 Castle Building Blocks (Galt)  
 Lego Belville Fantasy Kingdom  
 Space Station (Galt)



# ADDITIONAL RESOURCES (Recyclable Materials)

## Natural Materials

Stones, shells, pebbles, leaves, twigs, woodshavings, sawdust, cones, conkers, straw, feathers.

## Paper

Newspaper, magazines, catalogues, wallpaper, card, crepe paper, sugar paper, newsprint, corrugated paper, tissue paper, foil, wrapping paper, poster paper, cellophane, paper plates, cards.

## Cardboard

Cereal boxes, egg cartons, juice cartons, shoe boxes, cheese boxes, toothpaste boxes, tissue boxes, kitchen rolls, smartie tubes, large cardboard boxes

## Assorted

Yoghurt cartons, lollipop sticks, polystyrene and plastic trays, wool, string, sequins, tin lids, plastic lids and caps of all shapes and sizes, fabric scraps, foil pie dishes, milk bottle tops, buttons, ribbon, glitter, cork, planks, small car

tyres, pieces of carpet, hard hats and dressing-up clothes, play people, vehicles, animals, house corner props

## Tools

Scissors (wavy, zig-zag), sellotape, masking tape, treasury tags, paper fasteners, office punch, pritt stick, P.V.A glue, paper clips, velcro, elastic bands, pipe cleaners, blu-tac, bag twists, clothes pegs, modelling tools.

## Books

Fiction

Information books  
on related topics

House plans &  
brochures

Pencil & paper to  
record designs and  
draw models



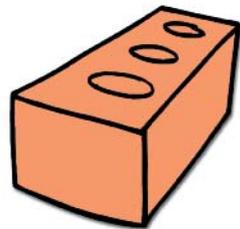
# THE CONSTRUCTION ENVIRONMENT

- Large carpeted area to be available
- Open shelving, templated for wooden blocks
- Open shelf unit on which to display children's models
- Storage baskets and boxes clearly labelled with equipment names and pictures (e.g. cut out from catalogues)
- Flexible space indoors and outdoors

# CONSTRUCTION

## Personal, Social & Emotional Development

- co-operate, take turns and share equipment as part of a group
- respect and value others ideas
- take care of equipment
- use the language of negotiation e.g. please can I have some of the wheels
- develop confidence in using a variety of construction materials
- develop independence in constructing with different materials
- extend imagination
- talk about what they have done with confidence and a sense of achievement
- take responsibility for their own play e.g. planning, designing and creating a construction individually or as part of a group activity

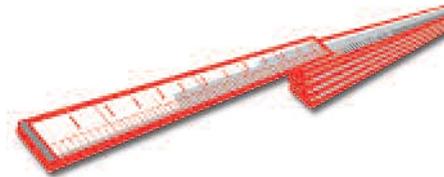


## Physical Development

- develop fine motor skills through manipulating a range of construction equipment
- develop gross motor skills e.g. lifting, carrying, holding large pieces of construction materials
- learn to fit together and take apart construction materials with increasing skill/control
- develop hand/eye co-ordination
- develop spatial awareness e.g. working in large spaces with large construction
- understand and demonstrate simple rules

## Creative/Aesthetic Development

- explore the shapes, forms, colours and patterns of a variety of construction material
- encourage children to talk about textures rough/smooth
- make simple models e.g. houses, cars, robots, boats, castles using commercial and junk material
- encourage creative ideas through mixing/combining different construction kits
- use blocks, commercial and junk materials to create props for imaginative play e.g. stories Three Bill Goats Gruff, Three Little Pigs
- value their own work and the work of others



## Knowledge and Appreciation of the Environment

- talk about features of their local environment e.g. building models of houses, shops, nursery school, bridges
- talk about the work of the builder, bricklayer, architect, plumber, electrician etc
- talk about their own experiences with construction e.g. building/moving to a new house
- develop an awareness of the purpose of some features of their environment e.g. why the car park is next to the supermarket
- explore objects on the interest table associated with construction e.g. cement trowel, bricks, pipes, timber guttering

# CONSTRUCTION

## Early Experiences in Science & Technology

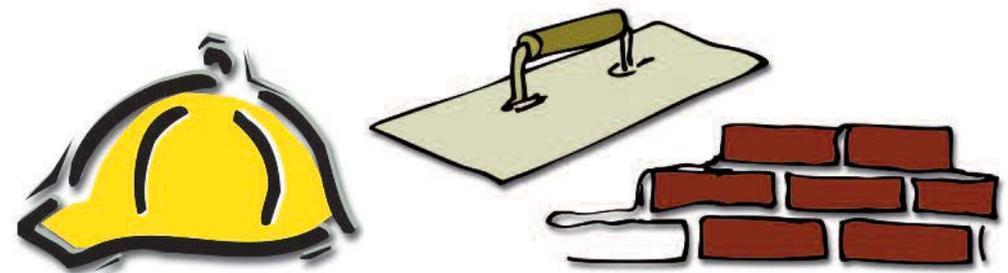
- select appropriate equipment for different types of construction play – natural/man-made
- compare different types of materials and their properties
- ask questions about how things work and why e.g. how do you make the ladder on the fire engine longer
- use a variety of tools to make models – hammers, scissors, masking tape
- explore joining materials together – tape, glue, pritt, blutac, staples
- build for a variety of purposes e.g. make a truck that will carry some animals, a chair for teddy
- use playmats to represent some environments

## Early Mathematical Experiences

- explore mathematical concepts e.g. size, shape, number, space
- recognise and name shapes in equipment/objects
- understand and use a variety of positional words e.g. on top of, beside, under, below
- solve problems – what will I make? how will I make it move?
- order blocks by size – develop language of comparison, biggest, smallest
- compare the height, length and width of objects made
- estimate and predict e.g. how many more do I need?

## Language Development

- talk and listen with peers and adults about their work with construction materials
- listen to instructions
- explain the process of construction – what worked/didn't work?
- follow plans
- describe their actions and the actions of others
- extend their vocabulary associated with construction e.g. build, design, model, on top of, next to, in front of, wood, duplo mobilo, blocks, plastic
- use books as a source of ideas e.g. houses, Bob the Builder
- explain cause and effect e.g. the tower fell over because there were too many bricks
- talk in detail about what they have made
- use a variety of media (chalk, crayon, felt pen etc) to decorate models
- label models



# PROGRESSION IN SCISSOR SKILLS

Tearing paper

Understands use of scissors

Maintains grip once positioned

Holds scissors correctly

Begins to open and close

Controlled open and close action

Holds paper, random cuts

Repeats forward cuts

Cuts in a straight line

Cuts with 1 change of direction

Cuts with 1+ change of direction

Cuts curved lines

Cuts circles



## SOME OF THE SUPPLIERS OF CONSTRUCTION EQUIPMENT

Asco Educational Supplies Ltd  
19 Lockwood Way  
Parkside Lane  
Leeds  
LS11 5TH

Play Resource Warehouse  
Dunmore Ind. Estate  
Alexandra Pk. Ave.  
Belfast  
BT15 3GD

NES Arnold Ltd  
Ludlow Hill Rd  
West Bridgford  
Nottingham  
NG2 6HD

Galt Educational  
Orb Mill  
Culvert Street  
Waterhead  
Oldham  
Lancs  
OL4 2ST

Step by Step  
Lavenham Rd  
Beeches Trading Estate Yate  
Bristol  
BS17 5QS

Edco  
1 Mallusk Park  
Mallusk Rd  
Newtownabbey  
Co. Antrim  
BT36 4GW

Hope Education  
Orb Mill  
Huddersfield Rd  
Waterhead  
Oldham  
Lancs  
OL4 2ST

# HELPING CHILDREN PROGRESS WITH THEIR CONSTRUCTION

## Learning Through Junk Construction

### Early-writing

Opportunity for child to use various media (chalk, felt pen etc) to decorate model

### Early-reading

Labels on junk  
Attention drawn to familiar letters e.g. child's name  
Similarities or word matching

### Concepts

Properties of materials (hard/soft, rough/smooth)  
Types of materials  
Man-made/natural  
Adhesiveness of materials (stay stuck, unstuck)

### Curricular links

Environmental awareness  
Physical development – fine and gross motor skills  
Modelling to link with theme or topic (vehicle for transport)  
Finished model used as resource  
For imaginative play (igloo, music shaker, kite, streamer etc)  
Creative & aesthetic – finished models displayed

### Social skills

Sharing of materials  
Talking about construction and final model  
Working in pairs or small groups  
Achievement of finished model

### Talking & Listening

Describing materials  
Helping child choose suitable materials  
Ongoing conversation while constructing model

## Junk Modelling

### Scientific

Number (how many pieces)  
shape  
size  
weight  
height

### Vocabulary

Correct naming of materials  
Naming properties of materials  
Mathematical language (big/small, more etc)  
Scientific language (man made/natural)  
Positional words-up/down

### Sequencing

Choice of items or materials  
Assembling of model (what order to use materials)  
Prediction  
What happens if.....?  
e.g. materials get wet-bonded  
What will end product look like?

# THE ROLE OF THE ADULT

## Key Questions

- What did you use to make your model?
- How did you make it?
- What did you do first?
- What do you need to make a car?
- What does the plan tell us?
- Can you find the parts shown on the plan?
- What is your model for?
- Which part do you think works the best?
- How could we make the tractor move?
- Will it go fast if we use bigger/smaller/more wheels?
- Is the garage big enough for the car?
- What will happen if a car knocks into it? – Can we make it stronger?
- Can you build a bridge tall enough for the bus to go under?

## Vocabulary

Big(ger)  
Small(er)  
Long(er)  
Short(er)  
Tall(er)  
Circle  
Square  
Rectangle  
Triangle  
Positional language (next to, in front of, on, under, behind)  
Sphere  
Cube  
Cuboid  
Cone  
Cylinder  
Names of component parts  
Number names (1–10)  
Directional language (forwards, backwards)

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--------------------------|--|---|--|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>• experience therapeutic value of working with construction</li> <li>• develop concentration</li> </ul> | <ul style="list-style-type: none"> <li>• build repetitively with bricks</li> <li>• build a large structure – using energetic movements – lift, carry, build on top of ...</li> <li>• use tools e.g. hammer, saw</li> </ul>  | <ul style="list-style-type: none"> <li>• explore emotions</li> </ul>   | <ul style="list-style-type: none"> <li>• all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>• take responsibility for building own construction</li> </ul>  | <ul style="list-style-type: none"> <li>• build own structure in solitary, parallel play</li> <li>• select own material</li> <li>• choose the 'best' material</li> <li>• tidy away own equipment</li> <li>• work as part of a group to make a model</li> <li>• take different responsibilities within the group</li> <li>• organise and tidy-up materials</li> </ul> | <ul style="list-style-type: none"> <li>• develop self-confidence and self-discipline in order to play in a group</li> <li>• take group responsibility for planning, designing and creating a construction</li> </ul> | <ul style="list-style-type: none"> <li>• all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--------------------------|---|---|--|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>begin to develop confidence in working with a range of tools and equipment</li> </ul>                                      | <ul style="list-style-type: none"> <li>learn uses of different tools</li> <li>become aware of the potential of different equipment</li> <li>build individual constructions – use own ideas</li> <li>select different equipment for different purposes</li> <li>express own ideas to others</li> <li>build without fear of making mistakes</li> <li>build using trial and error</li> </ul> | <ul style="list-style-type: none"> <li>work confidently and collaboratively</li> <li>talk about construction with confidence</li> </ul>                    | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>begin to take turns and share equipment</li> </ul>   | <ul style="list-style-type: none"> <li>share pieces of equipment e.g. wheels</li> <li>take turns to use tools e.g. hammer</li> <li>build a structure together –</li> <li>share the equipment to suit different purposes</li> </ul>  | <ul style="list-style-type: none"> <li>co-operate and negotiate with others and within a group</li> <li>help each other e.g. cutting sellotape,</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>begin to develop independence in working with different construction materials</li> <li>design and make a model</li> </ul> | <ul style="list-style-type: none"> <li>know where to select and return equipment</li> <li>know how different construction works</li> <li>know uses of a range of tools</li> <li>make a castle for Cinderella, a roadway for cars, people for a house</li> </ul>   | <ul style="list-style-type: none"> <li>selects own equipment, tools</li> <li>design and make structures for a purpose</li> </ul>                           | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--------------------------|--|---|--|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>explore properties of a range of equipment, construction components, tools</li> </ul> | <ul style="list-style-type: none"> <li>join</li> <li>break apart</li> <li>build vertically</li> <li>position horizontally – beside, in front of, behind</li> <li>build structures to see height, length</li> <li>build a castle</li> <li>build systems e.g. roads, pathway</li> </ul>   | <ul style="list-style-type: none"> <li>explore concepts:                             <ul style="list-style-type: none"> <li>– shape, structure, balance, height, tessellations</li> </ul> </li> </ul>      | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>experiment with a range of equipment, tools and constructional techniques</li> </ul>  | <ul style="list-style-type: none"> <li>use different pieces to suit different purposes e.g. window pieces, roof brick</li> <li>choose appropriate materials e.g. to make a windmill, bag, wheelbarrow</li> <li>plan a structure e.g. home for an animal</li> <li>make a model of a farm after a visit</li> <li>construct, assemble</li> <li>plan, modify</li> <li>adapt</li> <li>build structures associated with different materials e.g. stone (The 3 Little Pigs House)</li> <li>arrange, sequence, order</li> </ul> | <ul style="list-style-type: none"> <li>experiment for a purpose – with confidence and independence</li> <li>build models based on experience</li> <li>predict the suitability of some materials</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--------------------------|---|---|--|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>develop fine motor skills</li> </ul> | <ul style="list-style-type: none"> <li>holding</li> <li>joining</li> <li>breaking apart</li> <li>bending</li> <li>snapping</li> <li>pushing</li> <li>pulling</li> <li>cutting</li> <li>sticking</li> <li>build with larger pieces e.g. duplo</li> <li>place on top of</li> <li>position beside</li> <li>hammer large nails into wood</li> <li>manipulate tools</li> <li>build more elaborate structures</li> <li>add more detail to structures e.g. add chimney,</li> <li>build with smaller pieces e.g. lego</li> <li>use smaller tools</li> </ul> | <ul style="list-style-type: none"> <li>develop more precise and refined fine motor skills</li> <li>develop hand-eye co-ordination</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--------------------------|---|--|---|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>develop awareness of space</li> <li>begin to understand safety rules e.g. an awareness that building a very tall tower will tumble and hurt someone</li> </ul> | <ul style="list-style-type: none"> <li>build with large blocks in large space and small blocks in a confined area</li> <li>create environments e.g. town, zoo, farm</li> <li>build connect structures e.g. road between house and shop</li> <li>plan to include space e.g. draw a plan</li> <li>build a house with different rooms e.g. small bedrooms, bigger kitchen</li> <li>build a small home for a small animal</li> <li>build a structure with a wide base for stability</li> </ul> | <ul style="list-style-type: none"> <li>use space imaginatively</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION   |
|--------------------------|--|---|---|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>explore shape</li> </ul>  | <ul style="list-style-type: none"> <li>position bricks on top of, beside etc.</li> <li>build a structure – with bricks the same shape</li> <li>put similar shaped bricks together</li> <li>build a wall which will not fall down (alternate the joins in the bricks)</li> <li>make animals/robots using different shapes</li> </ul> | <ul style="list-style-type: none"> <li>sorting shapes</li> <li>matching shapes</li> <li>name and recognise 2-D and 3-D shapes</li> <li>select equipment for appropriate shape</li> <li>explore symmetry and tessellation</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>explore weight</li> </ul> | <ul style="list-style-type: none"> <li>position bricks on top of...</li> <li>build a structure</li> <li>put heavier bricks on bottom, lighter bricks on top</li> <li>put similar weighted bricks together</li> </ul>  | <ul style="list-style-type: none"> <li>sorting weight</li> <li>matching weight</li> <li>select equipment for appropriate weight</li> </ul>  | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>explore length</li> </ul> | <ul style="list-style-type: none"> <li>position bricks beside, on top of, in front of</li> <li>choose bricks of different length to suit different purposes</li> </ul>  | <ul style="list-style-type: none"> <li>sorting length</li> <li>matching length</li> <li>select equipment for appropriate length</li> </ul>  | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|----------------------|--|--|---|---|
| Experimental Play    | <ul style="list-style-type: none"> <li>explore size</li> </ul>                               | <ul style="list-style-type: none"> <li>choose bricks of a suitable size for model e.g. making houses for the 3 bears using 3 different sizes of construction material (large, medium, small)</li> <li>estimate size of brick needed</li> <li>compare sizes of blocks</li> <li>use different sized blocks for different purposes</li> <li>put similar sized bricks together in a structure</li> </ul> | <ul style="list-style-type: none"> <li>sorting size</li> <li>matching size</li> <li>select equipment for appropriate size</li> </ul>            | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                      | <ul style="list-style-type: none"> <li>explore number</li> </ul>                             | <ul style="list-style-type: none"> <li>count number of blocks used</li> <li>count number of blocks needed</li> <li>estimate number of blocks needed</li> </ul>   | <ul style="list-style-type: none"> <li>sorting for number</li> <li>matching numbers</li> <li>select equipment for appropriate number</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul> |
|                      | <ul style="list-style-type: none"> <li>explore patterns</li> <li>observe patterns</li> </ul> | <ul style="list-style-type: none"> <li>make patterns of different colours, shapes, sizes</li> <li>design a necklace</li> <li>use pictures to repeat a pattern</li> </ul>   | <ul style="list-style-type: none"> <li>repeat patterns</li> <li>make patterns</li> </ul>  |   |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES            | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION  | PROVISION  |
|---------------------------------|---|---|--|--|
| <b>Mathematical Development</b> | <ul style="list-style-type: none"> <li>• explore distance and direction</li> <li>• explore balance</li> </ul> | <ul style="list-style-type: none"> <li>• estimate</li> <li>• measure</li> <li>• build forwards, backwards,</li> <li>• change direction, turning corners</li> </ul>  | <ul style="list-style-type: none"> <li>• judge distance and direction</li> </ul>   | <ul style="list-style-type: none"> <li>• all types of construction</li> </ul>                                      |
|                                 | <ul style="list-style-type: none"> <li>• be introduced to mathematical language</li> </ul>                    | <ul style="list-style-type: none"> <li>• use different materials of various shapes and sizes to create balance/imbalance</li> <li>• build towers</li> <li>• select wider blocks as a base</li> <li>• make long/short roadways</li> <li>• compare tall/short towers</li> </ul> | <ul style="list-style-type: none"> <li>• recognise balance and how it can be achieved</li> <li>• understand and use mathematical language</li> <li>• use comparative language</li> </ul> | <ul style="list-style-type: none"> <li>• all types of construction</li> <li>• all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--------------------------|--|--|---|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>explore and experiment with colour, texture, form and pattern of construction material</li> </ul> | <ul style="list-style-type: none"> <li>use construction bricks with various embossed patterns to print on plasticine, new clay tiles</li> <li>create constructions to facilitate play in other areas e.g. making a boat to use in the water</li> <li>create patterns</li> <li>create situations and environments e.g. town, farm</li> <li>build different obstacles and situations in order to test their own physical skills</li> </ul> | <ul style="list-style-type: none"> <li>plan and design using a range of textures</li> <li>make connections</li> <li>choose appropriate materials</li> <li>express individual ideas</li> <li>share ideas to work co-operatively</li> </ul> | <ul style="list-style-type: none"> <li>creative materials</li> <li>junk construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES                        | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION   |
|---|---|--|--|---|
| <b>Exploration – science and technology</b> | <ul style="list-style-type: none"> <li>• explore joining pieces together</li> </ul>   | <ul style="list-style-type: none"> <li>• use glue, pritt, staples, tape, blu-tac to join pieces</li> <li>• join a range of construction equipment</li> <li>• select own equipment to join pieces together</li> <li>• use a number of ways to join pieces together in a model</li> </ul>  | <ul style="list-style-type: none"> <li>• make models by joining parts independently and with confidence</li> </ul>   | <ul style="list-style-type: none"> <li>• all types of construction</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• investigate the properties of a range of materials and construction equipment</li> </ul> | <ul style="list-style-type: none"> <li>• fold cardboard, paper</li> <li>• interlock pieces</li> <li>• bend flexible pieces e.g. straws</li> <li>• snap pieces together</li> <li>• build with wide bricks on the bottom</li> <li>• select circular/spherical pieces for wheels.</li> <li>• select popoids to make people</li> </ul> | <ul style="list-style-type: none"> <li>• use the properties of different equipment for different purposes</li> </ul> | <ul style="list-style-type: none"> <li>• all types of construction</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION   | PROVISION  |
|----------------------|--|---|---|--|
| Language Development | <ul style="list-style-type: none"> <li>respond to questions about constructing their models</li> </ul>     | <ul style="list-style-type: none"> <li>what did you use?</li> <li>what is it used for?</li> <li>talk about model as they build it or after it is built – adults, parents, other children</li> <li>talk about models on display</li> </ul> | <ul style="list-style-type: none"> <li>initiate talk with adults/other children about constructing completed models</li> <li>talk in detail about what they have made</li> <li>ask questions about how and why things work</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> </ul>                            |
|                      | <ul style="list-style-type: none"> <li>be introduced to vocabulary associated with construction</li> </ul> | <ul style="list-style-type: none"> <li>name construction kits, components, tools, joining materials, properties of component parts</li> <li>talk about equipment they have used to make their model</li> </ul>                            | <ul style="list-style-type: none"> <li>use extended vocabulary related to construction</li> <li>use relevant and descriptive language when talking about their work</li> </ul>  | <ul style="list-style-type: none"> <li>all types of construction</li> </ul>                            |
|                      | <ul style="list-style-type: none"> <li>begin to listen to 1 or 2 instructions</li> </ul>                   | <ul style="list-style-type: none"> <li>can you place a red brick on top of the tower?</li> <li>can you make a monster with lots of heads and legs?</li> </ul>   | <ul style="list-style-type: none"> <li>listen accurately and follow 2 or more instructions</li> <li>follow a sequence of actions</li> </ul>   | <ul style="list-style-type: none"> <li>all types of construction</li> </ul>                            |
|                      | <ul style="list-style-type: none"> <li>explore variety of media to develop pre-writing skills</li> </ul>   | <ul style="list-style-type: none"> <li>use chalk, crayons, paint, pencils etc. to make and decorate models</li> </ul>   | <ul style="list-style-type: none"> <li>refine pre-writing skills</li> </ul>   | <ul style="list-style-type: none"> <li>junk modelling materials</li> <li>creative materials</li> </ul> |

## CONSTRUCTION PLAY

| POSSIBLE EXPERIENCES        | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION  | PROVISION   |
|-----------------------------|--|--|--|---|
| <b>Language Development</b> | <ul style="list-style-type: none"> <li>listen to stories, rhymes, songs related to construction</li> </ul>           | <ul style="list-style-type: none"> <li>make a wall for Humpty Dumpty, make beds and chairs for 'The Three Bears'</li> <li>find out about wood from non-fiction books</li> <li>make puppets from socks, paper bags</li> <li>make Postman Pat's van</li> <li>make a collage frieze to illustrate a nursery rhyme e.g. Mary, Mary Quite Contrary</li> </ul> | <ul style="list-style-type: none"> <li>relate models to stories and rhymes</li> <li>use stories and rhymes as a source of ideas</li> <li>use non-fiction books to find out information on building materials</li> <li>choose appropriate materials to make models which can be used to tell stories</li> </ul> | <ul style="list-style-type: none"> <li>all types of construction</li> <li>a variety of books e.g. Mr Gumpy's Outing Bob the Builder a variety of rhymes e.g. Wheels on the Bus London Bridge</li> <li>collage materials</li> <li>cardboard boxes</li> </ul> |
|                             | <ul style="list-style-type: none"> <li>begin to talk to adults/others on a 1 to 1 basis or in small group</li> </ul> | <ul style="list-style-type: none"> <li>talk about what they have made and how.</li> <li>exchange ideas, information, opinions</li> <li>use photographs and pictures as stimuli for discussion</li> </ul>   | <ul style="list-style-type: none"> <li>converse with adults/peers in group</li> <li>express ideas, opinions confidently</li> </ul>   | <ul style="list-style-type: none"> <li>all types of construction</li> </ul>   |

# LEARNING THROUGH CREATIVE PLAY

in the early years



## LEARNING THROUGH CREATIVE PLAY

Children's creative and aesthetic development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another, and so to extend their understanding.

Young children are extremely expressive, with an enormous capacity for sharing feelings and emotions, and imagination plays a key role in the child's search for knowledge and understanding. Expressing and creating ideas, feelings and imagination as well as having opportunities to enjoy all manner of colour, shapes, textures, sounds and sights, are vital aspects of the young child's development. These experiences contribute to:

- the development of social, intellectual, physical and communication skills
- their confidence and self esteem
- the colour and richness of life
- children's learning about themselves and the world

In developing creative and aesthetic experiences, the emphasis should be on the enjoyment, expression and learning that takes place during the experience – THE PROCESS – rather than on the finished PRODUCT. Involvement in the expressive arts allows the children to revisit interest areas through many different media to gain multiple perspectives and a higher level of understanding.

The early years setting should be a place where all of the children's senses are engaged and stimulated. Early years practitioners need to value and to plan for the development of creativity, originality and expressiveness in an environment which supports discovery and exploration of materials, process, ideas and feelings.



# CREATIVE PLAY

## Art & Design

In creating, designing and making, opportunities should be provided for children to investigate and use a variety of materials and techniques and to explore colour, line, shape, space, form, texture and pattern in two and three dimensions. This leads to the development of visual, spatial and tactile awareness. They should be encouraged to use marks, picture drawings, paintings and constructions to create their personal view in response to what they see and experience.

## Music

Through music children experience pleasure, joy and creative expression. Music is one of the acceptable avenues for the release and expression of feelings and moods and emotions.

Children should have opportunities to enjoy music in all its forms, participating in playing instruments, singing, moving rhythmically and expressively to music, listening to music creating their own music. Opportunities should be provided for them to listen to sounds, rhythms, nursery rhymes and a wide variety of music, to respond through movement, singing, clapping and creating their own music using percussion instruments and everyday objects.

## Movement, Dance, Drama

Drama gives children opportunities to express themselves imaginatively and to recreate roles and experiences in which they can gain insight into personal and social development.



## Creative use of Language in Story Telling/Role Play

Children should be given the opportunity to express their imagination freely by

- creative resources (art & design materials, musical instruments, role play settings, props) made freely available and accessible to the children at all times
- providing a good balance of activities that develop fundamental skills (writing, using paint, beating out a rhythm) and open ended activities.

# ASPECTS OF GOOD PRACTICE

## (1) A rich learning environment containing stimulating influences:

- Many different media are available e.g. clay, paper, paints, natural materials, delicate beads, textiles, threads, transparencies, shadow puppets
- The rich array of art materials should be attractively displayed on low, open shelves for ease of access to the children
- Children should have the opportunity to select and choose from a wide and varied choice of material and resources at hand, and develop their own creations, uses and ideas. Giving the children the opportunity to select material encourages more interesting and individual work.

## (2) Outdoor Environment

Children should be given many opportunities to go outside – close observation and environmental visits add to experiences. The outdoor environment is an obvious source of colour and texture, facilitating children to think creatively about the world around them.



### (3) Displays

- think of innovative ways of displaying children's work, not just the pieces that the adult feels are good
- use of mirrors, pictures, models, photographs
- place work at child's level and rotate the work around the room so that it can all be seen
- don't use only wall space; use windows, doors, ceilings and shelving
- use original framing techniques – boxes, polystyrene trays, lids, cardboard tubes, light wood
- record descriptions from the children of their work
- hold exhibitions of the children's work in local shopping centre, community centre, doctor's surgery



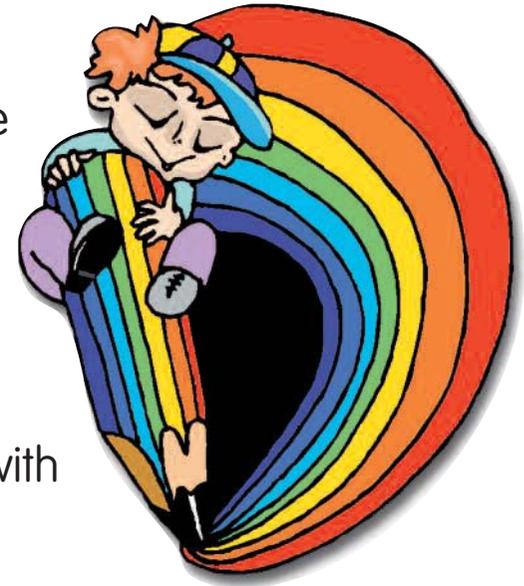
### (4) Children are encouraged to:

- ask questions
- discuss their work
- share their work with other children and adults
- get involved in group discussions and respond to pieces of work
- come up with solutions to a problem together in small groups and illustrate the solutions using a medium the group has agreed on.



## OTHER IDEAS

- Using works of Art, Craft and Design – resources are available through the local library, art clubs, art galleries, High Street print shops, the internet
- Visit local art gallery
- Use Artists in Residence who have experience of working with young children
- Involve parents in art projects



# CREATIVE PLAY

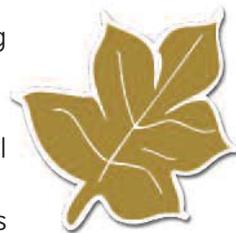
## Knowledge and Appreciation of the Environment

- make representations of their own environment e.g. own home, buildings, seaside
- make pictures and talk about their own family
- learn the names of materials and equipment
- tidy equipment and resources
- talk and work in the style of artists, designers and crafts people
- use equipment from local environment to stimulate creativity e.g. shells, conkers, cones, leaves, stones, sand etc



## Early Experiences in Science & Technology

- explore the properties of different materials e.g. paints, oil pastels, charcoal, inks, crayons, pencils, felt pens, papers, malleable materials etc
- use their senses to explore texture and sounds
- look at similarities, differences, patterns and change e.g. when using different materials
- select appropriate materials/equipment for the task
- explore and recognise features of living things e.g. observational drawings of plants
- ask questions about how things work and why e.g. which glue is strongest
- use cutting, folding, joining and building skills
- identify a variety of familiar sounds
- explore and select materials and equipment to make different sounds
- use painting, drawing and modelling to record their observations



## Early Mathematical Experiences

- develop various mathematical concepts related to painting, drawing, cutting, joining, modelling e.g. pattern, shape, area, number, size, position
- understand and use language related to pattern, shape, area, number, size, position e.g. longer than, more, circle, beside, below, behind etc
- compare size and quantity
- solve problems e.g. how to join two objects together, what colour to choose, what materials to choose
- develop mathematical skills, sorting, matching, comparing, ordering

## Language Development

- describe their experiences and actions and those of others
- talk about their work developing descriptive language
- evaluate their work and discuss how to improve it
- use stories, rhymes and books as a stimulus
- listen to and follow instructions
- recognise labels and writing on pictures e.g. own name, captions
- develop pre-writing skills through manipulating tools, drawing, painting, modelling
- recall and report back at group time
- describe similarities, differences and change in materials
- describe the properties of the materials e.g. sticky, soft, wet
- listen attentively to a variety of music
- begin to recognise patterns and rhymes in music and song
- use pictures and symbols to represent words in a song or instruments to be played

# CREATIVE PLAY

## Personal, Social & Emotional Development

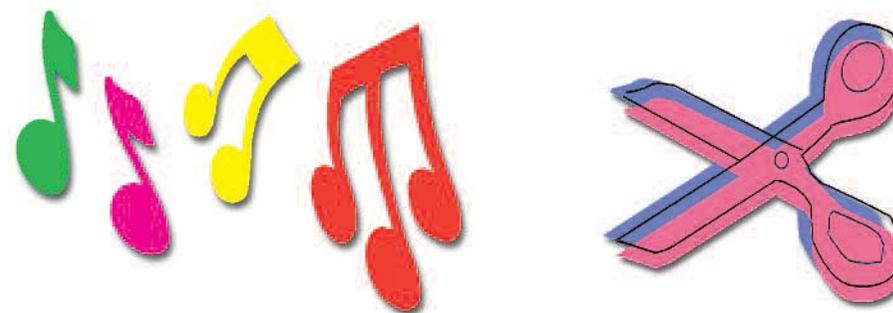
- learn how to work independently e.g. finding equipment and materials
- learn how to work as part of a group – collaborative art/dance
- learn to share resources and equipment
- express emotions, ideas and values through art and design, dance, music
- develop and value the concept of individuality and originality of thought
- learn to have respect for others ideas
- enhance self-esteem and confidence by valuing child's own work e.g. through display
- develop co-ordination by using a variety of tools and equipment e.g. paint brushes, scissors, modelling tools, musical instruments etc
- learn to use tools safely and with consideration for others
- develop creativity and self-expression through working with a range of materials
- experience the therapeutic value of the expressive arts
- persevere with the task at hand
- talk about what they have done with confidence and experience a sense of achievement

## Physical Development

- develop fine motor skills through using a range of tools and materials e.g brushes of different sizes, rollers, sponges, glue-sticks, spreaders and scissors
- develop fine motor skills e.g. cutting, tearing, holding, joining, moulding
- develop hand/eye co-ordination and become increasingly more accurate in making patterns, pictures and models
- develop co-ordination and skill in using a variety of instruments e.g. hitting, shaking, blowing and plucking
- begin to move in the rhythm of music
- move confidently with increasing control and co-ordination

## Creative/Aesthetic Development

- experience working with a wide range of materials and objects e.g. collage work, using paint brushes of different sizes and thickness, use rollers, combs, sponges
- explore colour, shape and texture
- make simple representations and pictures in a variety of situations e.g. individual, small, large group work
- create and explore sound and rhythm using musical instruments
- create and design 3D models using a range of materials and equipment
- experience the sensory nature of different materials
- explore the properties of malleable materials – rolling, squeezing, stretching etc
- experience clay artefacts from a range of cultures, emphasising the use of pattern and texture
- participate in simple musical activities e.g. singing and listening to music
- respond freely to music through movement and mime
- draw to fast/slow music



# CREATIVE PLAY

## Equipment and Resources

### Art and Design

A range of basic materials should be readily available for any art activity

- a selection of drawing equipment including pencils, crayons, charcoal, pastels
- a variety of different types of paints
- a variety of brushes
- card of different colours and thickness
- different kinds of paper including cartridge and sugar paper
- glue and spreader
- scissors (both right and left-handed)
- water pot
- mixing palettes
- natural objects/materials: twigs, shells, leaves, flowers, pebbles, seeds
- man-made materials: bubble wrap, cotton wool balls, string, rubber bands
- clay, plasticine, playdough with cutters and tools
- collage materials
- fabric of different textures, patterns and colours
- home corner, dressing up box

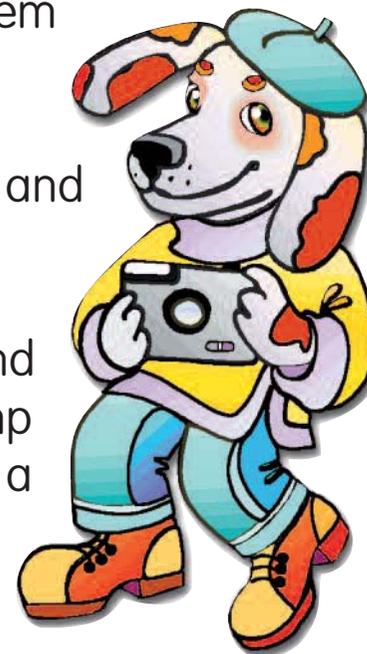


Ensure that the children have aprons or overalls to wear, and that you have a good supply of old newspapers or plastic sheeting to cover work surfaces

# CREATIVE PLAY

## Permanent Equipment

- Mirrors – mirrors offer young children different perspectives – positioned facing each other, they can provide infinite reflections or children can use them to observe their own facial expressions and make self-portraits.
- A light table – use transparent coloured paper to explore colour and shade.
- Overhead Projector – make impressions, shadows, puppets and cutouts. The same effects can be achieved by using a torch or lamp and a screen made from white board, a light piece of fabric or a curtain.
- Cameras



## CREATIVE DEVELOPMENT – MUSIC, SOUND, DANCE, RHYTHM

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--------------------------|--|--|---|---|
| <b>Experimental Play</b> | <ul style="list-style-type: none"> <li>• explore and recognise how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns</li> <li>• listen with discrimination, to develop pitch discrimination</li> <li>• develop an awareness that sounds and music can be interpreted through movement</li> <li>• develop language to describe sounds, movement, body positions</li> <li>• express and communicate ideas, thoughts and feelings by using a variety of songs and musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• make rhythms with body percussion e.g. clapping, stamping, tapping</li> <li>• begin musical notation – graphic score</li> </ul> <p><i>Listen to:</i></p> <ul style="list-style-type: none"> <li>• loud voices, soft voices</li> <li>• loud singing, soft singing</li> <li>• loud music, soft music</li> </ul> <ul style="list-style-type: none"> <li>• make rhythms with musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• clap names – pick up the beats in a name and co-ordinate clapping hands; Try clapping nursery rhymes</li> <li>• recognise the beats in a name by clapping a name with 1, 2, 3 beats and asking, “whose name am I clapping?”</li> <li>• distinguish and reproduce loud/soft sounds and high /low notes through singing and playing musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• collection of items rather than instruments which make sounds e.g. baby toys, baby rattles, squeakers, wind chimes</li> <li>• tapes of familiar sounds, sound lotto</li> <li>• a range of home made instruments, xylophone, tambourine, chime bars, jingle rings and bells, whistles, symbols, drums, triangles, shakers, sand blocks, castanets, maracas</li> <li>• tape recorders and tapes</li> </ul> |

## CREATIVE DEVELOPMENT – MUSIC, SOUND, DANCE, RHYTHM

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION  |
|---|--|--|---|--|
| <p style="text-align: center;"><b>Exploring Musical Instruments</b></p> | <p>use imagination in music</p> <ul style="list-style-type: none"> <li>respond in a variety of ways to what they see, hear, smell, touch and feel</li> </ul> | <ul style="list-style-type: none"> <li>look at/explore instruments</li> <li>listen to live music</li> <li>listen to recorded music/tapes</li> <li>use all the senses in exploring the instruments</li> </ul> | <ul style="list-style-type: none"> <li>set up a musical instrument display</li> <li>listen to music (make a note of how absorbed the children appear to be)</li> <li>encourage the children to interact with the music display</li> </ul>               | <ul style="list-style-type: none"> <li>pictures, posters, drawings and paintings of people playing different types of instruments</li> </ul>                 |
| <p style="text-align: center;"><b>Making Musical Instruments</b></p>    | <ul style="list-style-type: none"> <li>explore – shape, form and space in 3D</li> </ul>  | <ul style="list-style-type: none"> <li>pluck</li> <li>shake</li> <li>beat</li> <li>chime</li> <li>scrape</li> <li>play the instruments</li> <li>make a display</li> </ul>                                    | <ul style="list-style-type: none"> <li>use art, craft and design skills (cutting, sticking, painting, constructing)</li> <li>creatively decorate the instruments and explore the materials when given the chance to construct own instrument</li> </ul> | <ul style="list-style-type: none"> <li>plucking bass,shakers, tambourines, drums, rhythm sticks, cutlery chimes, water chimes, sandpaper scrapers</li> </ul> |

## CREATIVE DEVELOPMENT – MUSIC, SOUND, DANCE AND RHYTHM

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION  | PROVISION  |
|--|---|--|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Explore body movements &amp; use imagination</b></p> | <ul style="list-style-type: none"> <li>• explore space in 3 dimensions</li> <li>• express and communicate ideas, thoughts and feelings by using movement</li> <li>• match movements to music</li> <li>• use their imagination in dance</li> </ul> | <ul style="list-style-type: none"> <li>• find ways to move different body parts</li> <li>• develop body awareness, space awareness</li> <li>• spontaneous dancing</li> </ul> | <ul style="list-style-type: none"> <li>• making list of body parts and corresponding simple actions e.g. clap hands, wriggle fingers, put up thumbs, stamp feet</li> <li>• adaptation of children's songs – Here We Go Round The Mulberry Bush; If You're Happy And You Know It</li> </ul> | <ul style="list-style-type: none"> <li>• tape recorders, tapes blank and pre recorded reflecting a wide range of music – children's songs, classical, jazz, pop</li> <li>• percussion Instruments</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES  | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION   |
|---|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring Materials Imaginatively</b></p> | <ul style="list-style-type: none"> <li>• learn about the different ways in which materials can be joined</li> <li>• extend ideas and logical thinking</li> <li>• develop fine motor skills</li> <li>• co-operate and collaborate</li> <li>• learn about space, shape, area, estimation, symmetry</li> <li>• design and make</li> <li>• gain knowledge of the properties of various materials</li> </ul> | <ul style="list-style-type: none"> <li>• create pictures and models</li> </ul> | <ul style="list-style-type: none"> <li>• join together</li> <li>• wrap, cover</li> <li>• make patterns</li> <li>• cut, stick</li> <li>• explore the 'stickiness' of glue and experiment with joining materials</li> <li>• describe pictures and models and the creative processes involved</li> </ul> | <ul style="list-style-type: none"> <li>• storage boxes of various sizes, containers, paper bags, packaging bottle tops</li> <li>• joining materials – PVA, paper clips, fasteners of different sizes, sellotape, string, elastic bands</li> <li>• rigid sheets – thick card, thin hard board, plastic trays, rocks and tubes – straws, cardboard tubes, dowelling</li> <li>• threads – string, ribbon, rope, cotton wool, fabrics of varying texture, pattern, colour</li> <li>• natural materials e.g. pine cones, leaves, corks, seeds, shavings</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES        | INTENDED OUTCOMES   | ACTIVITIES  | PROGRESSION   | PROVISION  |
|-----------------------------|---|---|---|--|
| <b>Imaginative painting</b> | <ul style="list-style-type: none"> <li>• explore colour, shape, texture, form and space in 2D</li> <li>• express and communicate ideas, thoughts and feelings by using a wide range of materials, suitable tools</li> <li>• use imagination in art and design</li> <li>• respond in a variety of ways to what they see, touch, feel and hear</li> </ul> | <ul style="list-style-type: none"> <li>• use the painting easel, table top or ground</li> <li>• hold paint brush</li> <li>• work with paint</li> <li>• develop imagination</li> <li>• develop creativity</li> </ul> | <p>painting techniques –</p> <ul style="list-style-type: none"> <li>• cover paper with paint brush strokes, work horizontally and vertically dots and splashes, fan effect</li> <li>• mix paint with wallpaper paste/flour</li> </ul> <p>explore colours</p> <ul style="list-style-type: none"> <li>• mix colours</li> <li>• experiment with different tones and shades</li> <li>• paint pebbles</li> </ul> | <ul style="list-style-type: none"> <li>• powder/liquid colour paints; selection of brushes of different types and size including horse hair brushes; large sheets of paper and jumbo clips; sponges, rollers plastic paint pots large flat table/floor/space/wall space; easels, aprons</li> </ul> <p><b>additional materials to extend play:</b></p> <ul style="list-style-type: none"> <li>• table, measuring spoons, mixing palette,</li> <li>• selection of types, shapes, sizes of paper</li> <li>• a large selection of paints</li> <li>• a selection of printing material</li> <li>• a variety of paint additives including glue, paste, washing up liquid</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES  | PROGRESSION  | PROVISION   |
|--------------------------|--|---|--|---|
| <b>Exploring Drawing</b> | <ul style="list-style-type: none"> <li>• explore colour, shape, texture, form and shape in 2 dimensions</li> <li>• express and communicate ideas, thoughts and feelings by using a wide range of materials and suitable tools</li> </ul> | <ul style="list-style-type: none"> <li>• mix colours</li> <li>• create different textures</li> <li>• use imagination in art and design</li> </ul> | <ul style="list-style-type: none"> <li>• grip the pencil; control the pencil in mark making, enclose spaces, with lines creating representational drawings</li> <li>• make representational drawings, look for understanding rather than recognisable images</li> <li>• observe and record detail</li> <li>• absorb the different media and colour of paper</li> </ul> | <ul style="list-style-type: none"> <li>• paper and pencils of various grades, B, 2B, coloured chalk, wax crayons, coloured pencils, charcoal</li> <li>• selection of flowers, plants</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES   | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION  |
|--|---|--|---|--|
| <p style="text-align: center;"><b>Exploring printing</b></p> | <ul style="list-style-type: none"> <li>• explore colour, shape, texture, form and space in 2 and 3 dimensions</li> <li>• express and communicate ideas, thoughts and feelings by using a wide range of materials and suitable tools</li> <li>• use imagination in art and design</li> <li>• respond in a variety of ways to the senses</li> <li>• differentiate marks and movements on paper</li> <li>• work creatively on a small and large scale</li> </ul> | <ul style="list-style-type: none"> <li>• begin printing</li> <li>• print with different objects</li> <li>• print on 2D surfaces and 3D models</li> </ul> | <ul style="list-style-type: none"> <li>• print with controlled hand movements</li> <li>• create pattern – choose and combine different objects and colours</li> </ul> | <ul style="list-style-type: none"> <li>• a variety of paint, sponge pieces and shapes, paint pots and brushes, sugar paper, objects with boxes to print on fabric etc</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES  | ACTIVITIES   | PROGRESSION   | PROVISION   |
|--------------------------|--|--|---|---|
| <b>Exploring collage</b> | <ul style="list-style-type: none"> <li>• explore colour, shape, texture, forms and space in 2 and 3 dimensions</li> <li>• express and communicate ideas, thoughts and feelings by using a wide range of materials and suitable tools</li> <li>• use imagination in art and design</li> <li>• respond in a variety of ways to their senses</li> </ul> | <ul style="list-style-type: none"> <li>• cut</li> <li>• stick</li> <li>• collage pictures (free choice)</li> <li>• bean and pasta designs</li> <li>• add collage to 3D models</li> </ul> | <ul style="list-style-type: none"> <li>• handle and use scissors during collage work</li> <li>• control glue (spatula/brush)</li> <li>• creativity in collage pictures – starting to experiment with the arrangement of pieces (composition) before sticking</li> <li>• independently choose their materials to cut, stick etc</li> </ul> | <ul style="list-style-type: none"> <li>• cutting cards</li> <li>• scissors, cutters</li> <li>• glue, variety of craft and scrap paper, sand paper, cotton wool, glitter, pasta, wood shavings, fabric etc.</li> </ul> |

## CREATIVE DEVELOPMENT – ART AND DESIGN

| POSSIBLE EXPERIENCES     | INTENDED OUTCOMES   | ACTIVITIES   | PROGRESSION   | PROVISION  |
|--------------------------|---|--|---|--|
| Exploring clay and dough | <ul style="list-style-type: none"> <li>experiment to create different textures</li> <li>explore and experiment using a range of senses</li> <li>use one object to represent another</li> <li>respond to comments and questions, entering into dialogue about the creations</li> </ul> | <ul style="list-style-type: none"> <li>play and explore with clay, play dough, plasticine</li> <li>construct models from junk</li> <li>link activity with printing</li> <li>make 3D structures</li> <li>opportunities to work creatively and imaginatively on small/large scale</li> </ul> | <p>Co-ordinate hand movements to</p> <ul style="list-style-type: none"> <li>roll out playdough/clay with a rolling pin               <ul style="list-style-type: none"> <li>roll a sausage</li> <li>roll a ball</li> <li>making a pancake</li> <li>making a tile</li> <li>making a thumb pot</li> <li>making a coil pot</li> </ul> </li> <li>link activity with printing</li> </ul> <p>become familiar with the different malleability of playdough and clay</p> <p>use a shape cutter (co-ordinate and control hand movements)</p> | <ul style="list-style-type: none"> <li>playdough</li> <li>clay</li> <li>shape cutters</li> <li>knives</li> <li>garlic presses</li> <li>pastry wheel</li> </ul> |

# References

|   | Page |
|---|------|
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| "Teaching and Learning in the Early Years", <i>David Whitebread, 1997</i>                 | 110  |
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