

Produced by The Early Years Quality
Improvement Team

Using Natural Resources

Ideas Pack:

Open-ended Resources and
Cross-curricular links



HILLINGDON

LONDON

Targeted Challenges for different ages and stages



The Challenge Tree:
Targets written on labels and hung from a twig or tree that has challenge/target .

Same concept: In neutral colours, key targets or challenges for different ages and stages. Children's names on pegs – to clip on





- Key Messages about the stages of Writing, shared with Parents.
- Outlining vital stages that must not be rushed

Display Ideas Using Natural Resources



Forest School creations to display work

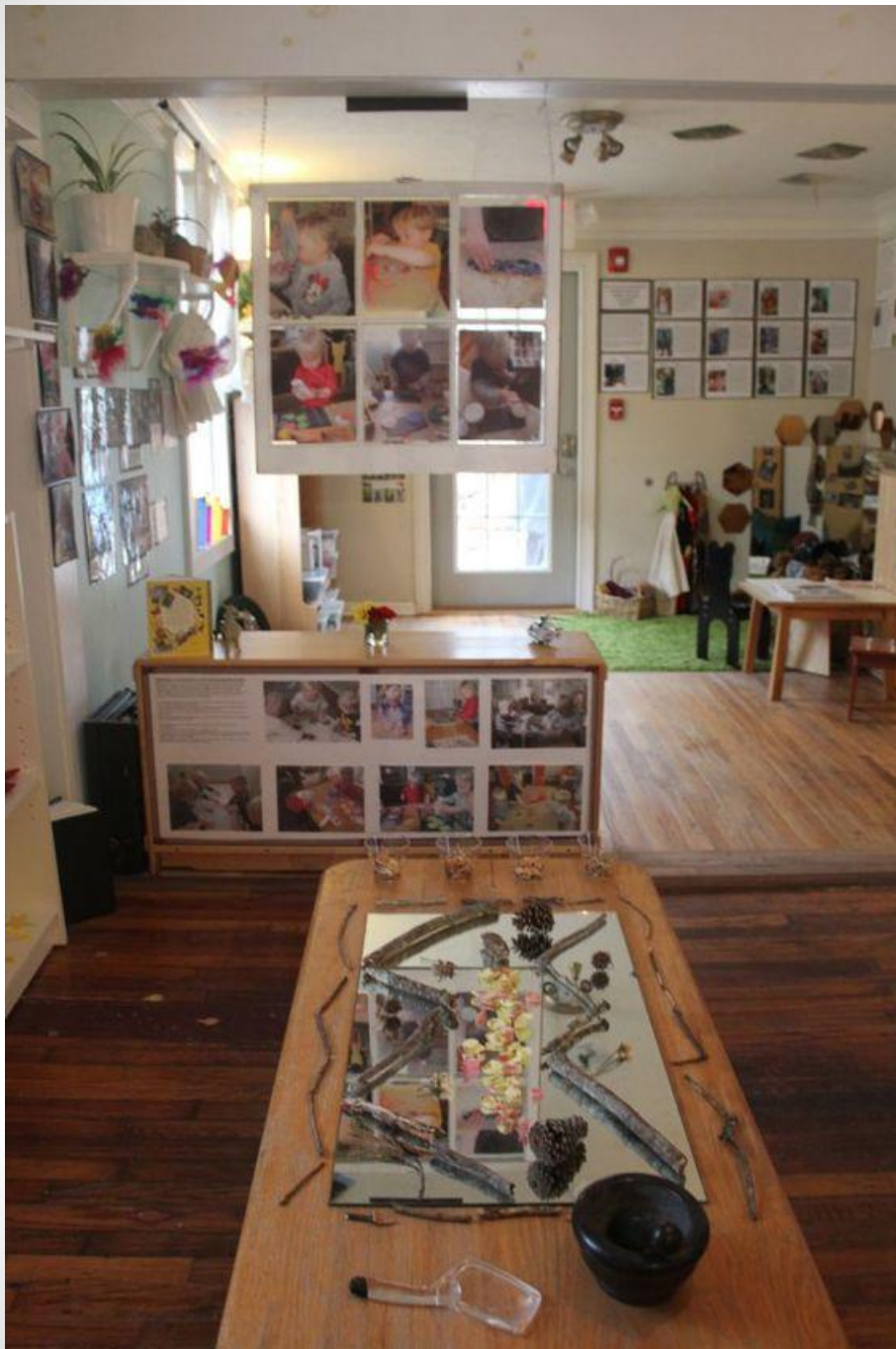


Stimulus ideas for displays



Display ideas for:

- Key events and activities
- Family pictures
- Practitioners/Children
- Rolling Gallery of 'Wow Moments'
- Displaying the Characteristics of Effective Learning



The Characteristics of Effective Learning

- Capture the Characteristics of Learning for the ages and stages of children in each room ...
- How the children display them/and adults respond e.g., photographs, floor books, “Learning Walls,” mind maps, speech bubbles, thinking bubbles. A stimulus question and open-ended responses from children.
- Capturing children’s thinking, how they make connections and link ideas.





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Meaningful Mobile Galleries

- Natural Backdrops
- Self portraits
- Branch mobiles hanging key words about values, 'why it is good to be me.'

The Child at the Centre of the Curriculum

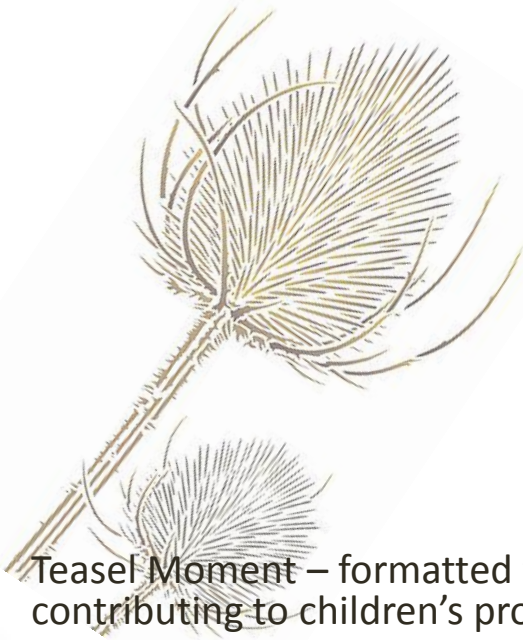


Display Ideas



On-entry ideas ...
Branches could be Rooms

Teasel Moment: Celebrating Achievements



Teasel Moment – formatted template to hang from tree – contributing to children's profile (Parents and Practitioners)



Teasel Moment Ideas

Teasel Moment:
Celebrating Achievement,
Development and Connections



- Capturing 'Teasel Moments' in themed note lets to display

Different scale tree ideas ... mobiles for 'Teasel Moments.'



Parent Activity Bags:

- Stories to share
- Key Themes to explore
- Activities to carry out at home
- Top Tips sheets to take away



Parent Activity Bags: Hang from tree – sign in and out. Leave a note /Teasel Moment to share at end of day/group/circle times.

Share photos of work shops, key events, well-being, local community updates.

Sharing Key Messages

Five to Thrive – building block Ideas . To share in Parent Lounge /Reception Area



Supporting Parental Understanding, Interactions and Engagement

Learning together series



Making their mark – children's early writing

Penny Tassoni

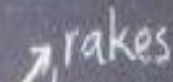
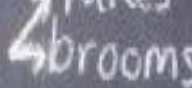





Penny Tassoni


Self-Registration





Outdoor Learning

Sand self selection  rakes
 brooms
Children sweep edges at pack up +  rake

Deck Train set   Farm animals on
table near entry gate

 Pond: Dinosaurs

 Water play: Pumps  Pouring &
Measuring.

Undercover area: Clay + Blackboards

- Adults model writing using chalk boards
- Daily Lunch Menu
- Daily 'signing in' targets and next step challenges
- Key messages for Parents/Carers

Targeted Challenges for different ages and stages



The Challenge Tree:
Targets written on labels and hung from a twig or tree that has challenge/target .

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Exploring different Materials and Media



Adapt:

- Can you make the letter ____?
- Can you form the first letter of your name? (Provide letter references/alphabet charts.)

Mark-Making and conveying meaning using different Materials and Media

- Forest School twig collections
- Chalks
- Water Painting



Surfaces

- Stones
- Tin-foil
- Wood
- Zip bags filled with different media (paint, hair-gel, glitter, shaving foam) Children can make indentation using fingers, brushes, tools





Meaningful miniature world play.

Recreate the garden area, using models, wood, zoned areas with the children (model –making and symbolic representations etc).

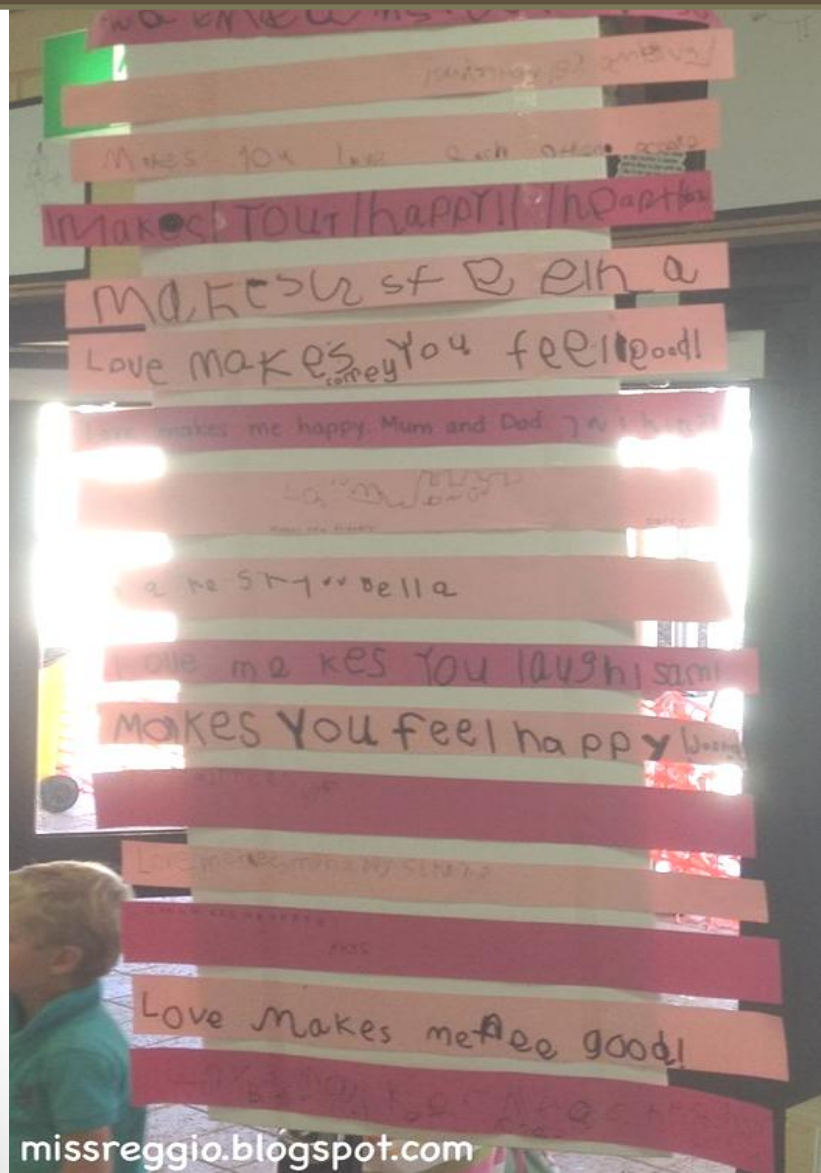
“What would you like to choose?”

Photograph, discuss and create a map/design with the children and work collaboratively to develop a miniature landscape of the garden.

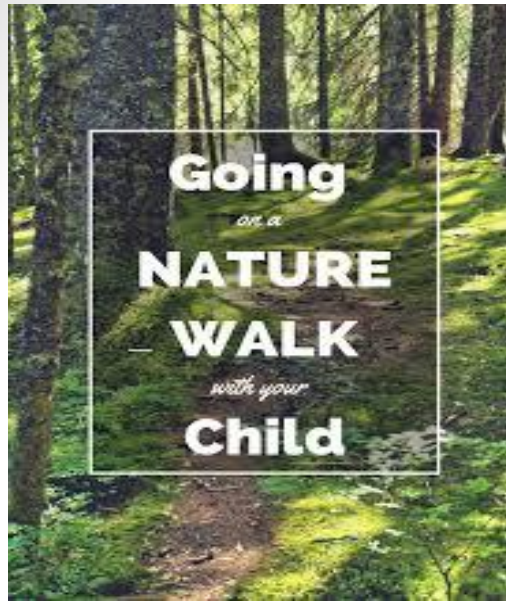
Children can label, reference, and use to record their plans on-entry to the session (meaningful contexts for using key words, referencing initial letters and linking letters and sounds..



What would you like to choose at Nursery today?



- Letter strings and sentence building
- Provide meaningful vocabulary and key words
- Letter/sound reference charts
- Previous examples
- Model using the above strips with children, act as a scribe, and read back what the child/you have written e.g., “I want to play in the mud kitchen.”
- Use wipe boards, clip boards and paper strips, of different sizes, shapes, textures etc.



Modelling games, interactions and value of children's mark-making achievements with Parents

Adapt the dice for children to throw dice ... extending activities e.g.,

- How many times can you write your name in 60 seconds (using sand-timers/stop watches) ?
- How many more words do you know that begin with the first sound of your name?
- Sound trails
- How many different sounds can you hear ? Can you draw them using your clip board.. . Count how many ... Have a go at writing the letter they begin with ... d for duck, w for wind, b for birds singing, c for cars, t for talking, a or e for aeroplane (phonetically plausible etc.)



Linking Letters and Sounds



Multi-sensory investigations promoting recognition





- Mud Painting and mark-making
- Cross-curricular links with Mathematics
- “Making a birthday cake with candles.”



Opportunities for embedding Cross-curricular links and consolidating the Prime Areas of Learning



- Whole Body experiences
- Sensory engagement
- Meaningful connections and Phonic Applications
- Phase One Phonics reinforcement
- Linking with initial 'singing in ' routines and follow up challenges
- Extending children's knowledge and understanding



NAME WRITING

Nature Hunt



Capturing the process as well as the outcome of children's explorations.

Embedding the Prime Areas of Learning







The Beautiful Stuff Project

Students are introduced to the divergent thinking technique of "Six Thinking Hats" and are given the opportunity to explore the concept of "Beautiful Stuff". The Beautiful Stuff project aims to investigate what it means to be "beautiful" and to explore the concept of "Beautiful Stuff".

Expanding our Concept of Beauty

Students are given the opportunity to explore the concept of "Beautiful Stuff" and to investigate what it means to be "beautiful".



Sharing Materials

Students are given the opportunity to share their "Beautiful Stuff" with their classmates and to explore the concept of "Beautiful Stuff".



Classifying and Organizing

Students are given the opportunity to classify and organize their "Beautiful Stuff" materials and to explore the concept of "Beautiful Stuff".



The Journey Begins

Students are given the opportunity to explore the concept of "Beautiful Stuff" and to investigate what it means to be "beautiful".

Creating Anticipation

Students are given the opportunity to create anticipation for their "Beautiful Stuff" project and to explore the concept of "Beautiful Stuff".



Sorting our Beautiful Stuff

Students are given the opportunity to sort their "Beautiful Stuff" materials and to explore the concept of "Beautiful Stuff".



The collection materials

Students are given the opportunity to collect materials for their "Beautiful Stuff" project and to explore the concept of "Beautiful Stuff".



A large display of the alphabet (A-Z) where each letter is represented by a small photograph of a student and a larger, creative arrangement of natural and found objects on a brown cardboard background. The letters are arranged in two rows: A-M in the top row and N-Z in the bottom row.

A display of student work on a white brick wall. Several pieces of paper are pinned with wooden clothespins. From left to right, the items include: a drawing of butterflies, a drawing of a face with the name 'Cici', a card titled 'Scientist Senses' with a red circle, a drawing of a face, a drawing of a face, a drawing of a face, a drawing of a face, and a drawing of a face.



- Making a 'Nature Alphabet' of letters to help us find the first letter of our names when signing in ... and link letters and sounds.



- Multi-sensory Alphabet crafts, natural collage ideas
- Collective displays that can be used as references for children across Practice and Provision (*emphasising Lower case letters first)

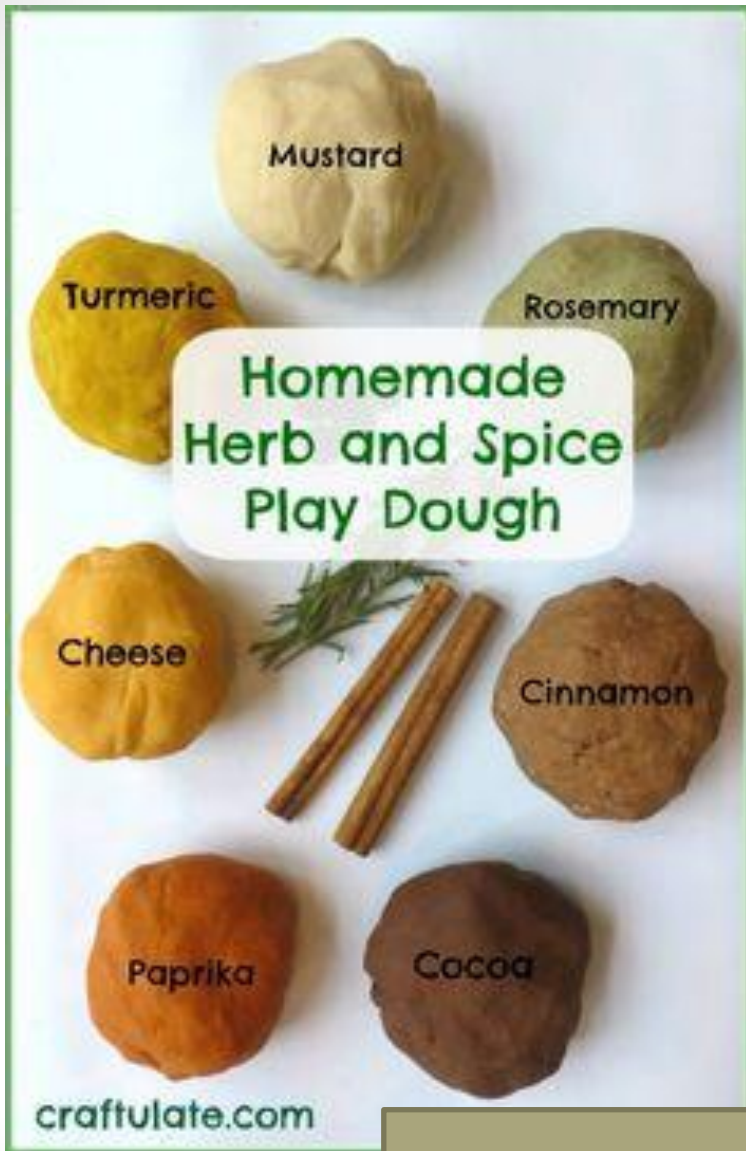


- Making our own Nature Alphabet
- Introducing vocabulary consolidated by daily explorations across the environment
- Key words used to make a reference wall: created by the children



Nature Numbers made by Children

Resources children have made from their enquires and investigations: Collections, sets of objects, number sets and sequencing/alphabets and number lines created from natural resources. Wall spaces upstairs and as references across provision.



Mark-making by imprinting, moulding letter shapes – multi-sensory stimulus (across all ages and stages.)

Building on previous experiences . . .



- Mark-making using rubbings – perhaps linked to previous Forest School sessions in the woods
- ‘Having a go’ at naming and recording the first sound of the ‘rubbing surface’ e.g., L for leaf, b for bark, s for stone.

Multi-Sensory

Mark-making sensory trays/small/large or tuff spots etc.

- Gloop
- Spices
- Sand
- Coloured –Rainbow Salts
- Paint powder:
* *Pinterest has great ideas.*



SPICES SENSORY WRITING



Planning what they would like to play with during the session ...

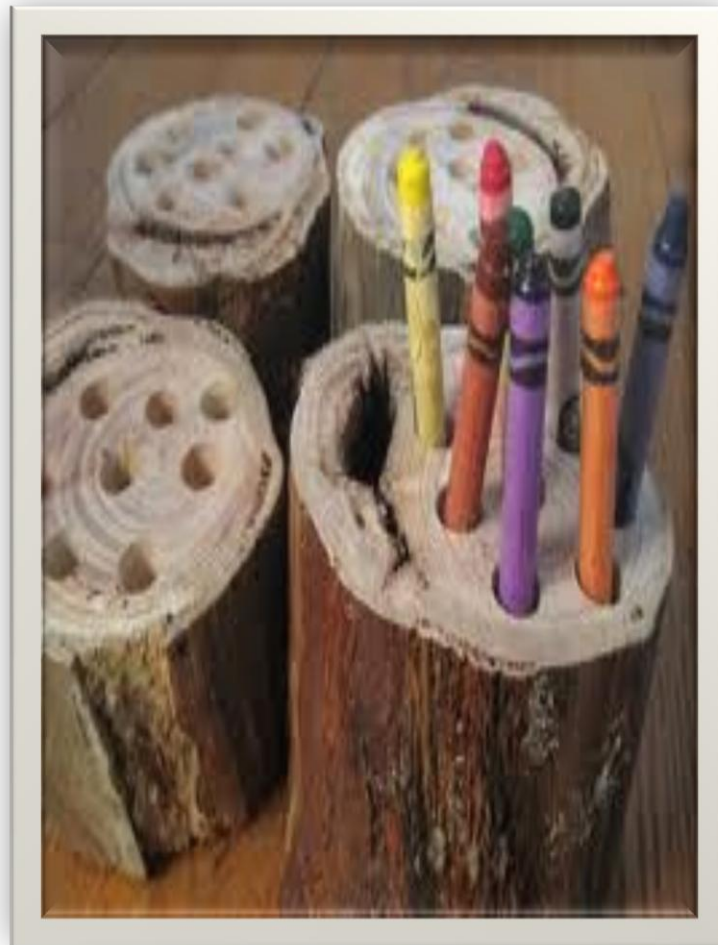


Mark-Making contexts:

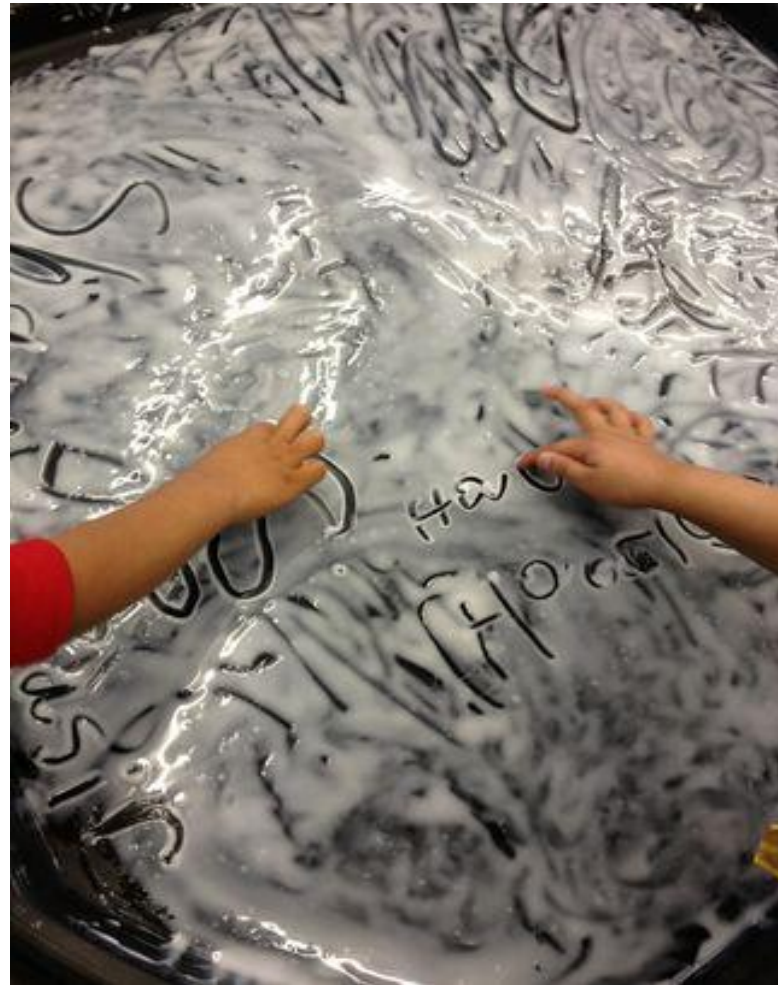
- Letters of name for signing in
- Key words
- Initial letter (dominant sounds they can hear - in the areas they want to play) “w,t,r “ for water; b,k,s for bikes etc then transfer to clip boards.
- Practitioners model using letter/sound reference charts/sound mats for able children
- *Developmentally appropriate activities linking to ‘Ages and Stages’ and targets shared with parents



Promoting Choice and Challenge



Providing opportunities for children to make-marks and record in different contexts



Making links and transferring skills



Contexts for supporting fine-motor skill development



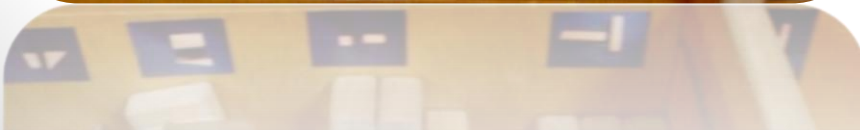
Collect items on a letter/sound hunt and use for fine-motor challenges

Communication and Language; extending vocabulary (cross-curricular links)



Continuous Provision

- Mark Making invitations

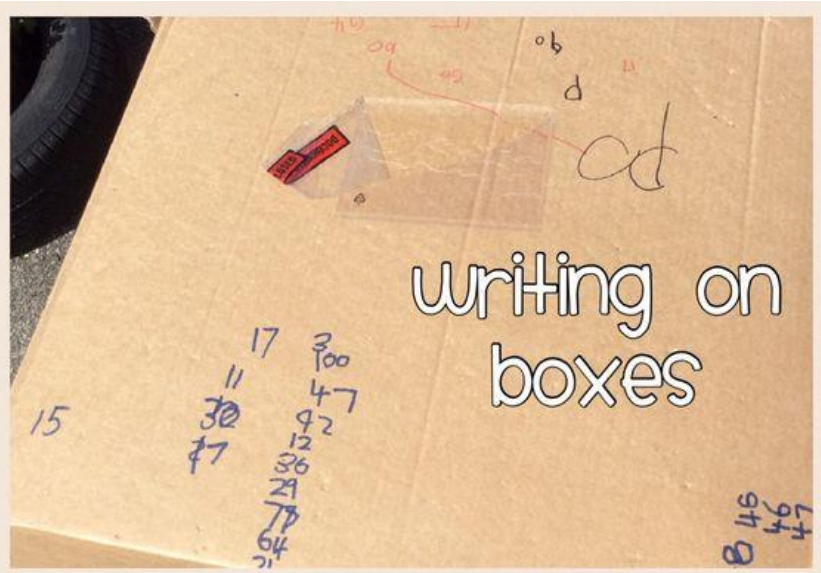




Developing Meaningful Alphabet references

- Contexts for linking letters and sounds

Promoting Mark-making and Writing development

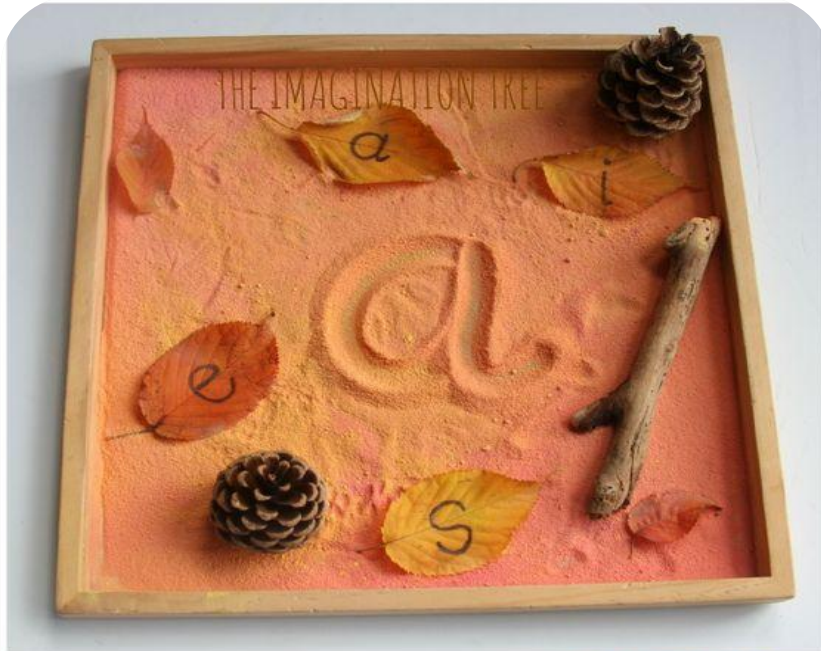


A box to
encourage
mark
making



- Pick-up and go 'tool-box' to encourage mark making:
- Stamps
- Envelops
- Labels
- Note pads
- Paper cut to different shapes and sizes
- Lined/unlined
- Different colours

Natural resources used to promote literacy skills

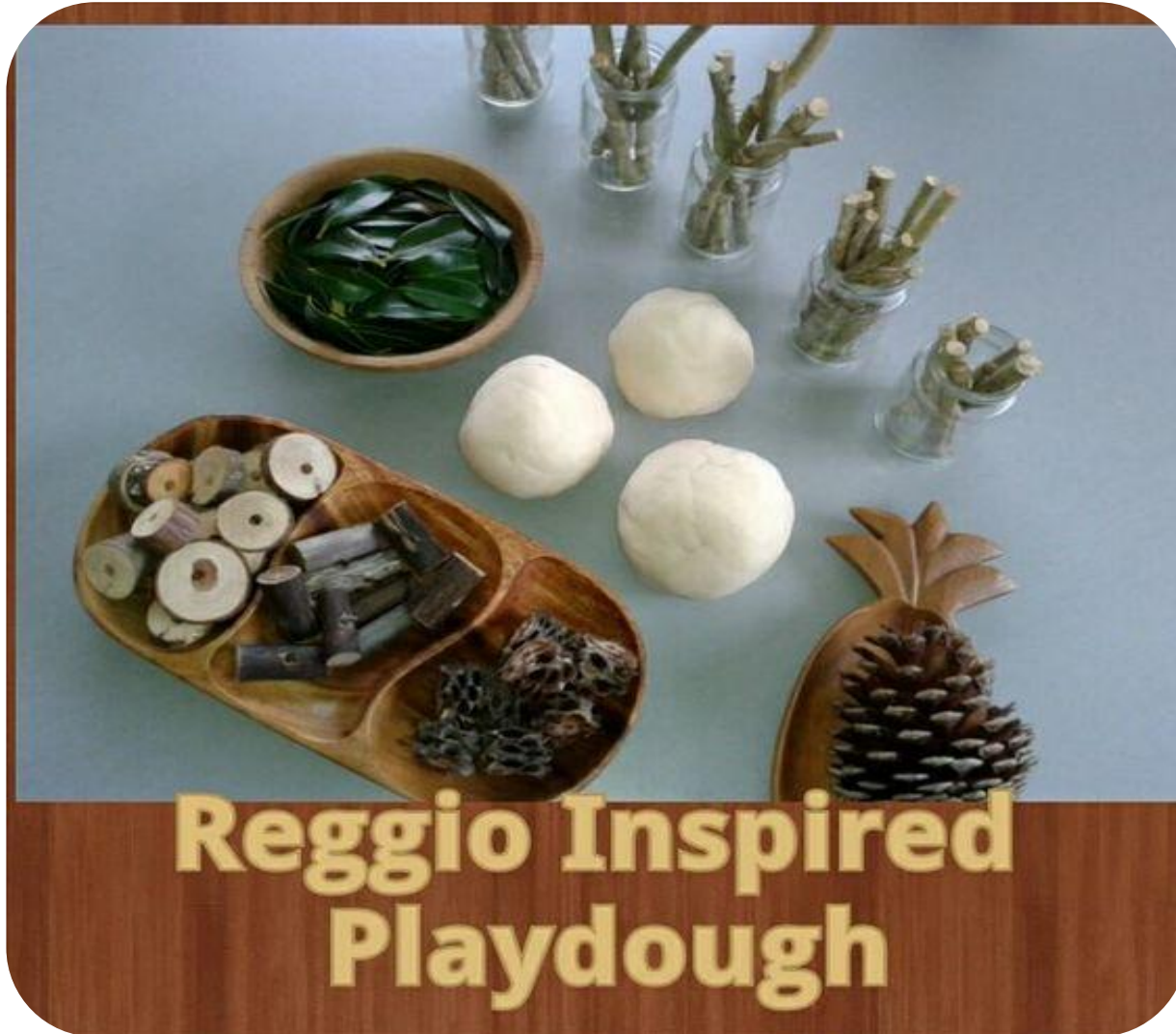


AUTUMN
SENSORY
WRITING
TRAY



TRAY

Reggio inspired links



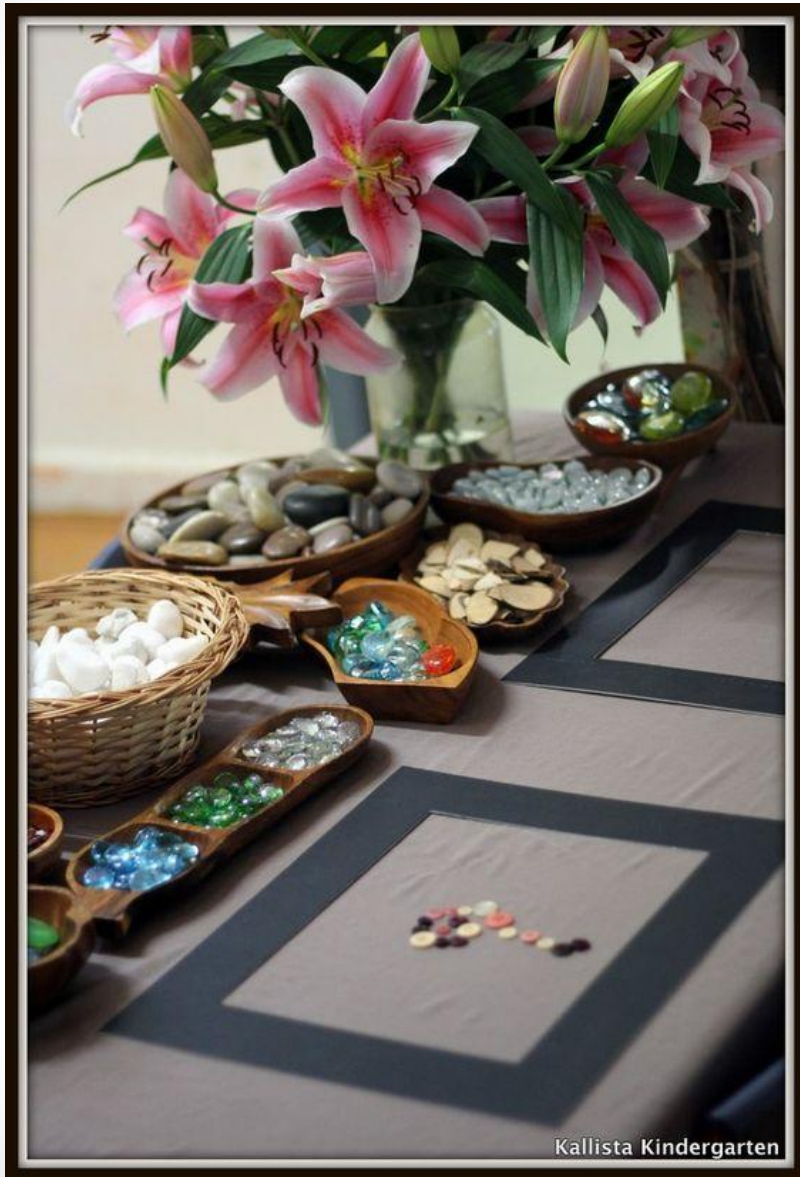
**Reggio Inspired
Playdough**

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Following children's interests, whilst promoting the use of different materials, tools and techniques



Transient Art: transferring skills using different Media and Materials



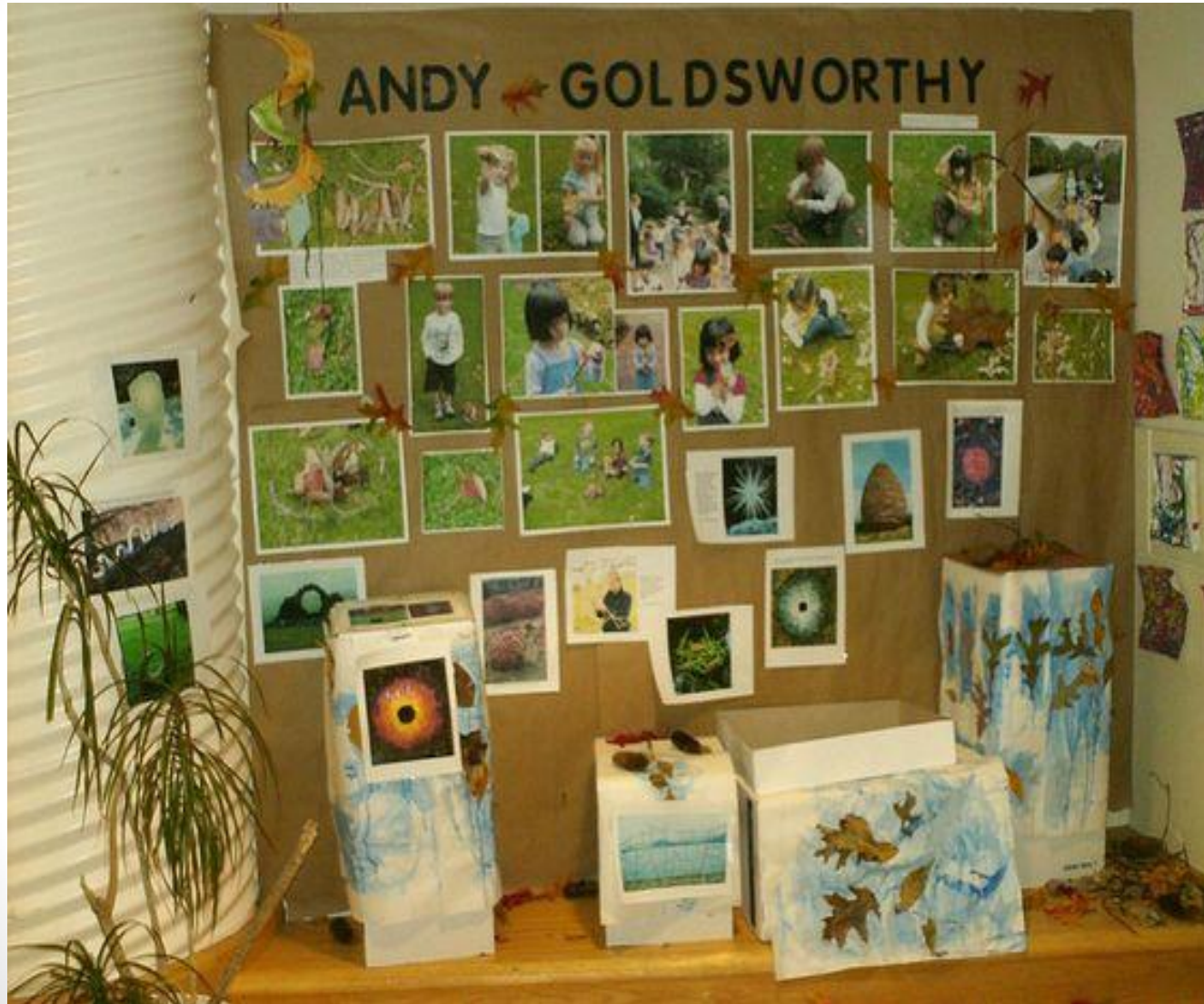
- What is the first letter of your name?
- Can you find it on the chart ?
- Can you make the letter using ... (embedding choice and self-selection of materials.)
- Can you write out your whole name ?
- Use your name card to help you

A focus for recording and creativity...



- Transient art activities – linking with Phase One Phonics
- Can you build a picture beginning with ...
- ‘Have a go’ at writing the letter that matches the sound e.g., **t** for tree, **d** for duck, **s** for swan, **b** for boat
- Photograph, sequence and collate to make a ‘sound book’ made by the children.
- Hang/display for children to reference

Paulette's Transient Art focus



- Develop a 'rolling gallery' that displays creations, capturing the children in action.



- ‘In the moment’ displays
- Capturing children’s lines of enquiry



In our garden
we are

Great friends

Architects

Risk takers

Den builders

Explorers

Nature detectives

Sharing Key Messages





- Referencing measures
- Use wood crafts



All About Me: Treasure and Memory Boxes

