



Virtual Nature School Looking Down

Hazeldene Family Centre

March 2021

Starting with our wellies whilst getting ready (size, colour & patterns), we used paint and mud to look at print (car wheels & excavator). "A robber in the nursery" (initiated by L), led us to make maps. Most children had good recall, using our trip to the woods to base their map on. We discussed different types of lines (zig-zag, curved, straight etc.), using loose parts to form patterns and pictures. All children were able to attempt some form of line. Children were keen to practice Makaton too! Will continue to incorporate this whilst getting ready.

Children's comments:

H0-"I'm the same size as J and he was 11."

C0-"11 comes before 13. I have the biggest boots."

Ca-"It's hard to do the zig-zag line, it always turns into curvy."



Child E1



Child S



Child D



Child E



Another group of children made good use of the puddles in the garden to begin this weeks Looking down inquiry.

Child E1 – " look this puddle has circles in it."

Child S – "I can see my face in this puddle."

Child D – " I looked down and I can see lots and lots of circles, big ones and small ones too."

Child R – "I looked down in the bin there is a puddle in it."

Child E – "When I look down I see me in the puddle and some circles. The rain is making the circle pattern, my wellies have a pattern too."

Child L- look there's footprints in the sand I think it's a dinosaur foot maybe a stegosaurus."

Child E



Child L







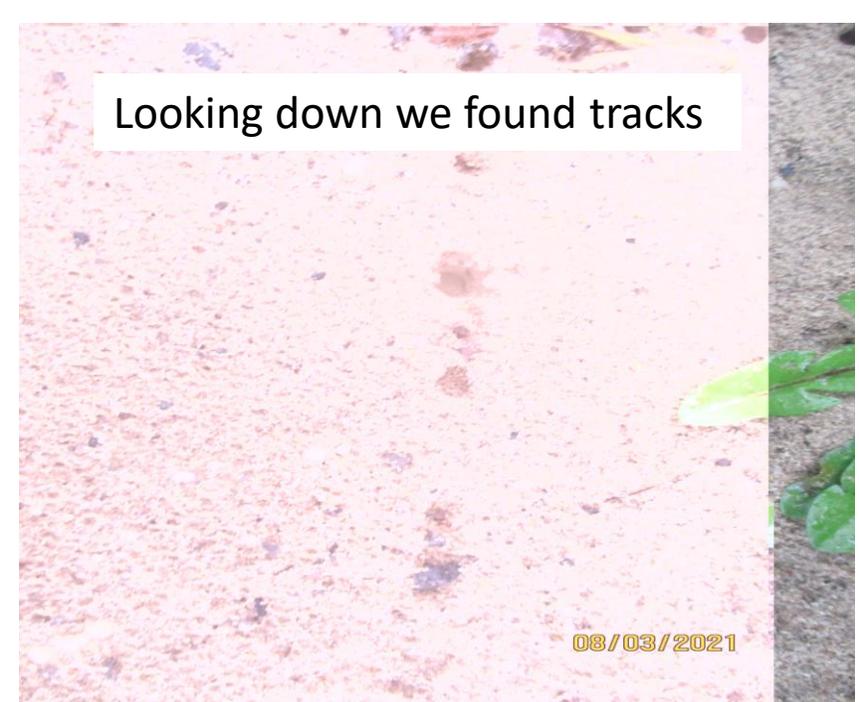
Looking down we found patterns on our wellies

08/03/2021



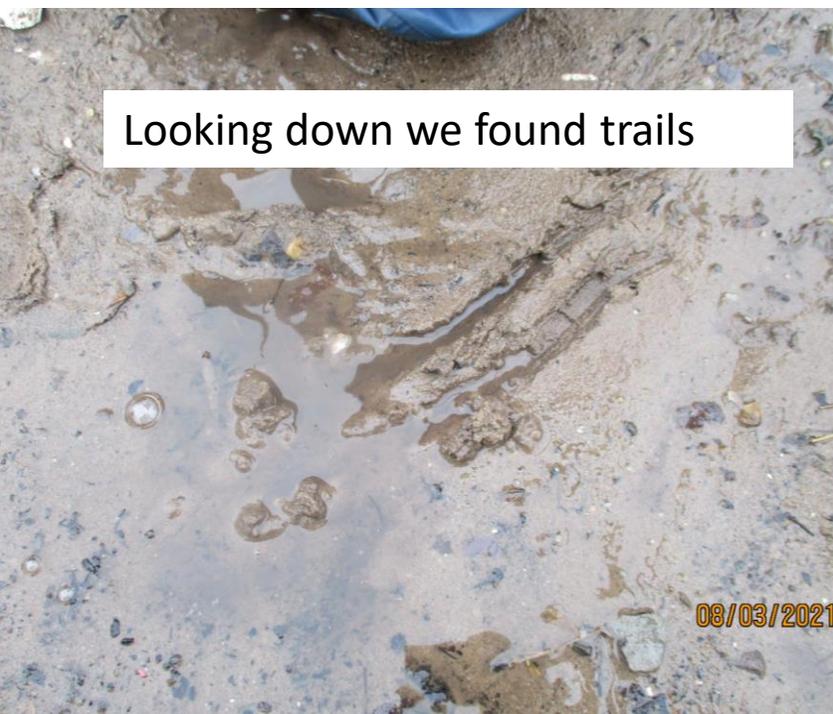
We found patterns on the bottom of our wellies

09/03/2021



Looking down we found tracks

08/03/2021



Looking down we found trails

08/03/2021



We made our own dinosaur tracks

09/03/2021 11



We discovered the rain made circle patterns as it fell down in the puddles

08/03/2021



In another bubble the children looked down and found some footprints in the Garden, Where did they come from? Who did they belong to? These questions opened up excellent conversation skills.

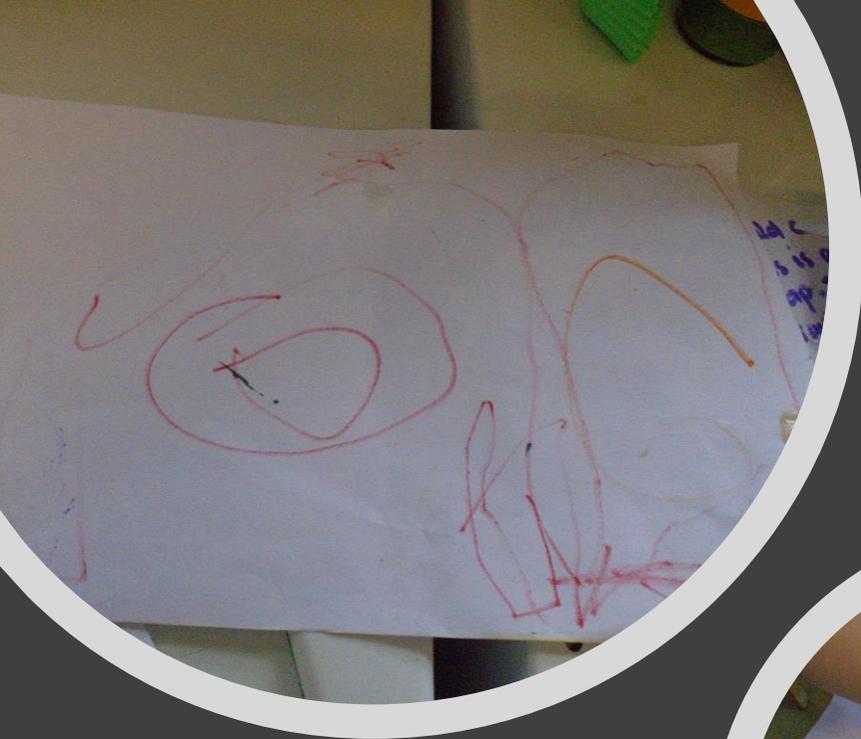
The next day the children decided they would carry on being detective this time some children's wellies had been left in a mess and as a result the children had to match and sort them.

Wellies that had been found had to be paired together so that they could be returned to their rightful owners. One child chose to line the wellies up and put them into 2 groups. 1 group with characters on them and the other group plain.

Another child chose to stack the wellies up to create a vertical wellie boot tower.



Children's Voice
 Child A - "I see the Hulk."
 Child A - "This wellie has a tiger on it."
 Child B - "Those are my wellies."
 Child C - "I've made a tower."
 Child A - "My wellie boot is too big for the tower."



The Detectives Need Maps

Continuing along the same detective theme, the children acknowledged that some of them would be going to the woods tomorrow and because of this, they would need a map to get there. The children got to choose the colour of pen that they wished to mark the paper with and then created a map outlining the journey on foot that they would take.

Once the map was drawn, the children aged it through the use of a wet teabag which interested them.



Children's Voice

Child A - "I have the map, this is my nursery, this is the path and this is the garden and the woods."

Child B - "This is the woods, but these are windows, these are the open things and this is a wee bit line path. The path takes us to the hunt."
"

Child C - "This is a secret map, so I don't want to tell you about it."





Week 2 reflection

At Hazeldene Family Centre we are currently working in 4 different bubbles each with about 20-30 children. This week has proved challenging for some practitioners in a variety of ways.

Unfortunately, due to the weather, staffing and restrictions to garden areas, it meant one bubble couldn't fully make use of the outdoors, as a trip to the woods would have been ideal. Using what they could in the garden, they looked at different types of prints. The children were enthusiastic, using magnifying glasses to look for bugs and look at patterns on leaves, wood, tyres etc. We used what little mud we had and paint to look at our welly prints. With hindsight, I could have asked to take sand from the other garden to fill a tray, so that we could have stood in it to look at our prints. This would have been a more cost-effective and environmentally-friendly alternative to paint. Next time, if I was having to use a mainly concreted outdoor play area, I would be more organised and use sand or soil.

- Reflection

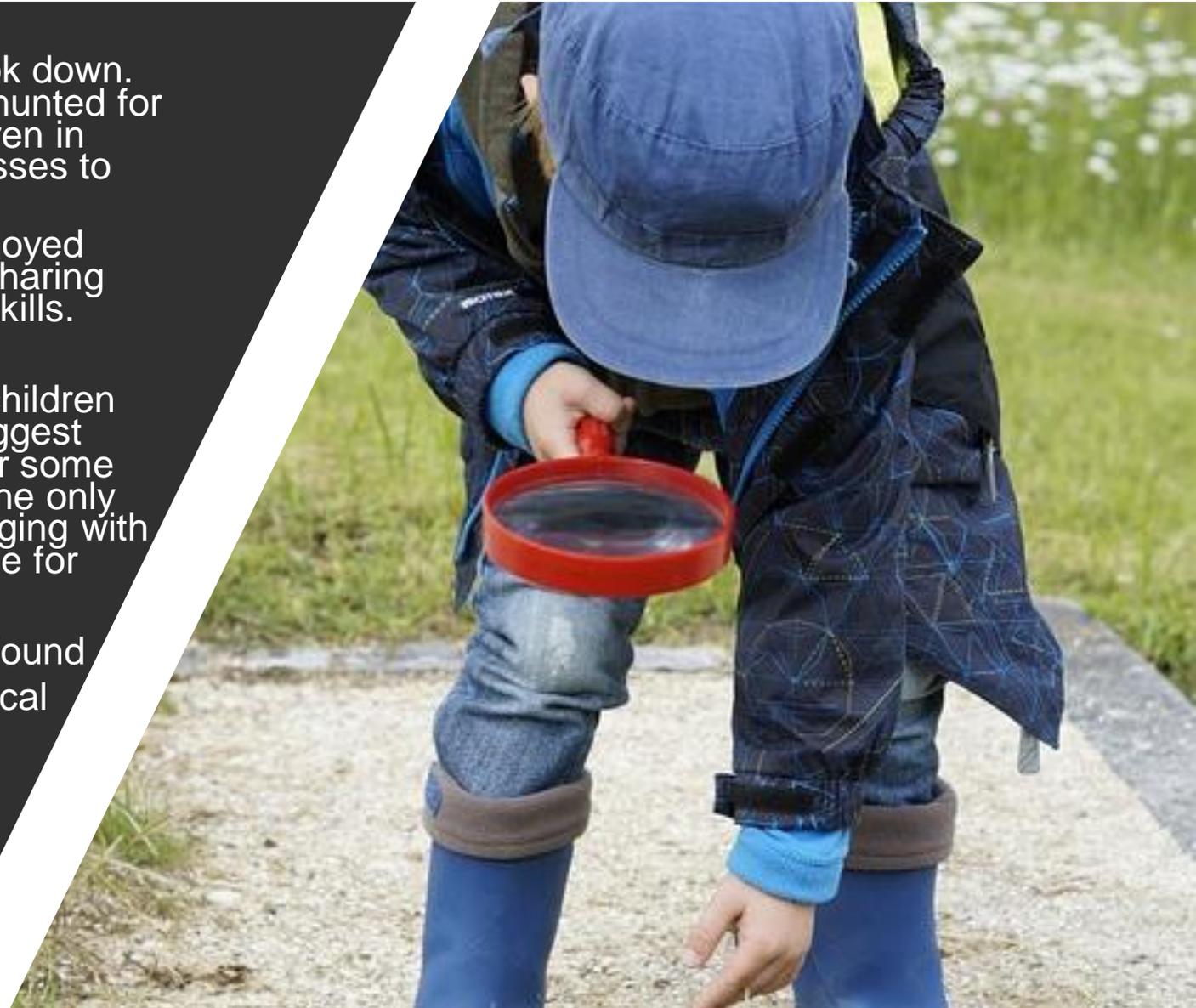
In another of the bubbles the children were invited to look down. In doing so they discovered puddles, stones, twigs and hunted for animal tracks and this sparked an interest with the children in becoming detectives. The Children used magnifying glasses to look closely and with greater detail at the various prints.

From the outset, the children positively engaged and enjoyed working together throughout the week turn-taking, and sharing resources, and developing their numeracy and literacy skills.

Due to the variety of experiences, I found that different children engaged with different experiences each day and the biggest positive was observing a child engage with an activity for some considerable time which they had never done before. The only negative was not always having the same children engaging with the activities and therefore, could not establish a baseline for how they were expanding their knowledge.

I will do the pattern making activity again. The children found it relaxing and I could see that it was stretching both logical and creative thinking.

I will also incorporate seasonal flowers so that it is more sensory in terms of scent, texture diverse and colour stimulating which was not on offer this time.





Reflections

Throughout the week we have been “Looking Down” with the children to view a variety of different patterns through tracks in nature. We have used a selection of materials to allow the children to explore various kinds of patterns. We took the children outside and made tracks with their welly boots in the mud and with paint. The girls were very keen to paint their welly’s and were fascinated to see the difference in pattern. Some of the boys were very interested with the small world dinosaurs so we then make a dinosaur exhibit in a muddy puddle and used their feet to make prints in the mud and painted the dinosaur’s feet and printed them on to paper. We have offered a variety of materials and objects to allow the children to explore the world at our feet. The children have been our main guidance with planning activities, and we have taken on board what their interests and likes were and continued with that on a day-to-day basis ensuring a mixture of play was available. I feel if we worked in lower numbers, it would have enriched the quality of the experiences as it’s harder to provide 100% focus to your experience when other children are around but not as involved as others. Also, if we were able to work within lower numbers, it would have enabled us to explore more out with the Family Centre into the wider community. It would make a positive impact if the pattern learning was extended throughout indoor play and continued during outdoor play.