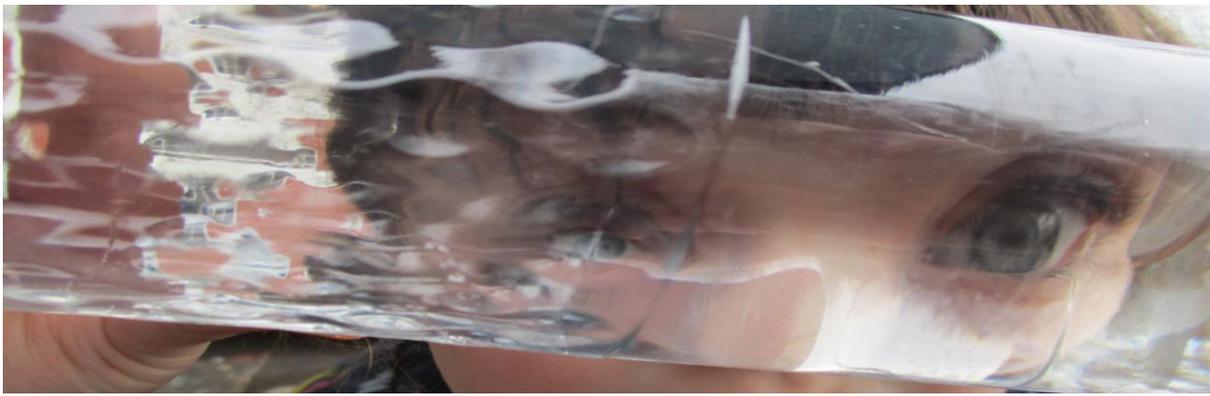




Child H shared our inquiry at home and asked her Mummy to send us her picture of Looking through her strawberry.

Looking Through

Hazeldene Family Centre



This week we had a variety of peepers to look through.
Child L – “I think the world is looking all wobbly like a jelly.”
Child H –” When I look through these tiny leaf holes I can only see tiny bits of everything, I think everything looks so small.”



Peeping



One group of children have a particular interest in super heroes so they decided they had the super power of being able to see through things. This definitely captured the interest of many of the children.

Through their quest to prove that they had the power to see through things they said the following things:

Child A - "I can see through the window."

Child B - "I can see through my fingers when I move them."

Child C - "I can see through your camera."

Child B - "I can see the baddies through the cage, and they are in the tree up there."

Child C- "I can see through the bubbles."

Child C- "I can see through the tree and I can see another tree."

I introduced bubbles into the learning experience to see if the children realised that they could see through them. To my delight they used their skills of observation and stated that they could see through them.



The children created an obstacle course made up of crates and wooden planks which added another dimension to this experience. The cages that they children referred to were crates and in doing this, it made sure that children were seeing through other things beyond those straight in front of them.



Child B - "I can see an Infinity Stone through the cage and it's on the ground."



Child A - "I put a hole in the leaf and I can spy on baddies. There's lots of holes to look through in these leaves."





The children were invited to look through different coloured bottles which contained various liquids. Again the children seemed eager to engage, this activity developing their curiosity through investigation which led to them discover that by using these resources, they altered the colour of their world which they were used to seeing.

Child A - It looks good being orange and you look orange too."

Child B- "It's bubbly yellow."

Child D - "I like the red one. It makes the tree look funny"

Child M -"I don't like the blue one. It doesn't look great."

Child C - "You look squidgy."

Child M - "It looks really, really bubbly."

Looking through colours, binoculars and telescopes





Child D - "It's a garden."



Child C - "The flower is to bring bees."

Child B - "This is a flower chain."



Child H - "I've made flowers of a nice frame."

Today, the children were given the opportunity to look through frames and create their own piece of transient art. The children were invited to choose from a variety of natural resources including flowers, leaves and stem., They set about creating images that communicated their thoughts, imagination and feelings visually as opposed to verbally. However, to allow me to fully understand their message, I invited them to discuss their creations



As we were playing in the garden, we used this setting as the venue of our bear hunt. as there was scope to go over, under and through different things in a quest to find a bear. The garden also offered various types of plants which allowed them to re-enact the story "Going on a Bear Hunt." Here are some of the quotes:



Child A – "Are we going on a bear hunt?"
Child A - "I don't want to find a cuddly bear. I want to find a real one."



Child B - "Look at me, this is really long
Do I have to go through it?"

Child C - "We are helping each other
go over this."



Reflections

This week's learning experiences have focussed on "looking through." The children were invited them to decide whether or not they had the power to look through things as they have a current interest in superheroes.

Through approaching the learning in this way, I felt that I captured a lot of the children's interest which sparked their natural curiosity, sense of investigation and subsequent discovery. This approach, stretched throughout the whole week and was clearly evident when they were looking through different types of lenses.

The positives outcomes from this included the expansion of children's vocabulary especially when they heard words such as "spectrum and polarised." To my delight, a couple of children interpreted what these words meant through tangible interactions with the lenses. The only negative that I could draw from this week's experiences were that they did not last longer as children wanted to engage further with this, however, it can be revisited again.

In terms of usefulness, I can use their learning as a platform to build upon the knowledge already gained about seeing things through the eyes of other animals and this will open up discussions why some animals only see certain colours and why their vision is blurred or limited.

Reflecting upon my own performance, I do feel that I should have set out the coloured bottles earlier in the week than I did so that children could have explored them in their own time and shared their discoveries spontaneously which could have offered up greater discussion.

Reflections

During this week's inquiry another bubble had the opportunity to work with a smaller group of children which enabled the practitioners to look closely at their own and their colleagues' interactions. This led to discussion about the ways in which we can further improve and develop our practice to support play and inquiry.

Through discussion we realised that we are not always aware of our own body language we use with our children and so carried out informal observations of each other recording different gestures we saw throughout our day.

We tried to use quieter voices when delivering instruction and feedback, this proved easier for some colleagues than others and tried to limit our interventions as much as possible.

We found by sitting back a little that some of our children took the lead naturally in their own learning whilst a particular quiet child stood back and observed for a short period of time before feeling confident enough to join in. The children have engaged well in leading their own learning and we have noticed a difference in their ability to provide answers, right or wrong to questions asked by their peers during play.

At times, the children seem to have been more accepting of the grown ups as we sit quietly waiting to be invited and only intervening when help or support is required.

This has proved an invaluable lesson to us all this week and something we will continue to develop throughout our daily interactions with our children.

