

Dear Zoo

This experience creates opportunities to:

- Follow and copy repeated phrases (responsive communication, expressive communication)
- Introduce animal signs and sounds for children to copy and imitate (interaction, expressive communication, mobility)
- Explore grip and grasping of objects of different textures (mobility, sensory)
- Recognise books and stories as an engaging experience (interaction, social skills)
- See written language in simple formats (interaction, receptive communication)
- Introduce more complex versions of language (expressive communication)
- Explore body language and movement of different animals (mobility)

Potential resources:

- Dear Zoo by Rod Campbell
- Story bag or basket
- Animals from the story, soft toys or figures
- Photographs of real animals
- Story spoons
- Recording buttons with animal sounds
- Boxes/presents for each animal to hide in
- Photographs of children's pets at home

New vocabulary:

Animal names
Pet
Zoo
Gift
Present
Big (huge/enormous)
Tall (towering/colossal)
Fierce (wild/ferocious)
Grumpy (cross/cranky)
Scary (creepy/alarming)
Naughty (cheeky/mischievous)
Jumpy (bouncy/energetic)

Perfect (just right, wonderful)
Happy

You can step up the vocabulary used within the book to introduce further words as children grow confident in their use and meaning.



Goldilocks and the Three Bears

This experience creates opportunities to:

- Follow and copy repeated phrases (responsive communication, expressive communication)
- Introduce the concept of likes and dislikes (expressive communication, awareness of self, life skills, sensory)
- Begin some discussions of how things make you feel (expressive communication, regulation, awareness of self)
- Introduce number awareness 1-3 (problem solving, exploratory skills)
- Introduce size awareness (problem solving, exploratory skills)
- Introduce beginning, middle and end (expressive communication, exploratory skills, problem solving)
- Create characters and representations of characters when retelling the story (expressive communication, play skills, social skills, sensory)
- Introduce simple ideas on risk assessment and personal safety (awareness of self)
- Touch and feel new textures (sensory, life skills)
- Explore hand eye coordination through mixing and spoon feeding (mobility)

Potential resources:

- Goldilocks and the Three Bears book
- Story bag or basket
- Doll/person and bears (soft or hard)
- Blonde wig
- 3 sized or different bowls and spoons, chairs, beds
- Porridge oats (check allergies)
- Milk (cows or plant based)
- Measuring cups/jugs

New vocabulary:

Chair	Soft	Tired/sleepy
Porridge	Hard	Cross
Bowl	Hot	Dry
Spoon	Warm	Wet
Bed	Cold	Sticky
Small	Mix/stir	
Medium	Happy	
Large	Cheeky	



We're Going on a Bear Hunt

This experience creates opportunities to:

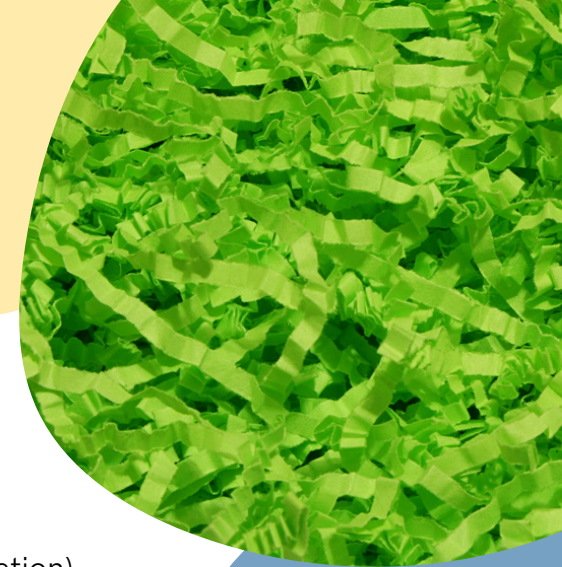
- Follow and copy repeated phrases (responsive communication, expressive communication)
- Explore a simple sequence of events (exploratory skills, problem solving)
- Look at/touch/smell a variety of natural textures (sensory)
- Make comparisons between textures (expressive communication, sensory)
- Introduce and talk about emotions such as happy, excited and scared (expressive communication, regulation)
- Explore different types to movement alongside the story (mobility)

Potential resources:

- We're Going on a Bear Hunt by Michael Rosen
- Tuff tray or individual messy trays
- Grass - cuttings/artificial/green paper
- Water - in a spray bottle/in a tray/blue fabric
- Mud - real mud/brown paint/water mixed with brown food colouring
- Forest - natural sticks or bark/chopsticks/ cardboard tubes
- Snow - snowflake sequins or glitter mixed with water (sealed in a bottle if your child is likely to put these in their mouth)/shredded paper/cotton wool balls
- Cave - large cardboard box/hide under a towel or sheet/hide under the table
- Teddy or toy bear

New vocabulary:

Bear	Wet	Big (enormous/gigantic)
Scared	Cold	Sparkly
Excited	Mud	Windy
Run	Sticky	Cave
Crouch	Dirty	Dark
Crawl	Messy	Hide
Fast	Forest	
Slow	Rough	
Grass	Smooth	
Green	Tree	
Soft	Twig	
Spikey	Snow	
Water	Cold	



Enhanced Stories

Introducing Loose Parts

This experience creates opportunities to:

- Investigate new objects, usually naturally occurring (sensory, interaction, play skills)
- Stack and build using objects of nonstandard shapes (problem solving, play skills)
- Work alongside or with others to create (interaction, problem solving, social skills, regulation)
- Become absorbed and focused on objects of your own choosing (interaction, expressive communication, play skills, exploratory skills)
- Bring meaning to objects and create connections with real life experiences (expressive communication, play skills, social skills, life skills)
- Identify similarities and difference in texture, shape or other properties (exploratory skills, problem solving)
- Demonstrate preference, likes and dislikes based on personal discoveries (expressive communication, problem solving, regulation, awareness of self, sensory)

Potential resources:

- Wooden blocks
- Curtain rings
- Shells, driftwood
- Pinecones, leaves, moss, sticks, stones
- Cardboard tubes
- Mirrors
- Corks, pegs
- Fabric
- Bags
- Wooden balls

New vocabulary:

Empty	Build
Fill	Roll
Round	Cold
Long	Warm
Smooth	Soft
Rough	Hard
Spikey	Squeeze
Crunchy	Match
Square	Same
Circle	Different
Balance	



Loose Parts

Light and Shadow

This experience creates opportunities to:

- Investigate shadows (sensory, problem solving, awareness of self, exploratory skills)
- Engage visual senses of observing different light intensity, contrast and movement (sensory, play skills, exploratory skills, expressive communication)
- Experiment with light and shadow effects by seeing how objects block light to create shadows, and moving objects change shadows (exploratory skills, sensory, play skills, problem solving)
- Interact with the sun, to explore natural light and shadows (exploratory skills, play skills, interaction)

Potential resources:

- Light table
- Shadow puppets
- Torches
- Paper, white and black
- Chalk
- Felt tip pens
- Lift the flap shadow book
- The Little Book of Light and Shadow by Linda Thornton
- Card
- Objects of children's interest
- Sensory room

New vocabulary:

Bright
Light
Shadow
Flash
Dark
Black
White
Round
Long
Huge
Tiny
Reflect



Pick a Pine Tree – Creating a Winter Tree

This experience creates opportunities to:

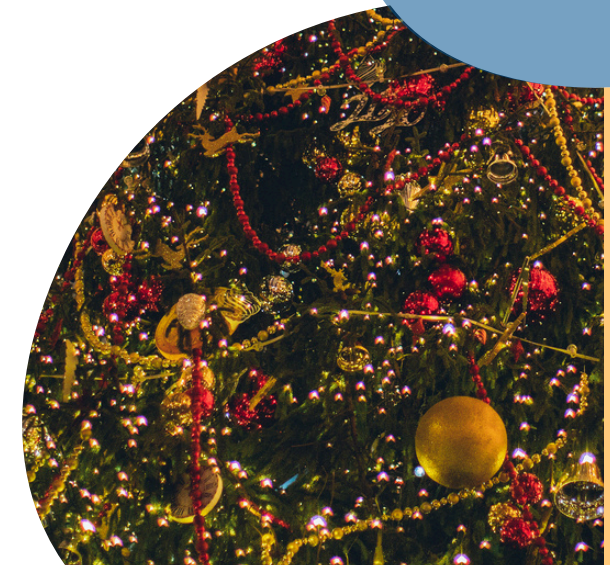
- Explore similarities and differences, expanding on likes/dislikes and favourites (expressive communication, exploratory skills, social skills, sensory)
- Follow individual interests and create and construct based on these (expressive communication, play skills, exploratory skills, sensory)
- Build and construct using a variety of resources (play skills, problem solving, exploratory skills, mobility)
- Investigate textures (play skills, regulation, sensory)
- Relate own experiences to what they are reading/seeing/creating (interaction, expressive communication, awareness of self)

Potential resources:

- Pinecones, twigs, leaves, driftwood
- Lollipop sticks, wooden/curtain rings
- Pom poms in variety of colours and sizes
- Green tissue paper
- Pick a Pine Tree by Patricia Toht
- The Tree That's Meant To Be by Yuval Zommer
- Photographs of trees in the area
- Ask parents for photos of trees at home (garden or Christmas trees already up)
- PVA glue
- Biodegradable glitter, cotton wool

New vocabulary:

Autumn	Falling
Winter	Christmas
Snow	Baubles
Tree	Glitter
Green	Change
Brown	
Red	
Orange	
Leaves	
Bare	



Loose Parts

Andy Goldsworthy - Transient Art

This experience creates opportunities to:

- Explore a variety of natural materials, feeling different textures, noting different colours
- (sensory, play skills, mobility)
- Recognise and categories different materials based on similarities and differences (problem solving, exploratory skills)
- Create patterns and pictures based on own interests and interpretations (play skills, expressive communication, awareness of self)
- Discover how different materials may fit together, developing early concepts of 2D and 3D (problem solving)
- Learn through trial and error when stacking and creating (exploratory skills, mobility)

Potential resources:

- Leaves, petals, flowers, stones, sticks, pinecones, shells, grass, sand, moss
- Any natural materials that can be found around your centre
- Examples of Andy Goldsworthy's art in a frame
- Leaf Man by Lois Ehlert book
- Empty frames
- String

New vocabulary:

Stone	Stack
Grass	Tower
Wet	Build
Dry	Tall
Crunchy	Short
Smooth	Round
Long	Leaf
Small	Petal
Big	Stick



The Noisy Paintbox - Kandinsky

This experience creates opportunities to:

- Use whole body to make marks in different sizes (mobility, sensory, expressive communication)
- Use cross body motions on a large and small scale (mobility, awareness of self)
- Be lost in the moment and engage with the sensory stimuli around (sensory, regulation, awareness of self, expressive communication)
- Express yourself freely and engage with emotions in a different way (regulation, expressive communication)
- Hear different types of music and explore rhythms (sensory, interaction)

Potential resources:

- The Noisy Paintbox by Barb Rosenstock
- Music of different beats and rhythms, typically with limited or no words (strings, woodwind, guitar, drums, orchestral, electric dance music)
- Paper, large and small
- Floor space, table, easel
- Paint brushes, sponges
- Paint (chalk or liquid), coloured pencils
- The Lights That Dance in the Night by Yuval Zommer

New vocabulary:

Happy	Sounds
Sad	Shapes
Excited	Feeling
Lively	Brush
Grumpy	Paint
Cross	Colour names
Nervous	Instrument names
Shy	Sponge
Sleepy	Wet
Tired	Dry
Music	Round



Creative

Glue Table - Snowflakes

This experience creates opportunities to:

- Grip, squeeze and pour with different sized objects (mobility, life skills, sensory)
- Strengthen hand eye coordination (mobility, awareness of self)
- Play alongside or with others (interaction, play skills, social skills, regulation, receptive communication)
- Investigate the properties, texture and abilities of objects (problem solving, exploratory skills, sensory)
- Stack, build and create with complete freedom (problem solving, play skills)
- Introduce ideas and language of recycling (expressive communication, problem solving, life skills)

Potential resources:

- Large cardboard
- Wipeable table or paper covered table
- Flat wooden surface
- PVA glue, pots, glue spatulas
- Squeezy bottles
- Biodegradable glitter
- Snowflake photographs
- Cotton balls, cotton buds
- Pom poms, buttons (appropriate size)
- Tape

New vocabulary:

- | | |
|---------|-----------|
| Tip | Snowflake |
| Pour | Build |
| Squeeze | Slide |
| Drizzle | Fall |
| Dribble | |
| Run | |
| Shiny | |
| Sparkle | |
| Splat | |
| Drip | |



Roll and Squeeze Playdough Gym

This experience creates opportunities to:

- Touch and feel the texture of playdough (sensory, exploratory skills)
- Build on core muscles by standing or sitting, as is appropriate to the child, at the table (mobility)
- Build on cross body awareness through movements that promote this (mobility, awareness of self)
- Develop hand strength through different movements (sensory, mobility)
- Follow instructions or copy actions of a familiar adult (receptive communication, social skills, interaction)

Potential resources:

- Flour, water, salt, oil, cream of tartar
- Large dough portions per child
- Space to move with the dough (you may want to remove chairs to encourage standing and core strength development as appropriate)
- Lively music

New vocabulary:

Roll	Push
Pat	Pull
Squeeze	Up
Squash	Down
Poke	
Ball	
Flat	

CAUTION - raw flour can pose a health risk to young and vulnerable children. Raw flour should not be explored by children under 2, and children over 2 must be supervised when using raw flour. You must be mindful of children with compromised immune systems within your centre and may choose to heat treat flour before allowing children to engage with it to minimise any health-related risk. Be conscious of allergies within your centre, any children with a gluten intolerance or coeliac disease will require cornflour as an alternative to wheat flour.



Playdough

The Natural World and Insects

This experience creates opportunities to:

- Engage with playdough with your own purpose in mind (play skills, problem solving, expressive communication)
- Discover how different objects effect playdough (exploratory skills, problem solving, sensory)
- Create representations of the natural world around you (play skills, problem solving, expressive communication)
- Create different marks and prints within the playdough (sensory, mobility, exploratory skills)
- Shape and manipulate dough with purpose (mobility, sensory, problem solving)

Potential resources:

- Flour, water, salt, oil, cream of tartar
- Mud, shells, leaves, pinecones, sticks, stones, grass, petals
- Plastic insects

New vocabulary:

Shell	Rough	Shape and colour names
Twig	Soft	Legs
Leaf	Hard	Eyes
Bug	Squishy	Wings
Insect	Bumpy	Fly
Roll	Beetle	Spider
Smooth	Worm	

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Playdough

Making Your Own Playdough

This experience creates opportunities to:

- Explore measure and quantity (problem solving, exploratory skills)
- Build core strength through tipping, pouring and mixing (mobility, life skills)
- Introduce simple mathematical language and concepts (receptive communication, expressive communication, problem solving)
- Work with others to create, taking turns to participate (interaction, play skills, social skills, regulation, receptive communication)
- Change and adjust approaches based on what they are discovering (problem solving, regulation, life skills, sensory)
- Investigate changing textures using utensils or hands (problem solving, life skills)

Potential resources:

- Flour, water, salt, oil, cream of tartar
- Simple picture playdough recipe
- Visuals to show steps involved.
- Mixing bowls, jugs, measuring cups
- Wooden spoons
- Food colouring or spices

New vocabulary:

Recipe	Cold	Turn	Stiff
Ingredients	Oil	First	Dough
Measure	Dry	Second	Stir
Flour	Wet	Now	Mix
Salt	Sticky	Next	Spoon
Water	Slimy	More	Bowl
Warm	Sloppy	Less	Knead

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Playdough

Drums

This experience creates opportunities to:

- Introduce sound, vibrations and rhythm (interaction, receptive communication, sensory)
- Follow and copy patterns and beats (receptive communication, interaction, play skills)
- Engage back and forth with another (interaction, social skills, play skills)
- Introduce simple counting language (problem solving)
- Discover how to change sound, loud, soft, fast, slow etc. (interaction, expressive communication, exploratory skills, awareness of self)

Potential resources:

- Drums of a variety of sizes
- Drum music

New vocabulary:

Drum
Loud
Quiet
Soft
Gentle
Hard
Fast
Slow
Beat
Rhythm



We're Going on a Bear Hunt

This experience creates opportunities to:

- Bring the story to life through movement and sound (mobility, receptive communication, play skills, exploratory skills)
- Link movement and sound (expressive communication, play skills, sensory)
- Listen to different instructions and create movements accordingly (receptive communication, play skills, social skills)
- Consider which animals live in what environments (play skills, exploratory skills, receptive communication)
- Create obstacle course, setting own challenges for navigation (mobility, interaction, social skills)

Potential resources:

- We're Going on a Bear Hunt by Michael Rosen
- Representations of the different environments (copies from book, real photographs)
- Torch
- Binoculars
- Cheerleader pom poms
- Rain stick
- Fan/hairdryer
- Claves (wooden sticks instrument)
- Cardboard box
- Tables
- Wooden planks
- Crates

New vocabulary:

Bear	Wait
Crouch	Go
Crawl	Up
Tiptoe	Down
Over	
Under	
Slither	
Wiggle	
Stomp	
Stop	



Towers

This experience creates opportunities to:

- Encourage children's imagination - they can create freely and develop self-expression (expressive language, exploratory skills)
- Support children's physical development - developing spatial awareness, hand eye coordination as well as strengthening fingers and hands (play skills, life skills).
- Encourage mathematical language - counting blocks, shapes, prepositions (under, behind, on top)
- Support mathematical development and understanding of concepts such as: length, measurement, comparison, number, estimation, symmetry and balance (exploratory skills, problem solving)
- Follow and create patterns (receptive & expressive communication, interaction, problem solving).
- Develop shared sustained attention, engage in back & forth interaction (interaction, social skills)
- Support creative and critical thinking

Potential resources:

- When I Build With Blocks by Niki Alling
- Wooden blocks
- Wood slices/rounds
- Photographs of famous and local towers
- Foam blocks
- Crates

New vocabulary:

Build	Tall
One	Short
Two	Big
Three	Small
Fall down	Wide
Uh oh	Round
Crash	Tumble
Stack	
Tower	



Three Little Pigs

This experience creates opportunities to:

- Bring the story to life with real-life materials e.g. sticks, straw and bricks in multiple ways that meet individual needs & interests (expressive communication, sensory)
- Support understanding of '1, 2, 3' - replicated across curriculum stories, activities and opportunities in the environment (problem solving)
- Introduce language and repeated refrains - 'little pig, little pig, let me come in' (expressive language, receptive language)
- Create small world environments using block play and construction materials to create 'homes' for the little pigs (expressive communication, play skills, life skills)
- Play alongside or with others, adults modelling narratives e.g. 'huff' 'puff' as the wolf (social skills, play skills, expressive & receptive communication)
- Learn about real-life animals, environments and caring for animals (life skills, exploratory skills, interaction)

Potential resources:

- Three Little Pigs story book
- Story sacks, props, puppets, spoons
- Straw, sticks, bricks
- Pigs, wolf
- Learn about pigs - non-fiction book
- Audio buttons & resources e.g. 'oink' or 'I'll huff, I'll puff and blow your house down.'

New vocabulary:

One	Huff
Two	Puff
Three	Blow
Pig	Fall down
Wolf	Little
Straw	Big
Sticks	
Bricks	



Construction Site

This experience creates opportunities to:

- Develop use of loose parts in play e.g. tubes, cones & wood rounds (exploratory skills, problem solving)
- Use a variety of construction materials with different purposes and functions (play skills, problem solving, exploratory skills, mobility)
- Explore buildings and areas in the community of interest and replicate these in play (life skills, exploratory skills)
- Develop role play skills with use of construction tools and imaginative resources e.g. high vis vests & hard hats (imaginative skills, interaction, expressive & receptive communication)
- Develop mark-making opportunities within the construction site e.g. clipboards & pencils (expressive communication)
- Include site plans, floor plans and construction drawings within the site (exploratory skills, expressive communication)
- Explore environmental text & signage e.g. safety signs, numbers (life skills, problem solving)
- Support sensory experiences by offering a range of materials for touch, sensory walks and exploration e.g. pebbles, wooden planks (sensory, mobility, exploratory skills)

Potential resources:

- Blocks, gravel, stones, foam bricks
- Diggers, cones, site signage
- High vis vests, hard hats
- Busy Diggers by Campbell Books
- What Can You See On a Building Site? by Kate Ware
- Wheels at Work: Construction by Child's Play
- Mad About Trucks and Diggers! by Giles Andreae

New vocabulary:

Digger
Truck
Danger
Safety
Building
Crane
Excavator
Materials

