

# Outstanding Early Years Provision in practice

## Book 2

by Nicola Scade

### Contents

<b>Introduction: How to transform your setting into an exceptional learning environment using simple ideas</b>	<b>2</b>	<b>Chapter Three: Small world</b>	<b>47</b>
<b>Chapter One: Exploration and investigation</b>	<b>4</b>	Introduction: Activities and EYFS areas	47
Introduction: Activities and EYFS areas	4	Vegetable forest	49
Heave ho	6	Secret compartment	52
Frozen florist	9	Where 'shell' I hide?	55
Easy peasy lemon squeezy	12	Personal action figures	58
Sensory bottles	15	The hole	61
Entangled	18	Down by the riverside	64
Transient art	20	Cereal construction	67
<b>Chapter Two: Fine motor skills</b>	<b>24</b>	<b>Chapter Four: Creativity</b>	<b>70</b>
Introduction: Activities and EYFS areas	24	Introduction: Activities and EYFS areas	70
Feed me	26	Painted toast	72
Snow write	29	Window art	75
Colander thread	32	Ice paint	78
A brush with nature	35	Coffee break	81
Pom pom sort	38	Recipe challenge	84
Peg it	41	Spice it up	87
Wonder webs	44	How handy	90
		<b>Provision inspiration</b>	<b>93</b>
		<b>Effective Learning table</b>	<b>95</b>
		<b>Areas of learning tables</b>	<b>96</b>
		<b>Acknowledgements</b>	<b>97</b>

*For Jasmine – A curious little explorer at the start of her adventures.*

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**Disclaimer: Practitioners should take the recommended health and safety precautions with equipment provided and check beforehand for any allergies to materials. It is the responsibility of the practitioners to ensure that the resources provided are suitable for all children in the setting and necessary risk assessments should be carried out where appropriate.**

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A 'pretty' good investigation

# Frozen florist

**Targeted areas of learning:**  
Understanding the World and  
Expressive Arts and Design

## Setting up the provision

### Method

Mix a selection of brightly coloured flowers with water and place in assorted sized containers in the freezer. Once frozen remove the containers from the freezer and set up an area for open ended observation and investigation.

### Resources

- Assorted sized containers
- A variety of colourful flowers
- A freezer
- Resources that the children might suggest for helping to release the flowers from the ice such as towels or pens and pencils to use as chisels.

### Handy hints

- Support the children to explore what happens when they pour salt onto the ice. How does this compare with sugar or sand for example?
- Add herbs such as basil and mint to the water for an added sensory experience.
- Use the leftover flowery water for perfume or potion making.

## Questions to help you extend the activity and to ensure challenge

### Questions for you:

- Could you challenge the children to follow recipe cards with instructions for particular flower quantities and colours?
- What tools will you have available for the children to investigate the ice melting? What will the children suggest?

## Chapter One: Exploration and investigation

### How the activity can support children's development across the 7 areas of learning

#### Areas of Learning: Personal, Social and Emotional Development

##### Children have the opportunity to:

- Share resources.
- Select and use resources with help.
- Express their own ideas and preferences.

#### Areas of Learning: Communication and Language

##### Children have the opportunity to:

- Develop their vocabulary being introduced to key words such as *freeze*, *melt*, *solid*, *liquid*, *hot*, *cold*, *temperature*, *change*.
- Describe how the ice feels and how it looks as it changes state.
- Follow simple instructions.

#### Areas of Learning: Physical Development

##### Children have the opportunity to:

- Strengthen their fine motor skills using tweezers to carefully retrieve the flowers from the ice.
- Use small tools to chisel and chip away at the ice.

#### Areas of Learning: Literacy

##### Children have the opportunity to:

- Draw and label their ice creations.
- Make links with familiar stories, songs and rhymes.

#### Areas of Learning: Mathematics

##### Children have the opportunity to:

- Follow recipe cards with instructions for particular flower quantities and colours.
- Investigate capacity and volume.

#### Areas of Learning: Understanding the World

##### Children have the opportunity to:

- Make careful observations, investigating changes of state and beginning to understand about solids and liquids.

#### Areas of Learning: Expressive Arts and Design

##### Children have the opportunity to:

- Explore and compare colour, smell and texture.
- Manipulate resources and tools purposefully.
- Express their own preferences.



What treasures will you find to freeze next?

#### Questions for the children:

- How can we get the flowers out of the ice?
- Can you describe how the ice is changing?
- What else would you like to freeze?



“I have 2 pink flowers and 1 red flower in my pot.”



“My hands are hot and making it melt.”







Squish, Squash, Squeeze, I'll have a lemonade please!

# Easy peasy lemon squeezezy

**Targeted areas of learning:**  
Physical Development and  
Mathematics

## Setting up the provision

### Method

Set up a tray with halved lemons and oranges and a variety of tools that can be used to extract their juice. Add some cups, mixing pots and spoons.

### Resources

- Oranges and lemons
- A selection of juicing tools – squeezers and reamers
- Cups and pots
- Funnels

“Oranges are very good for you,  
they make your skin and bones  
healthy and shiny.”

- Sieves
- Cocktail umbrellas/straws.

### Handy hints

- Following appropriate health and safety measures you could use the juice for tasting.
- Or add washing up liquid and froth up some bubbles for your own drinks factory (without the tasting!)
- Support children to compare the effectiveness of each tool for juicing, including their own hands.

## Chapter Two: Fine motor skills

### How the activity can support children's development across the 7 areas of learning

#### Areas of Learning: Personal, Social and Emotional Development

##### Children have the opportunity to:

- Seek delight in challenging themselves.

#### Areas of Learning: Communication and Language

##### Children have the opportunity to:

- Maintain attention.

#### Areas of Learning: Physical Development

##### Children have the opportunity to:

- Develop the strength in their hands.
- Develop their pincer grip.

#### Areas of Learning: Literacy

##### Children have the opportunity to:

- Practise blending and segmenting to read and write simple words.
- Recognise and write their own name.

#### Areas of Learning: Mathematics

##### Children have the opportunity to:

- Count and compare the number of letters in different words and names.
- Swap the words for numbers and match quantity to numeral.

#### Areas of Learning: Understanding the World

##### Children have the opportunity to:

- Discover new ways to use familiar objects.

#### Areas of Learning: Expressive Arts and Design

##### Children have the opportunity to:

- Draw pictures to match the words they have pegged.



Smaller pegs but a bigger challenge

#### Questions for the children

- Can you read the word on your stick by sounding out each peg as you clip it on?
- Can you choose a picture card and find the correct pegs to make that word?

“It will take so long to peg my name because it's got 7 letters in it.”

“My fingers are being a crocodile's mouth.”



How does the activity enable children to develop and demonstrate the characteristics of effective learning?

Characteristic of effective learning	The enabling environment: The Hole
<p><b>Playing and exploring – engagement</b></p> <ul style="list-style-type: none"> <li>Finding out and exploring.</li> <li>Playing with what they know.</li> <li>Being willing to 'have a go'.</li> </ul>	<p>The activity is open ended.</p> <p>Children have the opportunity to play with familiar animals and find out about those that are less familiar.</p>
<p><b>Active learning – motivation</b></p> <ul style="list-style-type: none"> <li>Being involved and concentrating.</li> <li>Keeping trying.</li> <li>Enjoying achieving what they set out to do.</li> </ul>	<p>Children have the opportunity to immerse themselves in and create new worlds. They have the opportunity to act out their own stories, maintaining their attention for a sustained period of time.</p>
<p><b>Creating and thinking critically – thinking</b></p> <ul style="list-style-type: none"> <li>Having their own ideas.</li> <li>Making links.</li> <li>Choosing ways to do things.</li> </ul>	<p>Being led by their imaginations, children can change the scene, selecting from the available resources.</p> <p>Children have the opportunity to draw on their own knowledge when creating new environments for their animals.</p>



Bubble wrap frogspawn to enhance a garden pond