

Adventures with Alice

Dynamic
Training for
Early Years

Curiosity

– tuning into play

Inside
this issue:



My developing brain...



The senses in all
of their glory...



Curiosity
with Dr Jim...



Issue **One**

Use your access to Adventures with Alice to read professionally, follow up the links in the magazines and do the reflective tasks too. You may not find yourself in a setting just now but you will have memories of the play you have shared.

We have decided to create some 'stuck at home' reflective journals to enrich the Adventures content already published.

Use the time to your advantage. Create mind maps, note lists, vocabulary banks. Then when you are back you can totally focus on the reconnection with your children and enjoy the playfulness.



Curiosity, Investigation and Discovery

Curiosity

**If I am curious,
I will investigate.**

Every child is born to be curious.

They are immediately fascinated by the sounds and sights that surround them everyday.

Each experience a child is offered has the possibility to make an impact. If a child engages in a curious way they are more likely to investigate and explore.

Investigation

When I investigate, I make discoveries.

Children are exposed to a wide range of curiosities in their environment. As a child 'tunes in' to play they will be considering 'what is this? How does it work? Have I seen this before?' If we offer artefacts and unusual items they will be eager to investigate and take their thinking to their play.



Discovery

As a child begins to investigate, manipulate and explore, they make discoveries.

Children use their senses to find out about the curios, space and the resources. They discover another aspect or use for an object. They are thinking and learning.



Notice...

Each child for their curious nature.
What makes them smile, skip, giggle and play?
What captures their attention and curiosity?

*Step back...
...and watch
how excited
your children
are as they
begin to play.*

*Write a little
letter to each of
your key
children.
Imagine them
reading it when
they are older.*

*We have
created a little
example on the
next page. Only
suggestions
reflect on your
own setting and
ideas.*

Write a little letter to each of your key children. Imagine them reading it when they are older.

Example

Smiles. Millie you are a little smiler. Every time you smile it makes me smile. You smile at your friends, at things they say or if they have been kind to you. You always smile when you have done something your are proud of too.

You love to ...sing. Whenever we sing you are right in the middle. You make sure everyone is ready and you encourage them to join in. You love to help make up songs and you are first to volunteer when we are bringing songs to life. You are great at the actions and always sing with your best voice!

Your favourite story is ... anything with princesses in it, or castles or unicorns. You often select books and bring them to a grown up to share with you but your favourite stories are the ones we all share together. You love sitting with your friends and listening, although sometimes you can be a bit chatty and we have to pause so we can hear! But you soon realise you want to hear the end.

Your favourite zone ... the home corner/mud kitchen etc.

Things you avoid
...

You sometimes avoid ... messy and sticky play. You love to paint and do experiments but only if they are not messy. You are always eager to do these activities but are organised and considered when doing them. You like to be creative in your own little way.

Notice...

Each child for their curious nature. What makes them smile, skip, giggle and play? What captures their attention and curiosity?

*Step back...
...and watch
how excited
your children
are as they
begin to play.*

**Your favourite
time of day ...**
Free
play/story/snack/
gathering time

**Your favourite
curiosity ...**
Gloop/ gems/
petals/ cars/ etc

Write a little letter to each of your key children. Imagine them reading it when they are older.

An example...

A magic lantern full of treasure.
Spoons for mermaids to pick
up their pearls.
Sea creatures dancing that
make a pattern.



A silver shell becomes
a mermaid's bed!

Our gallery of curiosity

Choose four of your
favourite resources.
Four from one area or
four from different
areas.

Consider the
engagement in
the curiosities.
Write about
what the
children say
or do with
the items.

What five or six
words will be used as
you play with the
children and the
resource? What three
things might the
children do with it?

You could get the
children to draw
them when your back
in the setting.

We have
created an
example for
you

What senses does it
stimulate? If you put
it in different parts of
the space do the
children respond
differently to it?

Capturing curiosity:
Look how these little ones investigate!

Our Curiosity Gallery

Our invitations to imagine

It makes such a difference if our resources look inviting. Even if it only stays that way for 5 seconds? Think of your resource sets and plan four 'invitation set ups' for when you use them again.

Under water, wrapped in tissue paper, in a loch made of fabric softener, coloured bubble bath and water like a magical lake, hidden in a tray of flour or soil.



We love loose parts

Children sort them, count them, use them for art, build with them, use them for sequencing, create a verbal story line with them. They could create a number line (1 of 1 kind, 2 of another, 3 of the next kind of loose part) create sets or long, curved, wooden, plastic items. Do any have holes in them? If we place each group end to end which would reach the furthest?



We have very small worlds

Consider the small world you usually create. Choose a few characters to create little stories round them.

Create photo stories. Take this teddy

- to a sink
- run the tap
- Stand on toothpaste
- Sit on the toothbrush handle



Vocabulary for this invitation

Curved, bend, bowed, rounded, even, flat, polished, glossy, sheeny, lustrous,

Blue, azure, turquoise, cyan, teal, cobalt, sapphire

Small, little, tiny, miniature, mini, microscopic, tiddly, teeny, wee, peerie

Does it help enlarge my vocabulary?

Do I benefit physically?

Does it help me be mathematical?

I am thinking about STEM?



Example

Our Curiosity Gallery

Does it help
enlarge my
vocabulary?

Do I benefit
physically?

Does it help me be
mathematical?

I am
thinking
about
STEM?



My developing brain

Some people may think my brain is a muscle, possibly because of what it looks like. It is actually an organ, made of cells and tissue.



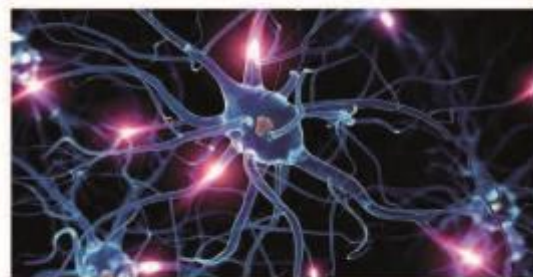
It's so exciting! Scientists say information travels through the neurons (nerve cells) of my brain.

It's like when mum and I go out for walks to our favourite places, we choose the same path again and again, so it's well worn and remembered!

Each time we walk the path, the deeper and stronger it becomes, and the easier it is to follow.



My brain helps me think, remember, see, hear and feel, both physically and emotionally.



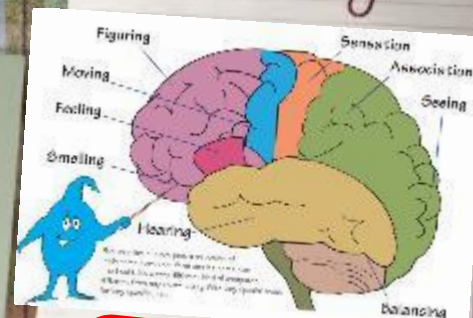
So much activity - all the time!

Did you know I have around 100 billion brain cells! When you play with me, you expose me to a variety of stimulating experiences that means each of my brain cells are able to sprout up to 20,000 different routes to keep new information!!

Consider...

Do you know enough about the brain and how play impacts on brain development?

Challenge yourself to find out something new about the brain this week. Tell someone.



If you find an image for example, what's your response?

Step back...
...Watch the tiniest responses your children make. What made them respond in that way?

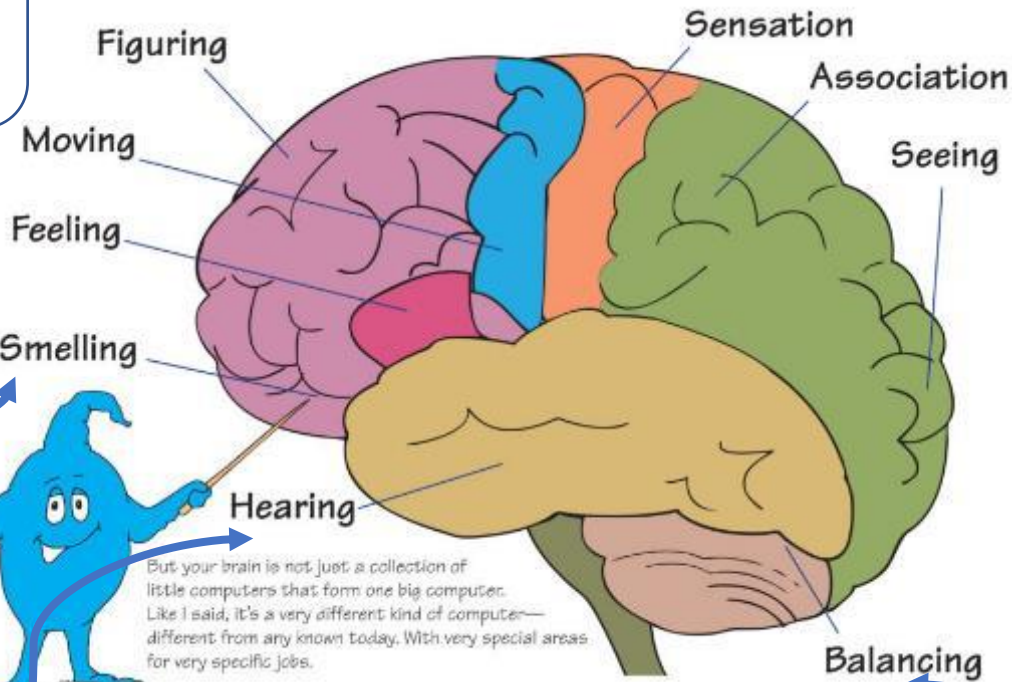
What curiosity has made them respond? Your voice, a visual, something they touched?

Example

We have been thinking about how we support each part of our children's brains!

You could use your new knowledge to share with workmates or parents!

We do lots of smell experiments. I will begin to draw our children's attention to the scents and aromas around our nursery. Examples would be the smell of the herbs we grow in the garden, anything we bake at snack time, anything we add to our water play



We must create more focused time on quietly and actively listening. This will help develop and focus our children's hearing. Create little recordings of children voices, sounds in the setting, in the street. Download sounds to listen and hear.

Look at developing games for this. Can they balance items on their finger tips, knees on the palm of their hand. Use different shapes items to make these balancing ideas more challenging. Can they balance in one spot for a period of time.

Science suggests I have **four internal senses**. My body lets me know when I need a drink or I am hungry. It also tells me when I **feel pain**. The fourth one is **balance**.

I have **five acute senses**

They are the five 'doors' into my brain. When you 'open' a door I am thinking and learning!

Let me look,
listen, touch,
smell and hear.



If I can't play in lots of different ways my brain may not be stimulated and I may not learn!

Every time you play with me you are adding to a rich network of pathways to help me develop my thinking!



Think about...

How sensorial are your play spaces, resources and experiences?
Is there sensory overload?
Are my senses excited?



This space doesn't just look nice it helps us teach and support learning.

Step back...
Go to one of your areas. Is there a stimulus for each of the senses to engage available?
Are there too many things to choose from?

Words...
How often could a child describe an experience in a sensorial way?

We create little nooks for our children to feel cosy and comfy when sharing books.

We try to support the children in using the characters and storylines to relate them to their lives. We use the extra resources to help them build the stories.

We never have just books. We try to place around the space items from the stories to bring them to life.

- Such as
- Clock
 - Wooden heart
 - Felt carrots

We use time spent in here on a one to one or small group demonstrating and highlighting how to handle books, how books work.

We try to create little baskets so if a child decides they want to use the book elsewhere they can transport them easily with a character or little resource.

Example

Choose one of your spaces and consider its sensorial impact.

We sometimes create a backdrop to the space. This helps us dress the area to make it different to engage in but the children always know the focus is on books. This one is focus on love, kindness and helping.

We always put out a few books that have similar story lines or characters but also make sure there is a wide selection to choose.



Example

Choose one of your
spaces and consider
its sensorial impact.

Adventures with Alice

Dynamic Training for Early Years

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