

5th and 12th Jan 2022

HAPPY NEW YEAR to you all

There are a few photos of 5th Jan - the first ones are drawings I just found from the children and have no idea who did them or any ideas of how or what, which I like too. I did place a bit of blank paper on a clipboard which was tucked into the corner of the bottom shelf in the mark making area and when I returned a little while later I was quite surprised to find it in exactly the same place but with a drawing on it- it was a bit of magic had happened it felt. Similarly, I did put a piece of cardboard on the painting easel and returned later to find it had indeed been painted on.



One highlight for me was I had been left a large pile of cardboard - what more could one want?

Cardboard has in fact become more expensive as people revert to using it instead of plastic, but apparently, it has a large carbon footprint as it uses a lot of water and not all plastics are bad - it is so difficult to know what to do - except I do know that there is an enormous amount of things we can do with large cardboard sheets in Nursery and it can become many things. So outside, still using some that we painted from last year there was cardboard fun to be explored. **Z** and **C** loved it. That cardboard wobbled a lot - I think in some of these photos there was at least 5 children inside, including **E**.

There was quite a bit of rough and tumble, which I needed to keep an eye on as they rolled the cardboard over and over with

themselves inside but mostly, the children played



amazingly in them. It is that re-occurring theme of children enjoying or seeking out places that they can be out of sight of an adult - do you remember that as a child? I do, maybe a bit older but a lot of my memories of playing don't include



remembering seeing the adults around. They were most probably there. Anyway, that cardboard took some action. Spot that little hand.

Weds 12th Jan I had brought in a large tub of ice with the idea of putting it in the tray and maybe using powder paint to experiment with. I wasn't sure how long the ice would last. I have included a lot of photos because it seemed to change minute by minute, which was exciting. It did mean that I was supplying colours that children were asking for, or sometimes mopping up the excess water or turning the ice over. It could have been an activity that was independent of adult attention but it's all those little things you do in order to keep it stimulating (hopefully)

There are also a lot of photos because I love the effects and the colours.



yes it was looking as if it was going towards being messy



Children that I noticed involved were H, P, I, R, M, M, E, H, A, H, D, A, B

M: *I'm mixing it*

H: *It melt.... Lou, I need a brush*

A: *Ice-cream melting* - this was at a point too when the ice was covered in cream powder paint

Alisha spent a long time here and kept returning. **H** and **B** did too.

E seemed to be enjoying the feel of it too. There was lots of talk about hard and soft- ice and the powder

I had noticed the train and train track on **N's** jumper. **N** started talking to me about The Polar Express and I asked him about it because I haven't seen it

N: *2 girls and a boy*

Me: *Who's on the Polar Express Nico?*

N: *Passengers - look at all the water coming from it? Why is it heavy?*

and I really couldn't think of how to answer that. I did tell them that I didn't know but I really couldn't answer it. ???





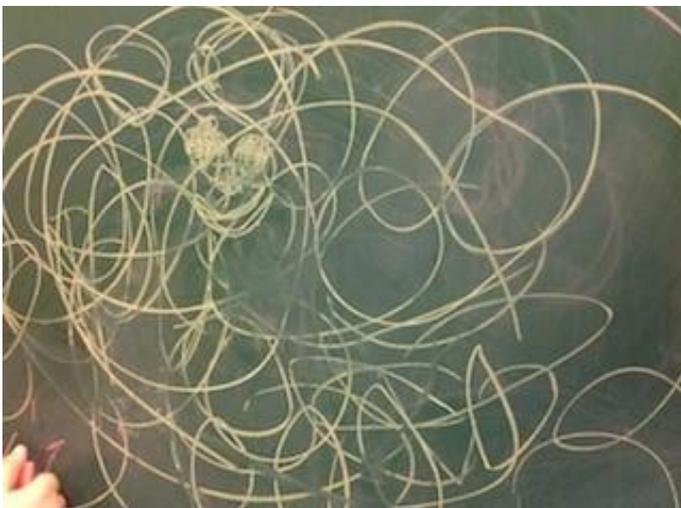
The block lasted well, it could be turned over which **H** asked for a lot once I'd done it once, it did look different on the other side - the importance too of recognising it as a 3D



object? It could also be 'cleaned' and ready to start again in the afternoon



Of course there was a lot going on elsewhere - there was **E** drawing her brain after all



I thought she'd done a tremendous job of describing mine too- it was a boisterous afternoon. **E** offered up the description of her drawing without any prompting, "*That's the brain, that's my brain... the Elsa brain*" - is there anything in the film that could stimulate this thought pattern of hers? I dared to ask her if what I perceived as a face (bit hypocritical after last blog where I was talking about open questions when it comes to talking about children drawings to them) I knew I was treading delicately but felt **E** was well able to respond to the question in a way

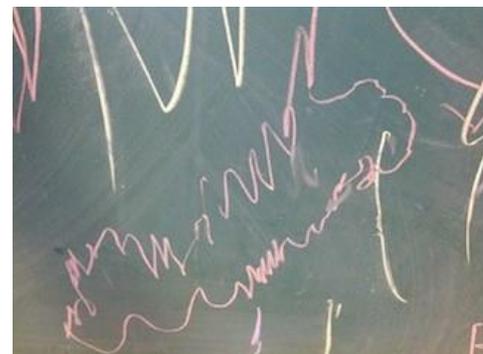
that I didn't think would be detrimental to her experience. I laughed at her answer - she was very specific **Me: Is that E ?**

E: No that's a smile, and that's a nose I really like that new chalkboard. **E** was drawing, vertical lines and some circles



I drew alongside the children, nothing representational this time. **N** joined in. **N: A squeaky dinosaur.**

I don't yet again want to make assumptions but his drawing did look as if it represented squeaky sounds- Nicola and I chatted about someone else drawing who described sound



Cassie supported **C** in making some paintings at the watercolours table. **C** stayed painting here for quite a length of time. If I stayed with him, he didn't seem to get distracted by the water and pouring it but used the paint in a careful way



As I mentioned above the afternoon was a little boisterous and felt that maybe going outside might help a bit. I had a drawing wheel in my car and thought it might be of interest. There was a little but not a huge amount and in the end when footprints came onto the paper I set up a tray of



mud and we made footprints along a long strip of paper - that seemed to be gather more interest.



One last note to finish off with. I noticed that **P**, **E** and **M** had decided to work on the floor and it really warmed me that instead of asking them not to, Cassie was supporting them in doing so. In my studio and elsewhere for that matter I always end up working on the floor. I try not to but I think it is because I can keep on spreading things out - there aren't boundaries of the table edges or such like. I know it's not so good for my back at my age but interesting that I do. It was lovely to see these three making things carefully there too. This isn't a very good photo because it doesn't show much, it was just a reminder that this happened. I think, now that I've written this that they do spend a lot of their time together playing on the floor.