



# Wondrous Sensations



October 2023

This project developed from children being interested in helping to make cloud dough. Once the dough had been made the children then began to scoop and pour it from one container to another. Following this we investigated powder paint mixing and again the children explored mixing and pouring. This play led us to providing different types of sensory experiences for the children to explore.

Later on in the term we investigated using citrus fruits with teapots and water.

Other types of sensory experiences were introduced over a period of several weeks both indoors and outdoors including shaving foam, chalking and loose parts .

Learning through our senses is an important part of children's development. As part of our continuous provision, materials including sand, water, paint, glue, dough and mud are available for children to explore and revisit over and over again.

The Early Years Foundation Stage framework places emphasis on sensory play:

### The Natural World

#### Birth to 3

Explore materials with different properties.

Explore natural materials indoors and outside.

#### 3-4

Use all their senses in hands on exploration of natural materials with similar and/or different properties.

### Creating with Materials

#### Birth to 3

Explore different materials, using all of their senses to investigate them.

#### 3-4

Explore different materials freely, in order to develop their ideas about how to use them and what to make.



B joins the cloud dough table. She scoops handfuls of flour and starts placing them into a bowl. "I'm making pizza" she says I need tomatoes and rice for my pizza. "I like pizza it's my favourite".



L is at the cloud dough table. He watches Cassie as she pretends to make a cake. She takes handfuls of dough into her bowl singing "I've got flour."

L picks up a bowl and starts to copy he sings "Lets bake a cake. I've got sugar, I've got flour, I've got eggs." And takes handfuls of cloud dough and places it into the bowl for each ingredient.





H explored the cornflour at the tuff tray. She showed great enjoyment in exploring the texture. H add cornflour and water to the mixture to create a variety of different consistencies to explore.



H then commented to the adult "What do I do?" The adult commented "Hmmm, I wonder..." H then commented "It is cold and drippy" The adult then commented "It is cold and drippy". H then commented "It's hard". The adult then commented "I wonder if you keep trying with your fingers or you can use a spoon". H then commented "Look Zahila ... I got some... It's so dripping off".





E joins the paint mixing table, she asks the adult to pass her the paint pots. "I've got two" she says, as the adult passes her the red and blue pot. She uses the lollipop sticks to scoop out small amount of paint into her palette using her right hand. "I've got purple, as she mixes the paint in her palette, red and blue made purple" she says.

She repeats the process again adding the paint into the pots and mixing the colours together. "It's done it again, its purple" she says.







M arrives at the powder paint mixing table.

"Can you clean it for me " she says.

Once everything is clean M helps herself to a lollipop stick and takes small amounts of powder paint. She speaks to herself.

"I'm going to mix all these colours together". Another child joins the activity

"W would you like to help me. You need to get red and another brush" says M,

M then begins to mix her paint she starts to sing "Mix it all together mix it all together ".

I'm swirling the paint. Again, she sings swirling, swirling.







M R is busy at the powder paint table, she adds small amounts of powder paint to her pot and carefully mixes the paint with her brush. She repeats this several times. She holds the paint brush in her right hand. As she mixes her pot of green paint she says to another child "I got pink too".





At one of the visits from Lou the Artist she noticed that the powder paint had started dry in the tray where there had been a lot of colour mixing. Later some of the children found out if they washed their hands and didn't dry them then introducing wet hands into the dry mix made things change, so of course that became popular with quite a few too.





L investigated the tea bags at the tuff tray. She squeezed out her tea bag and the bag burst. L commented "I add more".

As she stirred the mixture in her cup L commented "I'm making tea for you Zahila."





A joined A at the sensory play with the tea pots and tea bags. She watched A what she was doing before she picked the tea pot and filled it with water using a spoon. Once the tea pot is full she pours the water into the cup.

“I’ve made a hot cup of tea”, she says to the adult.







Lou our Artist noticed M painting. At the easel I painted alongside M. He was making vertical marks so I copied him saying "up and down, up and down" and he then copied me saying the same. Then we explored other marks and textures also accompanied by sounds "dot dot, dot and dab dab, dab" and making circular marks. M then returned to his current favourite activity at the easel which seems to be painting his hands.



Lou brought a collection of sticks with the idea of possibly using these to make drawings outside as in they become the marks. Firstly, L piled them up and completely independently declared “I’m making an owl tree”.





Lou used the twigs to make 'lines' and quite a few children joined in, M being one of them.





M meanwhile had taken an interest in piling the small cardboard boxes onto of each other  
M: I'm making a tower and it's getting bigger.

Lou also noticed M arranging the plastic stepping stones in what seemed a very particularly thoughtful way on the bank of grass. She joined in hoping not to disturb her flow. In fact, they had a lovely time together as she chatted to Lou about what she was doing.





Yes, the No7 box was very intentionally placed. H was helping too and he let M instruct him where to place things. I also brought along some twigs and M laid them across some of the circular objects connecting them.

When she found them rolling off (because we were on a slope) I was impressed of how she solved the problem by turning them 90 degrees so they were then vertical rather than horizontal and they stayed put. It was an impressive move I thought.



Another week at Lou's visit she brought lots of small ends of chinks that were too small to hold properly so the children helped her to crushed them underfoot and then blended them with brushes, the ground was wet so ideal for chalking.





