

Adventure and junk play Aotūroa



Children love to build their own creations using 'junk' materials. Junk resources are cheap and easy to find from the recycled, natural and man-made materials in the world around us. Junk play gives children many opportunities to experiment with the physical properties of objects.

Adventure and junk play

Aotūroa

Te Whāriki

Adventure and junk play supports learning across all strands of Te Whāriki. In particular, children's developing capability to be expressive is supported in the **Communication strand**, where they discover and develop different ways to be creative and expressive, in the **Exploration strand**, where they develop strategies for active learning and experiment with the objects in their worlds, and also in the **Contribution strand**, where children are encouraged to learn with and alongside others.



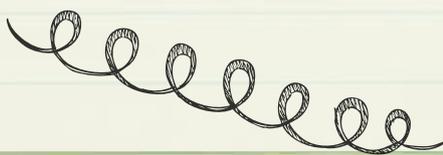
Adventure and junk play can help children to

- work together with others, share and take turns
- develop their ideas in their own ways
- learn to solve problems, plan and remember
- learn about fitting into spaces and mathematical ideas such as under, over, through and between
- be creative and use objects and materials in different ways.



Adults can support children by

- talking with and listening to them
- allowing them to explore at their own pace and ability
- supporting them to put their own ideas into practice, without taking over
- helping them sort out problems by encouraging respect and positive behaviour
- creating a safe environment
- providing a wide range of equipment and resources.

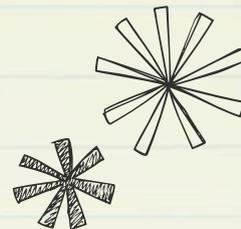


Providing for Adventure and Junk play

It's a good idea to give children space when they are taking part in adventure and junk play as this will allow them to be as creative as they want.

Ideas for equipment

- boxes, cartons, cardboard
- ladders, planks, tubes
- old blankets, hessian, ropes, carpet
- dress-up clothes
- natural materials such as logs, flax, driftwood, stumps, rocks.



Blocks

Poro rākau



Blocks are valuable manipulative and creative resources for children. They promote opportunities to develop maths, science, art, language and social skills, and they provide plenty of opportunities for developing persistence, problem solving and creating 3-dimensional structures.

Blocks / Poro rākau

Te Whāriki

Block play supports learning across all strands of Te Whāriki. In particular, it supports the **Exploration strand**, where children gain confidence in and control of their bodies. The **Contribution strand** recognises that children develop abilities and interests over a wide range of areas. Block play supports this as well as developing perseverance and commitment to a task. Block play, through the **Communication strand**, supports children to discover and develop different ways to be creative and expressive.



Block play can help children to

- learn about gravity, stability, balance, weight, and trial and error
- understand shape, size, space, depth, width and height
- develop hand-eye coordination and muscles
- learn to plan and ask questions
- gain confidence in their own abilities
- learn to cooperate and share with others.



Adults can support children by

- allowing them to explore at their own pace
- supporting them to put their own ideas into practice
- helping them sort out problems
- listening and talking to them about what they are doing
- encouraging them to help tidy up after the playgroup
- making sure they are safe.

Providing for Blocks

Children need a lot of space when playing with blocks. Carpeting or low mats provide comfort but some children find it easier to build on an uncarpeted area. Using low shelving or boxes to store the blocks will allow children to reach the blocks they want.

Ideas for equipment

- home-made blocks made out of different-sized boxes (stuffed with paper and taped down or covered with several layers of papier mâché for strength)
- multiple unit blocks in full, half or quarter sets
- sets of coloured blocks
- items to use alongside blocks – such as toy cars, plastic people and animals
- other equipment such as cones, cardboard and fabric.



Books and storytelling

- reading, writing, listening and speaking

*Pūrākau pānui pukapuka, tuhi,
whakarongo, kōrero*



Books and storytelling provide children with opportunities to develop the knowledge, skills and attitudes necessary to use complex symbol systems that make up our society – the written word, visual images and oral communications – for a range of purposes. Reading, writing, listening, and talking form the basis of children’s literacy learning. Children need lots of language together with a wide variety of experiences.

Sharing books and reading is a vital activity for children’s development. Children who experience and enjoy reading books with others develop a positive attitude towards books. This will help them when they learn to read.

Books and storytelling

– reading, writing, listening and speaking
Pūrākau pānui pukapuka, tuhi, whakarongo, kōrero

Te Whāriki

Reading, writing, listening and speaking support learning across all the strands of Te Whāriki. Sharing and creating stories about the things they know and do support children's sense of belonging and values the experiences and knowledge they bring. Books and storytelling also provide great opportunities for children to talk about emotions. Children's well-being grows when they feel listened to and valued. Books give children the chance to explore their world. In particular, children's developing literacy is supported in the **Communication strand**, which looks at children developing verbal and non-verbal communication skills, experiencing the stories and symbols of their own and other cultures, and finding ways of being creative and expressive.



Books and story telling help children to

- learn pre-reading skills such as how to hold a book and to read from left to right
- learn new words and meanings
- develop imagination
- develop their interests
- understand different social situations
- understand that print carries the meaning of the story
- share experiences with other children and adults.



Adults can support children by

- reading and telling stories to them
- talking about a story and its pictures
- helping them choose books
- making sure books are accessible
- asking them to talk about their day or other experiences
- singing songs, chants and rhymes
- pointing out letters and words
- encouraging them to record their own ideas and responses
- using writing to meet specific needs such as writing a letter or copying a recipe to take home
- talking about their ideas and responses to books that have been shared
- providing a variety of books
- listening to their stories and encouraging them to listen to others' stories.

There are many ways to develop these skills at playgroups:

- reading – signs, books, lists, name tags, birthday cards
- writing – painting, drawing, using pens and pencils, felt-tips, crayons
- listening – stories, games, conversation, music
- speaking – music, puppetry, pretend play, conversation, singing
- baking and cooking – recipes.



Providing for books and story telling

A book area works well if the books are displayed so that the children can see the covers. Use carpet, chairs, beanbags and cushions to make the area cosy and comfortable. The group does not need to display every book they have – a small selection at a time allows children to share and discuss books with each other. Most opportunities for literacy are developed throughout the various areas of play.

Ideas for literacy equipment

- a table set up as an office desk
- a post office kit set up with paper, stamps, envelopes, pens, telephone books, a telephone
- a computer
- office accessories – memo cube, business cards
- a variety of pens, paper, books.

Ideas for books

- nature and science
- nursery rhymes
- traditional stories
- stories from different cultures
- poems
- photo books
- picture books
- cardboard books
- interactive books such as those that have flaps or make noises
- song books
- children's own stories made into books
- fantasy stories, and
- true stories.

Pūrākau: Māori stories

Māori traditions contain many stories that are suitable for children's learning, for example, the feats of Maui: netting the sun to slow down its hasty progress across the sky; extinguishing the fires of Mahuika; fishing up the North Island, Te Ika a Maui.

Become familiar with these stories and use them as themes for collage and other types of children's art work. These stories can also be used to explore concepts of Māoritanga such as tuakana/teina, whanaungatanga, manaakitanga, kotahitanga, rangatiratanga.

Pikitia: Māori posters

Visual representations of Māori traditions are important for children's appreciation of the culture. Posters and pictures of Māori art, traditions, people and places are widely available and suitable for children's learning. It is also important that some of the pictures depict Māori in positive contemporary roles alongside more traditional images.

Ngā mahi toi: Māori art

This is another visual representation of Māori culture, but this time made up of whakairo (carvings), tukutuku (woven wall panels) and kōwhaiwhai (geometric patterns). They may be hung in the playgroup venue and used as discussion triggers with children. It is always important to have the stories associated with the pieces of art, and these stories usually contain concepts that capture the imagination of children.

Carpentry

Tārai rākau



Carpentry is an activity that gives children the opportunity to build things and, at the same time, to develop and practice a wide range of skills.

Carpentry / Tārai rākau

Te Whāriki

Carpentry can support learning across all strands of Te Whāriki. In particular, children's developing capability to be expressive is supported in the **Communication strand**, where they discover and develop different ways to be creative and expressive, and also in the **Exploration strand**, where children gain confidence and control of their bodies, especially in the fine movements associated with using tools.



Carpentry can help children to

- gain increasing control over their bodies, hand-eye coordination, manipulative skills and muscular strength
- learn to solve problems
- understand length, size, balance and force
- learn to observe, predict and experiment
- express their creativity in a 3-dimensional way
- learn to share and cooperate with others.



Adults can support children by

- playing with them and listening to them
- watching them closely and making sure carpentry equipment is kept in the carpentry area
- being ready to help them if needed, e.g. to hold a drill
- making sure the area is well stocked with suitable wood, nails etc.
- showing them how to use the tools correctly and look after them
- allowing them to explore at their own pace
- supporting them to put their own ideas into practice without taking over.

Providing for Carpentry

Carpentry needs to be in an area where adults can easily observe children. The carpentry bench needs to be sturdy and at child height, with a trolley or shelves nearby to store wood and equipment. It needs to be on a hard surface, where dropped nails and small items can be picked up. Large magnets make this task much easier – and make it fun as well. The wood needs to be soft and untreated (pine is good) and in a range of shapes and sizes. Large logs or tree trunks on the ground are great for young children for hammering and sawing.

Ideas for equipment

- hammers that are light with a full-sized hitting surface
- small, sharp adult saw
- vices to grip wood
- nails in a range of sizes and types
- pliers to hold nails while the child hammers
- hand-drill and bit, and screws and screwdriver (short, stubby kind is the easiest to use)
- sandpaper and block
- a clipboard with paper and a pencil for children to make and record plans
- ruler and builder's pencil
- useful accessories such as PVA glue, stapler and staples, tape, string, bottle tops, hooks, nuts and bolts, scissors, rubberbands, lids and paint.

Manu aute (kites), poutoti (stilts), tītī tōrea (stick games) are easily-made resources that could be created and used by groups.

Manu aute: kites

The *Nga tamariki iti* series (available through www.thechair.minedu.govt.nz) includes the story of Hemi's kite. This story also includes very easy kite-making techniques, using mainly natural resources.

Poutoti: stilts

Easy to make, but it is important to use suitable timber, sanded to avoid splinters or sharp edges, and to size them for young children.

Tītī tōrea: sticks for stick games

These are easily-made items that can be created and used by groups. For young children, tītī tōrea may be created using rolls of paper rather than wood. However, some light types of timber are suitable. Tītī tōrea can be used with music, singing and rhythm exercises, and help children to learn about the sound and timing of clicking sticks together (rhythm).



Clay Uku



Clay is a natural resource that has no right or wrong way to be used. It can be cut, pinched, rolled, squeezed and moulded into different shapes and its texture can be changed by adding water. It can be reused and recycled when it is dry. Clay, like playdough, provides children with many opportunities to be creative and expressive. Clay can be used to create long-lasting shapes. Although clay is similar to playdough the different texture, consistency and smell means that children can produce different products and have different experiences when they work with clay.

Clay / Uku

Te Whāriki

Clay can be used to support learning across all strands of Te Whāriki. In particular, developing capability with clay supports the **Communication strand**, as children discover and develop different ways to be creative and expressive, and also the **Exploration strand**, where children gain confidence in and control of their own bodies, including active exploration with all the senses and the use of tools, materials and equipment to extend skills.



Clay can help children to

- develop hand and eye coordination – squeezing, patting, pounding
- develop finger and hand muscles – poking, pinching
- be creative and learn about texture, shapes and forms
- manipulate through rolling, cutting, making shapes
- experience making 3-dimensional objects
- socialise with others
- express feelings and ideas.



Adults can support children by

- providing clay regularly so they become familiar with it and develop their skills
- working the clay until it is soft enough for small hands to work with
- making sure there's enough clay for them to play with
- suggesting ways to work the clay or dough e.g. rolling, thumping, smoothing, decorating
- experimenting with clay to know how best to use it.

Providing for Clay

Clay needs to be soft for children to work with and this means keeping it damp during the session. Clay is best used on a hessian-covered table or board to stop it from sticking. Roll the clay into softball-sized amounts and have a bucket of water by the clay area for children to keep the clay wet and to wash their hands as they want to.

Ideas for equipment

The great thing about clay is that little more than a damp sponge to keep the clay moist is necessary. Children's exploration, handling, poking, shaping and forming the clay can be quite ample on its own.

Sometimes the group might want to provide other tools including:

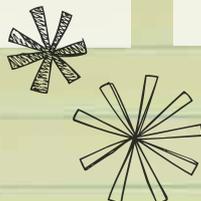
- something to cut the clay (a length of nylon fishing line attached to wooden toggles works well)
- collage materials for decoration
- pieces of card for children to take their work home on.

Cover clay with a damp cloth and store in a plastic bag in an airtight container. If the clay gets really hard, break it up with a hammer and soak it in water. Drain off extra water when the clay has softened. Turn the clay out onto a cloth and sit it on top of newspaper. Leave it to dry to a manageable consistency before using again. Children enjoy being involved in the process of breaking up and re-wetting dry clay.

Finding clay

Clay can be bought from just about any art shop or potters' suppliers or playcentre shop – or if there is an art school nearby, you could ask for offcuts or unused clay.

In some areas clay will be available from the natural environment. An expedition to dig clay can be a lot of fun.



Family and dramatic play

Ngā Whakaari ā-whānau



Family and dramatic play occurs when children take on the role of someone or something else (for example, other people, animals, machines) and act out their feelings and events. When children act out their own life experiences, it helps them make sense of what is happening in their lives and the world around them.

Family and dramatic play

Ngā Whakaari ā-whānau

Te Whāriki

Family and dramatic play can support learning across all strands of Te Whāriki. In particular, children's developing capability to be expressive is supported in the **Communication strand**, where they discover and develop different ways to be creative and expressive, and also in the **Contribution strand**, where children are encouraged to learn equitably alongside each other.



Family and Dramatic play can help children to

- learn to socialise and communicate
- understand new experiences
- learn language, and practise using it
- express their feelings
- be creative by making up their own stories, chants and songs
- learn about cooperating and understanding from another person's point of view
- gain confidence
- practise problem solving
- become familiar with the symbol systems of society such as letters and numbers.



Adults can support children by

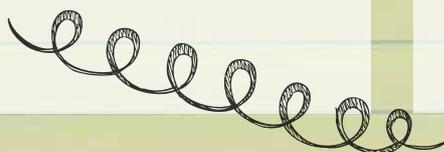
- supporting them to put their own ideas into practice, without taking over
- play-acting with them, using language that goes with the play
- helping them solve problems
- discussing their ideas with them and helping them put their ideas into practice
- providing a wide range of culturally-diverse materials and equipment for them to use
- stimulating ideas by reading stories and taking them on outings.

Providing for Family and Dramatic play

Locating family and dramatic play resources near other materials and equipment such as dough and blocks can enrich the play that occurs. Dough allows children to imitate the home kitchen setting, while blocks allow children to construct their own accessories such as buildings, roads, shops, puppet and storytelling theatres.

Ideas for equipment

- a selection of dress-up clothes and accessories for role-playing men and women of different cultures and occupations
- dolls, dolls' clothing, beds and bedding
- table, chairs, kitchen utensils and furniture
- a clothes line with pegs
- toy stoves, cash registers, toy petrol stations
- boxes and lengths of material
- child-height mirror – for safety reasons perspex mirrors are best
- familiar role-themed costumes, e.g. doctors' coats, police uniforms, chef hats and aprons
- props e.g. brooms, wands, plastic cups and saucers, pots and pans, doctor and nurse sets
- writing materials for children to use in their play, e.g. making menus for a restaurant, money for a shop, signs for a road, invitations to a party.



Information Communication Technology (ICT) *Ngā Rau Tangotango*



ICT is already part of children's lives: New Zealand children interact with ICT every day. A growing role of the whole education system is to support children's understanding of the nature of the technologies they encounter and to support learners to maximise the benefits they can provide. We can support our children to use ICT in healthy and safe ways that enhance their learning.

Information Communication Technology (ICT) in the programme *Ngā Rau Tangotango*

Te Whāriki

ICT can be used to support learning across all strands of *Te Whāriki*. In particular using ICT encourages purposeful and exploratory play, discussion, creativity, problem-solving, risk-taking and flexible thinking. These are reflective of the **Communication and Exploration strands** and can all be achieved in the playgroup's play-centred and responsive environment. Families have the greatest influence on young children's learning, and ICT can enable parents, families and communities to be included in their children's learning in new ways.



Incorporating ICT into playgroup sessions

Some playgroups may regularly use a lot of different information communication technologies as part of their sessions whilst others may use very few.

Decisions about what ICT is incorporated into sessions will depend on things such as the ages of children attending, the length of sessions and how often a playgroup meets. Rather than setting up a distinct place or space for play, ICT tends to be used to support or document other play that is occurring.

ICT in playgroups might be iPods, cell phones, MP3 players, computers and digital and video cameras.

- iPods might be used to allow access to pictures and music.
- Cell phones can take and send images as well as allow children to speak to people who are not at the playgroup session.
- MP3 players are great for sharing language and culture.
- Parents might bring in video cameras to record play and then play it back to children and talk about what they see.
- Computers are a great resource for accessing information in the moment, and can also be used for viewing photographs, writing stories and playing games.
- Digital cameras might be used to take pictures that the children can immediately review and discuss, that can be printed off and shared many times at playgroup. Photos can also be sent via a distribution list to all members of

a group (remember to get permission to do this) and can provide a way of sharing with all the children and parents what is happening in session. Photos can be a very useful way to capture children's learning in action.

- Video cameras allow children to revisit experiences and this is important for learning. Children benefit from being able to reuse play materials and re-enact experiences, but they also benefit from being able to watch themselves play.

Net safety

Netsafe is an internet safety group that provides online safety resources for parents and caregivers of young children. Netsafe provides information to parents and children on how they can keep themselves safe in the information communication environment. For information on this topic you might visit: www.netsafe.org.nz. Hector the dolphin is an online 'friend' who can help keep children safe when they are exploring on the internet. You can meet 'Hector the Protector' and his undersea friends, and see how they can help keep children safe online at: www.hectorsworld.com

There are a number of pamphlets available from Netsafe that can be requested: phone **0508 NETSAFE (638 723)**.

Playgroups also need to ensure that any ICT equipment does not expose children, or give them access, to any inappropriate material, such as that of an explicitly sexual or violent nature.

Manipulative equipment for play

Mahi ā-ringā



Manipulative play refers to activities where children move, order, turn or screw items to make them fit. It allows children to take control of their world by mastering the objects they use. It is often solitary but when sufficient resources are provided it can also be a cooperative activity.

Manipulative equipment for play / Mahi ā-ringa

Te Whāriki

Manipulative play supports learning across all strands of Te Whāriki. In particular, manipulative play supports the **Communication strand**, where children experience the symbols of their culture including those associated with mathematical concepts, and in the **Exploration strand**, where children develop working theories about spatial understandings and where they learn strategies for active exploration, thinking and reasoning.



Manipulative equipment can help children to

- practise making decisions
- learn about size, shape, weight, length, height
- learn about sequence, comparison, order, patterns, colours, textures
- learn to analyse and solve problems
- develop concentration and perseverance
- learn about cause and effect.



Adults can support children by

- providing a good range of manipulative equipment and resources
- talking to them about what they are doing, to encourage discussion
- allowing them to explore at their own pace
- keeping the area and the resources tidy and attractively displayed.

Providing for Manipulative play

Manipulative play is easy to set up and can happen indoors or out. The floor indoors or a protected spot outdoors is ideal. A carpet square will give warmth and comfort. Provide a range of equipment clearly labelled in storage containers, and encourage children to bring items from home. A group outing could be organised to gather items such as shells and stones. Supervision is needed for small items under 5cm.

Ideas for equipment

- threading materials e.g. beads and cotton reels
- screwing materials e.g. nuts, bolts and small plastic jars with lids
- a range of items for sorting and matching for colour, shape and size
- stacking toys e.g. blocks interlocking sets such as Mega Blocks and Duplo
- a sensory treasure basket for infants.



Ideas for a sensory treasure basket

The container should be low-sided and flat-bottomed with smooth edges. It needs to be strong enough for the infant to lean on without tipping up. Different items can be added into the container or basket to add variety.

Some objects to gather for play...

Some you might already have at home or will find in the natural environment and some you will be able to buy from second-hand shops for very little cost. Infants and toddlers should not be left unattended whilst playing with any of these items.

Aotūroa – of the Natural World

Pine cones of different sizes, big feathers, loofahs, pumice (boil to keep clean), dried gourds, lemons or oranges, sheepskins, balls of wool, large leaves, large shells, harakeke balls, slices of manuka and totara, coconut shells, rose petals, bark, lei, sticks, stones, driftwood, small cloth bags containing lavender, rosemary or thyme.

Ngā rauemi – of the Material World

Wooden Objects: Pegs, egg cups, cotton reels, bowls, coloured beads on string, blocks, door knobs, wooden spoons, bamboo mats, cane bag handles.

Leather or Rubber:

Leather purse, leather glass case, bookmarks, tennis balls or other rubber balls.

Metal Objects:

Pots and pans, egg cups, shiny bowls, lengths of chain, measuring spoons, keys, lemon squeezer, strainer, sieve.

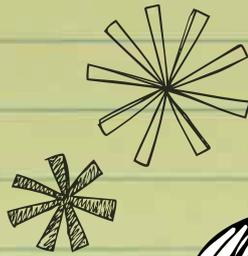
Other Objects

Scarves, bangles, beach balls, blow-up swimming rings, cardboard boxes, ribbons, bean bag, bath plug with chain, woollen balls.



Maths

Pangārau



Maths is about counting, sorting, matching, pattern-making, sequencing, (for example large to small), comparing items, size, colours, weight and volume. There are lots of opportunities for maths at playgroup.

Maths / Pangārau

Te Whāriki

Maths is relevant to all the strands of Te Whāriki. In particular, children's developing maths capability is supported in the **Communication strand**, where they experience the symbols of their culture, including that of numbers and other mathematical concepts, and in the **Exploration strand**, where children develop working theories about spatial understandings and where they learn strategies for active exploration, thinking and reasoning.



Maths can help children to

- learn to count, weigh and measure
- learn to analyse and solve problems
- develop hand-eye coordination and muscles
- understand shapes, sizes and patterns
- solve problems, estimate, predict, compare, classify, and notice differences and similarities.



Adults can support children by

- drawing attention to shapes, patterns and numbers in their everyday environment
- pointing out the maths in everyday situations
- having a positive attitude to maths
- taking opportunities to introduce mathematical language
- choosing songs about numbers, counting or words
- encouraging them to use mathematical ideas in different places.

Every day there are plenty of chances for children to learn about maths:

- counting e.g. dogs in the street or red cars that pass
- singing number songs and rhymes e.g. in the bath or in the car
- identifying numbers e.g. on letter boxes, number plates or road signs
- sorting objects e.g. colours, metal, wood or plastic

- measuring e.g. length of footsteps, weight of pumpkins or height of children
- comparing sizes e.g. stones, shells, houses or animals
- identifying shapes e.g. round road signs or square windows.

Providing for Maths

Maths can be found and supported in every area of play. When the equipment is set out, dividing the dough, and giving out drinks at morning tea, maths concepts such as sorting, organising and matching are being used.

Ideas for equipment

Put together kits that encourage the use of mathematical concepts:

- bakery kit: recipe cards, bowls, cooking utensils
- supermarket kit: empty boxes, play money, scales, shopping lists, price tags, cash register
- measuring and weighing kit: tools such as rulers and scales.



Messy play

Korihori pōrehe



Messy play gives children the opportunity to experience a wide range of sensory experiences. Messy play solutions such as finger-paint, slime and gloop give children opportunities to learn about different textures and materials.

Messy play / Korihori pōrehe

Te Whāriki

Exploring through messy play supports learning across all the strands of Te Whāriki.

In particular, messy play supports the **Communication strand**, where children discover and develop different ways to be creative and expressive. Messy play might also support children's development in the **Exploration strand**, where children gain confidence in and control of their own bodies, including active exploration with all the senses and the use of tools, materials and equipment to extend skills. Messy play materials provide satisfying sensory experiences that can stimulate emotional well-being. Messy play experiences are often enjoyed as a group and they support the **Contribution strand** by providing opportunities for children to work with and alongside others.



Messy play can help children to

- relax – it is a very soothing activity
- experiment with and explore the properties of the solutions e.g. does it hold its shape or pour or run? What happens when substances combine?
- learn about colour mixing, patterns, design, texture and rhythm
- develop hand-eye coordination and practise pouring, measuring, mixing, scooping and beating skills
- share in group activities.



Adults can support children by

- joining in to show them it's okay to get messy
- telling stories and using chants, rhythms, songs and music while playing
- encouraging them to tell stories and sing while playing
- not worrying about them getting messy – dress them in old clothes and aprons and be excited they are learning from being messy
- watching younger ones to prevent them from getting the solution in their eyes
- encourage experimentation
- use descriptive word such as slimy, runny, soft, warm, lumpy, wet.

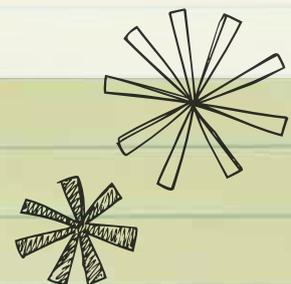
Providing for messy play

Make sure there's enough room for messy play, and try and keep the messy play area away from the other equipment. Give children a flat, smooth surface to work on; low tables or water baths/troughs are ideal for group play. Children can be provided with individual trays for more individual experiences. It is good to set up a place close by for hand-washing. Lining the floor or providing messy play outside can make cleaning up easier. Rhythmic music and messy play go together nicely.

Ideas for equipment

The great thing about messy play is that little additional equipment is necessary – children use their hands and fingers, feet and bodies to experiment with. Assorted mark-makers can be introduced. Try anything that might make an interesting pattern: brushes with different-strength bristles, cardboard scrapers–flat or with patterns cut into the bottom–natural materials such as leaves, twigs, stones, flower or seed heads (minus the seeds).

Try second hand shops for Formica dining tables and cut the legs down. If you do not have access to a large table, try a large sheet of plastic on the ground.



Making gloop

1. Slowly add one cup of cold water to two cups of cornflour in a bowl. Stir until the water is absorbed by the cornflour. Add colour if you like. Put the gloop in ice-cream or large containers with spoons, cups and other utensils.
2. Great just with fingers on a flat surface.

Making slime

1. Dissolve one cup of soap flakes in two litres of warm water. Add colouring if you like. Allow the mixture to stand until it becomes thick and slimy. Beat the mixture with an egg-beater to make it frothy.
2. Put the slime in a wide, open container or trough with egg-beaters, spoons, funnels, cups, sponges, sieves and whisks for children to experiment with.
3. Slime can be kept for several days in a covered bucket.

Note: Be sure to check first that children do not have skin allergies. Some children's skin can be sensitive to soap flakes.

Making finger-paint

1. In a large bowl or basin mix two cups of cornflour with one cup of cold water. While stirring this mixture slowly, pour in the boiling water. Keep pouring and stirring until the mixture turns smooth and thick. Once the mixture turns smooth and thick (add more hot water if the mixture is too thick) add half a cup of soap flakes and stir well. Split the mixture into different bowls or pots and add tempera paint into each bowl or pot, making sure each pot has a different colour.
2. Put the mixture into small containers (such as a margarine container) and finger-painting can start.
3. Finger-paint can be kept in the fridge for a couple of days.

Note: Some children's skin can be sensitive to soap flakes. If this is so, then leave it out of the recipe.

There is a book of play recipes available from the Playcentre Federation:

www.playcentre.org.nz/publications.php?PT_page=4 or visit your local Playcentre Shop.



Music Waiata



Children are born into a world of sound and movement. Music helps their intellectual, imaginative, emotional, social and cultural growth. Music is enjoyable, soothing and assists in the development of listening skills, concentration, coordination, cooperation, communication and memory, as well as being a valuable resource for creativity. It is important to value children's desires to repeat activities as this is one way children practise being musical and gain control of musical forms.

Music / Waiata

Te Whāriki

Music supports learning across all strands of Te Whāriki. In particular, children's developing musicality is supported in the **Communication strand**, where they discover and develop different ways to be creative and expressive. They make music, sing songs – including songs of their own – and can keep a steady beat through speech, chants, dances and movement to rhythm. They discover that music, dance and drama can amuse, delight, comfort, illuminate, inform and excite. Music is a useful activity to encourage children to participate and to feel comfortable with the routines of the playgroup. This is part of the **Belonging** and **Contribution strands**.



Music can help children to

- express feelings through voice and body
- develop rhythm and harmony
- be creative and have fun
- recognise and enjoy sounds, instruments and different music
- value their own cultural music knowledge and participate in the music of other cultures.



Adults can support children by

- singing and chanting as often as they enjoy it
- responding when they make up their own songs and chants
- dancing and moving to music with them
- making up chants and songs while doing other activities e.g. at the playdough table
- making music fun and enjoyable
- making a wide variety of music available
- playing instruments and using other musical equipment
- exploring sounds and making music out of any everyday items that come to hand
- providing plenty of opportunities for making music at any time.

Providing for music

Having a display unit for musical instruments with easy access for children is ideal. An open area for music and movement where children are able to move freely without bumping into each other to participate as a group is also recommended.

Ideas for equipment

- selection of music instruments (commercially made and home-made)
- CD player and CDs with music diverse in culture, style and genre
- items for dancing such as scarves and streamers
- adults singing – using their voices and bodies.

Waiata: Māori music and singing

Many examples of Māori music and singing are available on tapes and CDs. Local music shops have these available, or copies could be ordered through them. There are also Māori radio stations that could be approached about titles suitable for children, and from whom copies could be purchased.

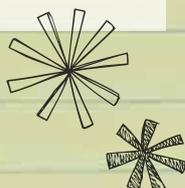
Remember to request copies of words for the waiata if these are available, or have someone write them with translations.

Poi

Instructions for making poi are widely available, but remember to make them to match the small size of young children's hands. Used in conjunction with Māori music, poi can provide rhythm exercises for children and adults. For young children, it is more important that the poi movements be associated with music, rhythm and singing than to perform intricate actions. Seeing adults using poi (for example, on video or in real life) is a valuable experience for children.

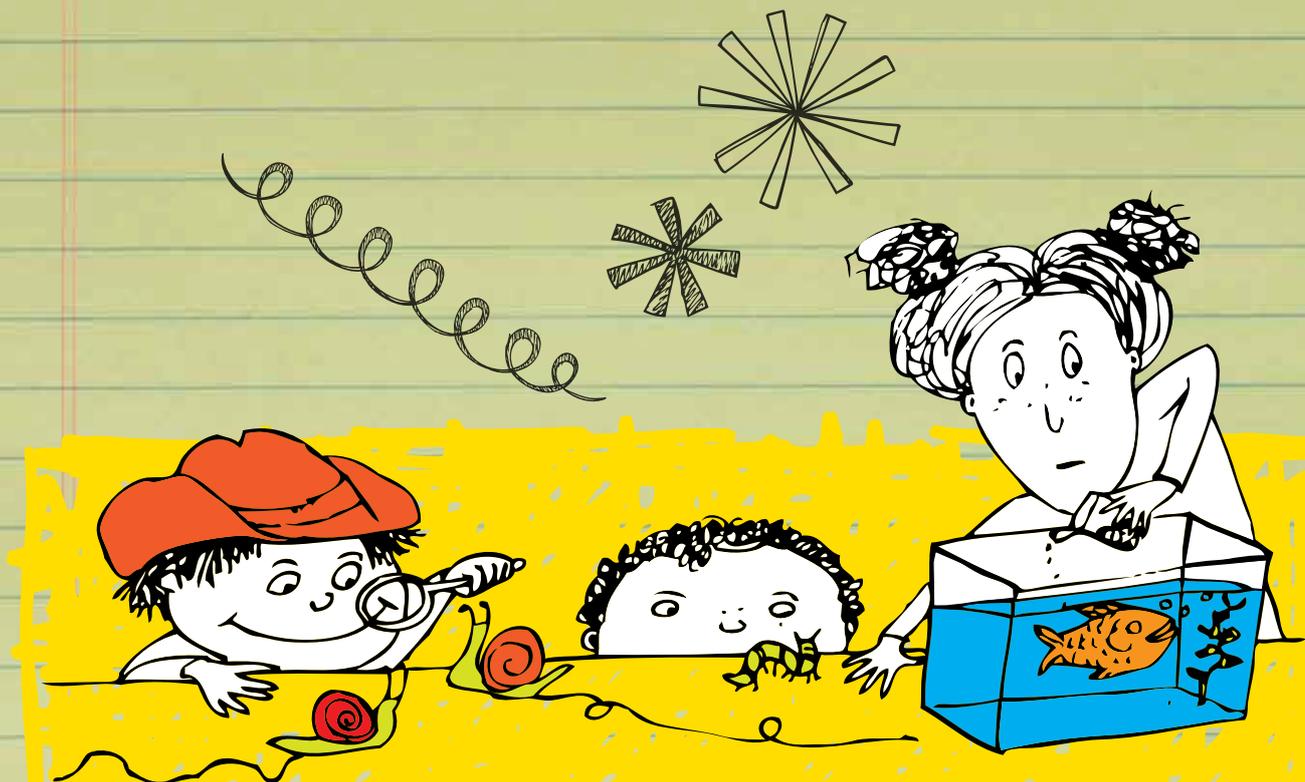
Titi tōrea

For young children, titi tōrea can be created using rolls of paper rather than wood. However, some light types of timber are suitable. Titi tōrea can be used with music, singing and rhythm exercises, and help children to learn about the sound and timing of clicking sticks together (rhythm).



Natural resources

Ngā rawa ā-Māori



Natural resources are gifts from Papa-tū-ā-nuku (Mother Earth) and are fundamental learning experiences. Hands-on experiences with natural materials offer children opportunities to develop theories about how things work in the living, physical and material worlds.

Natural resources

Ngā rawa ā-Māori

Te Whāriki

All strands of Te Whāriki are supported when children explore with natural resources. In particular, children's developing knowledge of the natural resources available in our environment is supported in the **Exploration strand**, where children develop working theories for making sense of the natural and physical world. They learn about the features of their natural environment, and develop a sense of respect and responsibility for natural resources and the important qualities of their environment that are of significance to their family and wider community.



Natural Resources help children to

- develop an appreciation and understanding of the natural world (animals and plants)
- develop a sense of curiosity
- share in the collection of materials for play
- develop a desire to experiment.



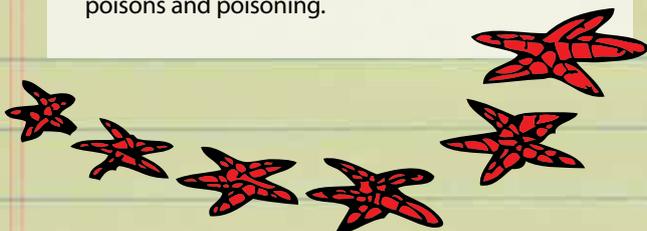
Adults can support children by

- encouraging discussion about natural resources
- sharing knowledge
- joining them in experimenting
- bringing in new items for display.

Setting up the area

Natural resources can be used in different areas of creative play, such as collage and clay, or used as items children can touch, smell or pick up. Display these on child-sized tables, or on a shelf low enough for children to reach. The most important thing is to make sure the items are safe to hold, non-poisonous and larger than 5cm.

The Poison Centre www.poison.co.nz/fact.php?f=8 or publications such as *Poisonous Plants and Fungi in New Zealand* written by Jack Crow (1995) and published by Northland Regional Council are useful resources for information about poisons and poisoning.



Ideas for natural resources

- a selection of natural materials, such as: shells, bark, sponges, stones, non-poisonous seeds, leaves, flowers, plants, branches, logs, driftwood, seaweed, moss, lichen, rocks, sticks, pine cones, seedlings, bones, fur, feathers and flax
- an aquarium, pot plants or worm farm
- a vegetable or herb garden
- posters, books and information about the natural world
- magnifying glasses or containers.

Ideas for using natural resources

- ordering – place shells or stones in a row from smallest to largest, largest to smallest, repeating patterns
- threading – thread shells, leaves and other material onto a thick string
- sorting and matching – sort stones, shells and flowers into groups of the same colour, size or shape
- pressings – use leaves, shells or nuts to make patterns in clay or dough
- painting – paint on stones, driftwood or large leaves
- weaving – use flax or palm leaves to weave between branches, feathers and wool
- leaf rubbings – place a thin piece of paper over a leaf and lightly rub a crayon over the paper to make a pattern
- collages – use natural resources for collages
- observation, discussion and appreciation – the five senses are a useful starting point for conversations: How do the items look, feel, taste, sound and smell? What are they used for and by whom or what? What can you do with them?

Painting *Waituhi*



Painting is a way for children to show their feelings and be creative using different colours and textures of paint. Children will most often paint what they know and feel rather than what they see, so it is really important that adults let them paint in their own way.

Painting / Waituhi

Te Whāriki

Painting can be used to support all strands of Te Whāriki. In particular, painting supports the **Communication strand**, where children discover and develop different ways to be creative and expressive, and also in the **Exploration strand**, where children gain confidence in and control of their own bodies, including active exploration with all the senses and the use of tools, materials and equipment to extend skills.



Painting can help children to

- develop hand, eye, arm and body coordination
- develop finger and hand muscles
- use shape, form and colour to express themselves in ways they do not have words for yet
- experiment with colour and texture
- represent ideas
- show moods and feelings
- begin to develop writing skills.



Adults can support children by

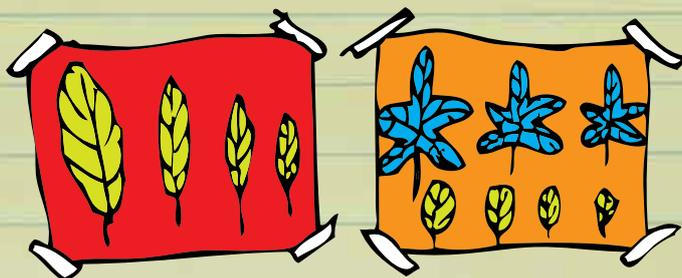
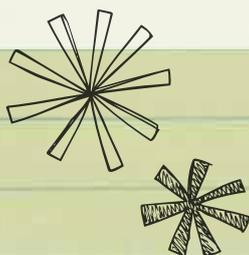
- keeping the painting area tidy and clean
- naming and dating their work
- valuing their art work and treating it with respect
- renewing paints and paper regularly
- talking to them about their work
- making sure there's a safe place to dry and display their work
- allowing them to explore by using the same colour(s) over and over again, mixing different colours together to see what happens and exploring texture by painting on different surfaces including their hands.

Providing for painting

Easels and tables being used for painting tend to be best in a quiet space away from the other resources. Have aprons or overalls available so children's clothes are covered. Painting can also happen in other places such as outside on paths, fences or large cardboard boxes, and in association with carpentry or collage constructions. Painting is often thought of as an individual process but group painting is a lot of fun – try attaching a large strip of old wallpaper to a fence or place it on the ground and see what happens!

Ideas for natural resources

- paper, cardboard and fabric of all sizes, textures and colours to paint on
- other surfaces or objects to paint on such as fences, stones, wood offcuts
- a range of different paints such as powder, poster, acrylic, watercolour, dye, tablet and oil paints, or natural products such as clay slurry (watered down clay)
- a range of bright clean colours, and shades of colours to choose from
- a range of painting implements such as brushes, sponges, rollers, leaves.



Physically active play

Korikori



Children love moving and movement, and being physically active is an important part of everyday life. Finding ways every day for children to use large and small muscles allows them to gain increasing control over their bodies. Physical activity promotes children's mental and emotional health as well as their physical well-being.

Physically active play

Korikori

Te Whāriki

Physically active play supports learning across all strands of Te Whāriki. In particular, it supports the **Exploration strand**, where children gain confidence in and control of their bodies. They develop increasing knowledge about how to keep physically healthy.



Physically active play can help children to

- develop large muscles, strength and balance
- develop flexibility and coordination including hand–eye coordination
- develop skills such as throwing, catching, hopping, skipping, climbing and balancing
- develop awareness of space, such as over/under, in front/behind, on top/beneath, inside/outside
- develop mathematical concepts such as long/short, big/small, wide/narrow
- be confident in controlling their bodies and learn their limits
- learn to cooperate and share
- understand that physical activity is fun and can release tension.



Adults can support children by

- making sure spaces are safe and free from obstructions
- making sure the equipment is safe, well maintained and positioned safely
- letting them play around with equipment in their own way and at their own pace
- joining in and providing encouragement, advice, support and demonstrations as needed e.g. different ways to land or throw a ball
- encouraging them to join in by taking turns
- modelling language that goes with the play
- making sure physical play resources and opportunities are available at all times.

Providing for physical activity

Being physically active can happen inside or out. Just remember that safety comes first, so make sure there is enough space for children to be physically active without the risk of hurting other children. If children are climbing, swinging, sliding or jumping, also make sure there's enough soft fall cushioning on the floor for safe landing.

Ideas for natural resources

Anything that allows for running, balancing, swinging, crawling, stepping, climbing, catching, throwing, pushing, pulling, hopping, skipping, jumping, rolling, crouching or twirling. Some examples are:

- skipping ropes
- ribbons or scarves
- balls
- bean bags
- balancing boards
- cones
- swings
- slides and other fixed equipment
- boxes, planks and ladders
- other junk material
- tunnels.

Provide children with waterproof overalls, umbrellas and gumboots so they can play outside on wet days.



Play ideas for Learning

He Korikori Whakaaro

Encouraging our children to become effective learners involves us allowing them to decide what they want to learn and providing the time, space and support for them to explore, experiment and try things out. Providing an environment that offers interesting play materials and opportunities to try new things is a good starting point.



The cultural heritages of both partners in Te Tiriti o Waitangi should be reflected in the programmes of learning we offer our children. *Te Whāriki*, the Early Childhood Education (ECE) curriculum, reflects this and our programmes, being based on the principles and strands of *Te Whāriki* (through the curriculum framework), should reflect this also. It is important that all children experience general aspects of the traditions that make up Māori culture. Everyone has a role in providing this learning for children.

The **principles/Ngā Kaupapa Whakahaere** and **strands/Ngā Taumata Whakahirahira** of *Te Whāriki* should be evident in everything that occurs at playgroup. The play materials and experiences that are available in the playgroup are the tools that enable the ideas in the principles and strands of the curriculum framework to occur.



Each playgroup will provide equipment and opportunities that best reflect the values, beliefs and interests of their own children and families and the resources available in the setting and local community. While keeping this in mind, the play ideas in this kit can provide playgroups with a starting point to help them provide a wide variety of experiences and opportunities.

For each of the play ideas listed, links to *Te Whāriki* are made, as examples of how play materials can support children's learning in relation to the five strands of:

- Well-being/Mana Atua
- Belonging/Mana Whenua
- Contribution/Mana Tangata
- Communication/Mana Reo
- Exploration/Mana Aotūroa.

It is important to remember that the five strands are interwoven and should not be viewed in isolation.



Play ideas for learning

He Korikori Whakaaro



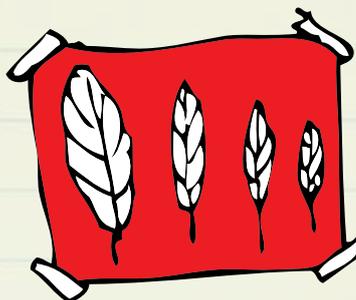
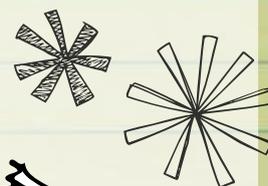
Children learn when they:

- find things that capture their interest
- get involved and spend time playing around with and exploring objects
- persevere with activities they find difficult or unfamiliar
- test, share and talk about their ideas
- make up new ideas by themselves and with others
- initiate or take responsibility for their own learning.

It is important to remember that new learning or progress in learning is not always immediately noticeable. In addition to providing an array of interesting and stimulating equipment, opportunities and resources, adults should pay attention to what children are doing, how they are doing it, and how their play or exploration is changing over time. *Te Whāriki* is present in a lot of what children are doing. When adults observe children and bring knowledge of *Te Whāriki* to that observation, then they are in a very good place to support that child's future learning.



When parents look at children engaged in learning at the playgroup, they often see different things being learned and developed. When a child is playing at the playdough table, one parent might notice the increasingly different ways the child is moulding and manipulating the dough (Exploration), another parent might notice how the child builds friendships with other children using playdough (Contribution), and yet another parent might notice the way the child is using playdough to act out familiar cultural practices (Communication).



Playdough

Paraoa Poke



Playdough is a safe and soothing material and provides children with a great sense of security – it cannot be 'done wrong' and is a satisfying sensory experience. It is a useful material for arrival or when settling children. Children can help you make playdough. Although clay and playdough have similar purposes their textures, consistencies and smells are different, and because of this they appeal to children for different reasons.

Playdough / Paraoa Poke

Te Whāriki

Playdough can be used to support learning across all the strands of Te Whāriki. In particular, children's developing playdough capability is supported in the **Communication strand**, where they discover and develop different ways to be creative and expressive, and also in the **Exploration strand**, where children gain confidence in and control of their own bodies including active exploration with all the senses and the use of tools, materials and equipment to extend skills.

Settling to play with playdough can often provide children with a sense of security and a feeling of safety having started at playgroup. This supports the **Well-being strand**, where children's emotional well-being is nurtured and the **Belonging strand**, where children begin to feel comfortable with the routines, customs and regular events of their playgroup.



Playdough can help children to

- develop hand, eye, arm and body coordination and finger and hand muscles through squeezing, patting, pounding, rolling, poking and pinching, cutting with scissors
- dramatise about food and cooking and identify with the role of family cook
- be successful – playdough is easy to mould and manipulate
- be creative
- learn about science and maths – preparing, weighing, measuring
- feel settled and safe.



Adults can support children by

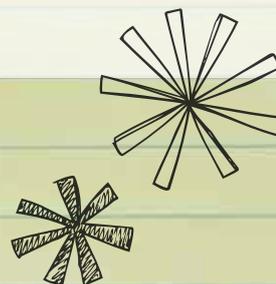
- providing clean, fresh playdough and changing it regularly
- involving them in making the dough and discussing things like colour and texture, and what happens when liquids are added
- making sure there is always dough available
- sitting at the table with them and having a conversation, singing, imagining
- joining in but not dominating play
- storing the dough in an airtight container to keep it fresh.

Providing for physical activity

Children may pat, pound, poke, pinch and squeeze playdough, break it into small pieces, roll, cut and make shapes out of it. Have a range of utensils and containers available for doing this. Child-sized table and chairs allow children to comfortably spend time with these materials. Dough needs to be soft and easy to work with. By breaking it into different-sized pieces, children can learn to combine different pieces to make different shapes. Dough play works well when close to family play equipment and blocks as children often like to role-play with dough.

Ideas for equipment

- tools for cutting, pressing and shape-making such as shape cutters, shells, garlic press, twigs, straws and rolling pins
- cooking utensils including pots and pans, bowls, measuring cups and cooking trays
- tea set
- props to encourage dramatic play such as animals, fences, dinosaurs and rocks.



Making dough

Here are two recipes for making playdough – cooked and uncooked. Children can help you make these.

Cooked Playdough

- 1 cup salt
- 2 cups flour
- 4 tsp cream of tartar
- 2 cups water
- 2 tbsp cooking oil
- food colouring

Mix dry ingredients together. Add water, oil and colouring. Blend until smooth. Stir over heat until mixture comes away from the sides, forming a ball. Tip the dough onto a board and knead well.

Uncooked Playdough

- 2 cups flour
- 1 cup salt
- 1 cup water (hot water works best)
- 2 tbsp cooking oil
- 1 tsp food colouring

Put flour and salt in bowl. Mix water, oil and colouring and combine with dry ingredients. Knead well – extra flour may be required.

Add items such as essences and herbs for different smells and textures.



Puppets

Ngā karetao



Puppets are a way for children to act out events and other people. Puppets can be bought or you can involve children in making their own. Puppets can be used on the finger, the hand, on a string or on a stick.

Puppets / Ngā karetao

Te Whāriki

Puppets can be used to support learning across all strands of Te Whāriki. In particular, they support the **Communication strand**, where children discover and develop different ways to be creative and expressive. Puppets can be used for telling and retelling stories.



Puppets can help children to

- develop hand, eye, arm, finger and body coordination
- be creative and expressive
- express moods and feelings
- begin to develop storytelling skills, tell stories and share ideas, play with words and movements.



Adults can support children by

- talking to them about their puppet play
- helping them make their own puppets
- telling them stories that can then be retold using the puppets
- telling the stories or rhymes while the children act them out
- helping with music and props
- providing a range of interesting puppets and puppet-making materials
- using puppets themselves.

Providing for puppets

Make sure puppets are available at children's height. Start simply by using puppets to tell a well-known story such as Little Red Riding Hood or How Maui Tamed the Sun, or using puppets with music and songs the children know well, such as Five Little Ducks or Heads Shoulders Knees and Toes. Encourage children to use puppets themselves. Puppets can be useful for settling children. Use puppets with music and songs the children know well, then encourage children to use the puppets themselves.

Ideas for equipment:

- different materials such as paper bags, bottle tops, felt, pipe cleaners, cardboard tubing, old socks, paper and pompoms, glue and anything else that can be used by children to make their own puppets
- ready-made puppets of different shapes and sizes
- a place to hide behind to do puppet shows
- a tape/CD player or music source.



Puzzles

Panga



Puzzle play involves thinking out problems and using hands and fingers for coordination. Puzzle play is usually done alone, but can be done in cooperation with others.

Puzzles / Panga

Te Whāriki

Puzzle play supports learning across all strands of Te Whāriki. In particular, puzzles support the **Communication strand** as children experience the symbols of their culture including that of numbers and other mathematical concepts. Through the **Exploration strand** children develop working theories about spatial understanding and they learn strategies for active exploration, thinking and reasoning.



Puzzle play can help children to

- develop hand–eye coordination
- develop finger and hand muscles
- learn to solve problems
- learn to reason and deal with frustration
- learn to persevere and be patient.



Adults can support children by

- keeping the puzzle area tidy and organised
- allowing them to do the puzzles at their own pace
- taking an interest but not taking over
- accepting that they will make mistakes and letting them know that it's okay
- suggesting different ways of doing things
- talking to them about what they are doing.

Providing for puzzles

Children can work on the floor or at a low table. Display puzzles well and make sure they are in easy reach of the children.

Ideas for puzzles

There needs to be a good range of puzzles for children of all ages and interests including:

- one piece to multi-piece
- from simple to difficult to challenging
- showing a range of subjects and patterns.



Sand Kirikiri



Sand is a useful material for children to manipulate. They can explore it by feeling, patting, pounding, shaping, moulding and digging; they can build and 'make cakes' with it; they can move it from place to place.

Sand / Kirikiri

Te Whāriki

Sand supports learning across all strands of Te Whāriki. In particular, it supports the **Exploration strand**, where children gain confidence in and control of their bodies, where the importance of spontaneous play is recognised and where they learn strategies for active exploration, thinking and reasoning. Sand play affords opportunities for children to develop useful social interaction skills while playing alongside other children as part of the **Contribution strand**, and if conflicts arise, there are opportunities to practise problem solving. As part of the **Belonging strand**, they develop ideas about the limits and boundaries of acceptable behaviour.



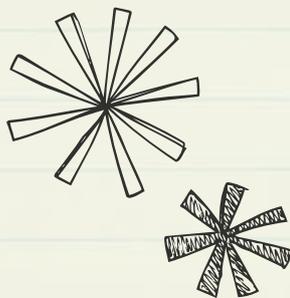
Playing with sand can help children to

- learn about the properties of sand and water by feeling, patting, shaping, digging and lots more
- strengthen their muscles as they move the sand around
- work together with others on special projects like digging holes or trenches or making mountains
- be creative.



Adults can support children by

- making sure the sand is always clean and there's enough of it
- talking to them about what they are doing so they can learn new words
- offering new ideas
- being available to join in without taking over
- being available to guide them through any issues.



Providing for sand

If possible, provide a large area with enough space for all the children in the playgroup. Make sure there's shade and lots of clean sand, with access to water. Make sure the sandpit is always covered when not in use and raked at the beginning of each session. A sand tray inside can work well on wet days.

Birdseed can be used as an alternative to sand and water but be aware of seed content for allergies e.g. peanuts or wheat

Ideas for equipment

- digging equipment such as shovels, spades, scoops and sticks
- a range of containers of different shapes and sizes
- natural resources such as stones, shells and wood
- sieves and tubing of different lengths and types
- a range of vehicles that are not too small
- sheets of plastic for building rivers, dams and lakes.



Science and nature

Pūtaiao



Children are engaged in science whenever they are learning about the world around them. This sort of play allows children to develop a perception of themselves as 'explorers' – competent, confident learners who ask questions and make discoveries.

Science and nature

Pūtaiao

Te Whāriki

Science and nature play supports learning across all strands of Te Whāriki. In particular, it supports the **Exploration strand**, where children learn strategies for active exploration, thinking and reasoning and develop working theories for making sense of the natural, social, physical and material worlds.



Science and nature can help children to

- learn to question and investigate
- think and act
- discover how nature works
- learn the correct names for animals, plants and nature
- care for the well-being of others, including plants.



Adults can support children by

- nurturing their sense of exploration and curiosity
- creating an environment that promotes observation, exploration and explanation
- asking questions e.g. What do you think might happen? Why do you think that happened? What do you see happening?
- inviting them to describe what they see
- supporting them to touch, taste, listen, see and smell the items
- encouraging them to come up with their own explanations.

Providing for science and nature

Provide a low display table so children can touch, feel and smell the items. Provide a range of items and perhaps try to include a different item each day. Science learning also involves activities such as preparing and cooking food, caring for plants and animals, playing with water and ice, recycling and caring for the environment, or even taking apart old equipment to see how things work inside.

Ideas for equipment:

- non-poisonous plants, flowers, leaves and vegetables
- bones, fur and feathers
- glass, metal and plastic items
- information about nature, animals, electricity and other sciences
- rocks, stones and shells
- magnifying glasses, magnets and books.



Visits and Outings

Haerenga



Trips to places outside the playgroup or visits from people to the playgroup can provide children with new experiences and increase their understanding of the world around them. It can also help children become more confident in social situations.



Outings don't have to be major – a simple walk to the park or to watch nearby road works can be interesting for children. Take your time and allow children to think about what they see. A book with photographs telling the story of the visit can be helpful for children to understand what's going on, and it provides a starting point for discussing and revisiting the experience.

Visits and Outings / Haerenga

Te Whāriki

Going on visits and having visitors supports learning across all the strands of Te Whāriki.

Visits and outings take children out of the playgroup spaces and into the world beyond. In particular, the **Contribution strand** supports children's learning with other children. The **Belonging** and **Well-being strands** encourage children to develop comfort with a moderate degree of change. Visits and outings might support learning about culture (**Communication strand**) or learning about the natural world (**Exploration Strand**).



Visits and outings help children to

- learn to question and explore
- understand what's going on around them
- learn new words based on what they see
- feel part of the community they live in.



Adults can support children by

- involving them in the planning for the trip
- supervising them on the trip
- asking questions about different things on the trip
- keeping a photographic or written record of the trip for the literacy/book area.

Ideas for places to visit

- a playground
- another playgroup
- the local library
- an airport
- a farm.

Ideas for people visiting the playgroup

- public health nurse
- toy library coordinator
- a police officer
- a fire fighter
- someone with animals, such as the SPCA.

Marae: Māori meeting places

Marae provide excellent and broad-based learning opportunities about Māori traditions and culture. A marae stay could be planned and carried out for the group, through contact with local Māori people, or a one-day visit could be arranged. Through contact with local marae, parents and children will gain more knowledge of the Māori history of their town and region.

Preparing for a trip

All parents who attend the playgroup need to know about the trip and have the opportunity to be involved. Playgroups are still required to maintain the ratio standard of at least half the children attending having a parent or caregiver present, with there being no less than one parent or caregiver for every four children whilst on a trip. Each parent or caregiver needs to be responsible for their own children. When planning the trip, make sure there are enough cars for transport and enough car restraints available for every child. On longer trips, stop part-way for a break and allow children time to explore fully.

Groups might take these things with them:

- first aid kit and any other necessary medication
- cell phone
- sunblock or other sun protection
- snacks, drinks and damp cloths to clean up sticky fingers
- tissues
- changes of clothes
- plastic bag for 'found' items and soiled clothing
- camera.

Consent form

To ensure that trips away from the normal playgroup venue are educational, safe and enjoyable there are a few things that need to be considered. Groups may want to have a consent form that is used on all trips from the playgroup. The consent form could contain all or some of the following:

Consent form // Sample

Date of trip: _____

Trip to: _____

Means of transport: _____

Departure time: _____

Return time: _____

Depart from: _____

Return to: _____

Organiser: _____

Mobile: _____

Contact person while away: _____

Telephone: _____

Special notes (e.g. clothing or food required):

Any costs: _____

*Attendance rolls are still required for trips.
The following information might also be included:*

Child's name	Parent signature	Adult coming Y/N

Water Play

Korikori wai



Water play is a fun, soothing activity, where children can play and learn alone or with others. All children can take part in water play.

Water Play / Korikori wai

Te Whāriki

Playing with water supports learning across all strands of Te Whāriki. In particular, it supports the **Exploration strand**, where children gain confidence in and control of their bodies, and where they learn strategies for active exploration, thinking and reasoning. Water play affords opportunities for children to develop useful social skills while playing alongside other children as part of the **Contribution strand** and, where conflicts arise, there are opportunities to practise problem solving. As part of the **Belonging strand**, they develop ideas about the limits and boundaries of acceptable behaviour.



Water play can help children to

- develop hand-eye coordination
- learn to lift, pour and control water
- understand measuring, estimating and volume
- understand heavy/light, float/sink, full/empty and shallow/deep
- learn to concentrate and solve problems
- learn to share and cooperate with others.



Adults can support children by

- making sure they are safe
- protecting them from the sun with hats and sunscreen
- adding warm water on cold days
- talking with them about what is happening
- encouraging them to ask questions and explore with water.



Providing for water

Water play works well outside, on a sheltered deck or in a porch. Placing it near the sandpit can make things more interesting for children. A raised trough is ideal as it allows several children to play together at the same time and stops children from climbing in. If the group doesn't have a trough, try using baby baths, storage cubes or plastic containers. Plastic aprons with sleeves can help children to keep dry. On wet days, water play can happen inside with a plastic sheet or fake grass under the trough. Fine, dry sand, untreated sawdust or birdseed could be used instead of water. If using birdseed be aware of the seed content for allergies e.g. peanuts, wheat.

Ideas for equipment

- water trough, baby bath or container to hold water
- plastic, wood or metal items that won't break or rust
- cups, spoons, bottles, colanders, sieves and funnels
- sponges, waterwheels and watering cans
- squeezable bottles, e.g. shampoo bottles (rinsed well)
- natural materials e.g. shells, stones, seaweed and driftwood
- soap or detergent to make bubbles

