Getting Started with Discovery

What areas should we include?

When setting up for Discovery we should always include opportunities for students to engage in the following types of play: **Constructive, dramatic, arts,** and **outdoor**. We should also ensure children have the opportunity to **investigate** big ideas/concepts that have been introduced through other learning areas and children’s own areas of interest, as well as the opportunity to **practise** fundamental skills; **communication, literacy, fine and gross motor, social** and **numeracy**.

Areas or stations should be created with purpose in mind.

* What big ideas or concepts do we want children to explore?
* What skills do we want children to practice (in authentic ways)?
* What areas have children expressed interest in that we can encourage?

The following are a list of possible types of areas/stations under these types of play or learning opportunities:

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| **Construction** | **Dramatic Play** | **Arts Play** |
| * Box or junk construction * Block play (using commercially made materials) * Tinkering * Constructing using natural materials | * Small world * Home corner * Story tables * Story bags * ‘Themed’ role-play areas * Shops | Generic arts or crafts areas OR Specific arts areas eg communicating ideas and emotions through:   * Visual arts * Music * Dance * Media   Specific crafts areas eg:   * Making and creating a product using creativity |
| **Outdoor Play** | **Investigating** | **Practise** |
| * Outdoor games * Shelter building * Nature investigations * Large loose parts * Water play * Sand play | * Science based investigations * Formal researching of areas of interest * Nature investigations * Investigations linked to inquiry | * Reading * Writing * Maths * Fine and gross motor * Communication * Social |

The following is list of possible resources and materials that could support these kinds of play and investigation:

NB: There is a distinct difference between art and craft and it is worth offering these as separate opportunities of exploration. **Art** *is a form of work that is the expression of emotions.* **Craft** *is a form of work, which results in a tangible output, for example, moulding and carving.*

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| **General resources** | | |
| **Setting up** | **Nature based resources** | **Sensory** |
| Hessian fabric pieces  Wooden bowls  Baskets  Coconut Fibre Liner Bowls  Bamboo trays  Wooden/ Silver trays  Placemats  Natural table runners  Coloured fabric offcuts of various lengths colours and textures  A5 clip boards | Leaves  Sticks and twigs  Pinecones  Small stones and pebbles  Branch circle off cuts  Shells  Seed pods  Small bunches of aromatic herbs or flowers eg rosemary or mint | Playdough  Water beads  Coloured Rice  Water play  Sand  Coloured Epsom Salts  Rubbery Goop (similar to playdough but nicer texture) Recipe at link below: <https://www.learning4kids.net/2015/08/30/homemade-rubbery-goop-recipe/>  Light and colour - light box, shadows, coloured transparent light blocks, mirrors, prisms, exploration of materials on the light panel, kaleidoscope,  Coloured pasta (cooked and dried)  Lentils, dried chickpeas  Mirror Blocks  Rainbow Blocks |
| **Construction** | **Dramatic Play** | **Arts Play** |
| **Box and Junk Modelling**  \* Small boxes  \* Large boxes  \* cardboard  \* sticky tape/masking tape  \* glue (pva, craft, hot)  \* ‘make do’ commercial product for joining and construction <https://au.make.do>  \* off cuts/resources from Resource Rescue centers eg <https://discountcraftsupplies.com.au> in Bayswater | **Small Worlds** eg:   * Dinosaurs * Animals * The farm * The zoo * Superheroes * Minibeasts * Space * Fairies * Linked to inquiry or RE   $2 shops have a range of figurines and resources for small world play. You can also purchase wooden ‘clothes pegs’ that children can use to create their own figurines, or these could be made from playdough or other modelling materials  Small worlds need to be set up in a defined area eg a table top or tray. | **Art areas:** Exploration of Mediums and specific skill development  \*Collage  \*Printmaking  \*Portraits  \*Plasticine  \*Paper Mache  \*Clay Sculpture  \*Wire Sculpture  \*Paint  \* Watercolour  \* Water based - Colour mixing  \* Finger painting  \* Transient art with loose parts frames and mirrors  Art opportunities linking to other curriculum areas  \*Indigenous art  \*Historical art  \*Pattern making (Math) |
| **Block Play**  \*Lego  \*Magnetic Blocks (Neopuzzle, Magnatiles)  \*Magnetic rods  \*Crazy Fort or Straws and Connectors  \*Wooden blocks  \*Large blocks  Other commercially made construction products:  \* Marble Runs  \* Bamboo Construct and Roll  \* Kid K’Nex  \* Mobilo  \* Wedgit Sets  \* Thistle or Bristle Blocks  \* Arches and tunnels  \* Planks - Green Hat <http://greenhatworkshop.com> | **Themed Areas** eg:  \*Restaurant/Cafe  \*Bakery  \*Vet  \*Doctor  \*Ice cream stand  \*Fruit Shop  \*Flower Shop  Etc  Incorporating Dress ups. The most effective ‘dress ups’ are created from the children’s imaginations using lengths of materials. Ie a length of blue cloth can become a wide range of possible outfits.  Wherever possible use real life resources eg in the home/corner or living room use real pots, pans, crockery, cutlery, kitchen utensils, table cloths, small furniture, aprons, arm-chairs, tables, sofas- small size  Also include open-ended props that can be used to represent a variety of objects using imagination, eg a cardboard tube could be a magic wand, a knight’s sword, a broom etc. | **Craft areas** eg:  \* Knitting  \* Textiles  \* Kite-making  \* Origami  \* Jewelry-making  Generic craft materials:  Tinker boxes (various small loose parts)  feathers  Pipe cleaners  Pom poms  Foam shapes and other stick on pieces  PVA glue, Hot glue gun, sticky tape, double sided tape, masking tape,  Icy pole sticks, toothpicks, matchsticks  Buttons  straws  wool/string  Beads  Coloured tape (Washi tape is very versatile and strong)  Felt and other fabrics  Wire  Cardboard and paper of various textures thicknesses and sizes |
| **Tinkering**  Deconstructing and reconstructing  \* Tap tap sets (hammer it)  \* Basic Building Sets (nuts, bolts, screws, spanners, screw drivers)  \* Tecno Toolbox  \* Carpentry Building Set  Woodwork - soft wood off cuts, nails, hammers, screws, nuts, bolts, tools (screwdrivers, shifters, spanners, hammers)  \* Pull apart tinkering - old items that can be pulled apart or put back together to investigate how things work | **Story Tables, story stones or story bags**  Can be linked to:  \* favourite stories  \* picture story books read during literacy sessions  \* fairytales  \* cultural, indigenous or folk tales  Could also include Godly play and link to RE  General resources:  Wooden pegs (peg dolls)  Plastic animals and figurines  Fake grass  Glass beads  Stones | **Observational Drawing** and Sketching (exact and scientific drawing)  \* focal point for observation eg still life, natural materials  \* quality drawing materials such as pencils, charcoal, pastels in colours representing the focal point  \* Quality paper  \* Clip boards  \* Magnifying glasses |
| **Outdoor Play** | **Investigating** | **Writing/Communication** |
| **Shelter/Cubby Building**  \* Sticks  \* Wooden crates  \* planks  \* branches with leaves  \* Rope/string  \* fabric/sheets/canvas  **Camping role play**  \* tent  \* campfire (simulated)  \* camping equipment  \* bush cooking implements  \* camping stools  \* fishing rods  \* torch  \* musical instruments  **Large loose parts** (e.g. cable reels, tyres, pvc pipes)  **Outdoor Small Worlds** (e.g fairy garden)  **Other outdoor opportunities**  Nature investigations  Mud Kitchen  Gardening | **Science Areas**  \* Movement- Magnets, wheels, things that roll, textured surfaces such as carpet squares, fake grass etc  \* Energy- circuits, magnets, wind up toys, elastic bands, balloons, string,  \* Chemistry- potions, mixing jars, kitchen ingredients such as flour, water, sugar, food dye, eye droppers, water table with ice blocks floating  \*Water- water table, mixing jugs, straws, hand whisk, plumbing pipes, different size plastic containers, funnel, plastic tubing, plastic bottles with holes, sieve, bubble blowers, detergent or bubble mix  \* Light and Sound- microscopes, kaleidoscope, mirrors, circuits, torches, overhead projector or light box, cellophane, tissue paper, jars with water at different levels, sticks, plastic wrap over empty containers (drum) bottles, drape black cloth over a table and let children crawl inside with a torch, glow in the dark stars | **Writing Area**  \*free drawing/mark making  \*letters  \*cardmaking  \*bookmaking  \*fine motor  Variety of writing implements- pens, pencils, textas, glitter pens  Different types of paper and different sizes  Paper cut into different shapes  Stapler  Envelopes  Stamps  Chalk and chalkboards  Whiteboards and whiteboard markers  **Digital Technology Area**  \*Blogging  \*Posting to SeeSaw etc  \*Bookmaking apps on ipads such as story creator  **Research Area**  Information books (related to children’s questions or interests, ipads, computers, tablets,  Wonderings board  Writing tools for recording findings both handwritten ad digital |