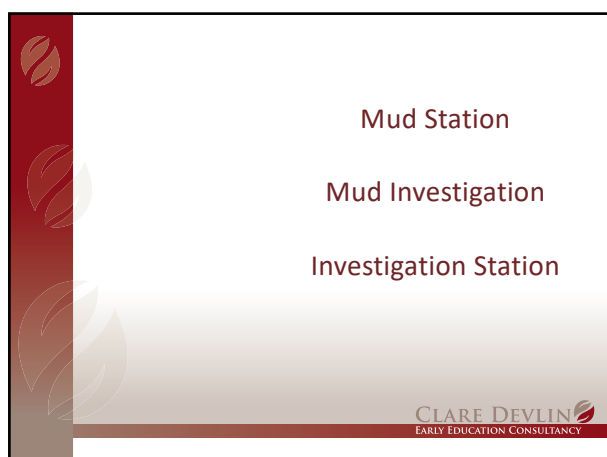


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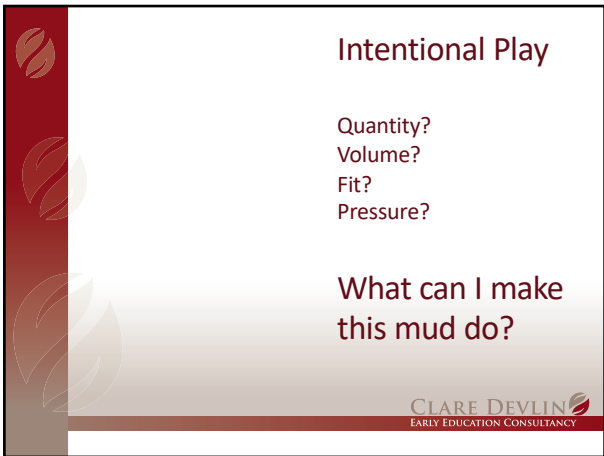
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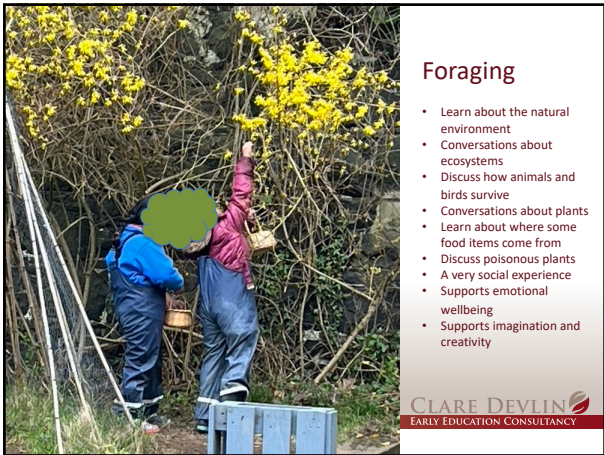
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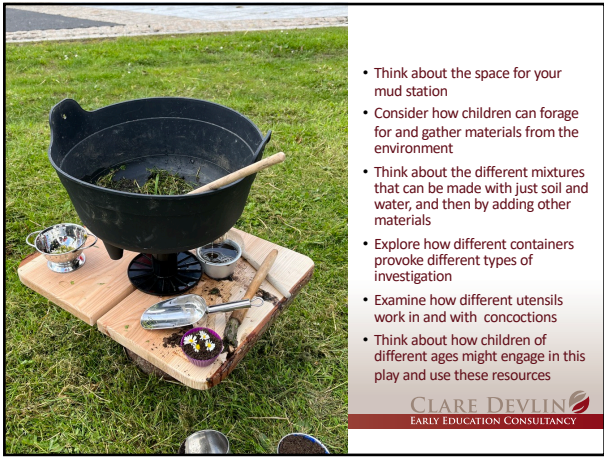
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19



- Think about the space for your mud station
- Consider how children can forage for and gather materials from the environment
- Think about the different mixtures that can be made with just soil and water, and then by adding other materials
- Explore how different containers provoke different types of investigation
- Examine how different utensils work in and with concoctions
- Think about how children of different ages might engage in this play and use these resources

20



Small loose parts – mud play

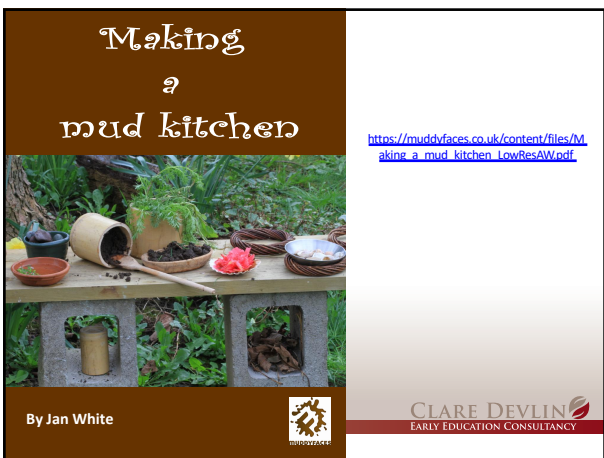
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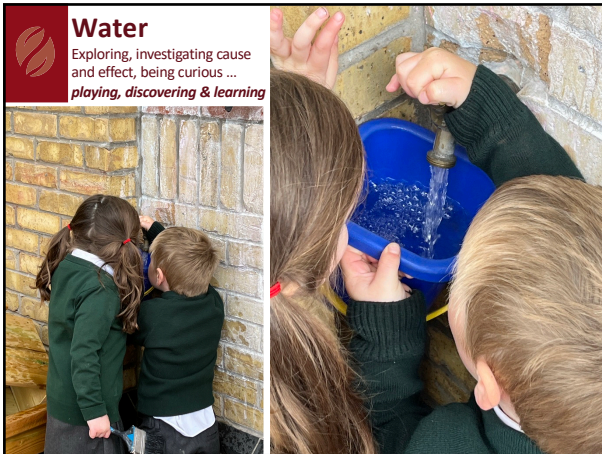
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Exploring movement, flow, gradient, energy, gravity ...



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34



Changing how
water behaves

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Adults exploring what they can do with 9-11 year old children.

Discovering what they can get the water to do

Same resources

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Recognising and Evaluating Learning – **SPICE**

Socially

Physically

Intellectually

Communication & Language

Emotionally

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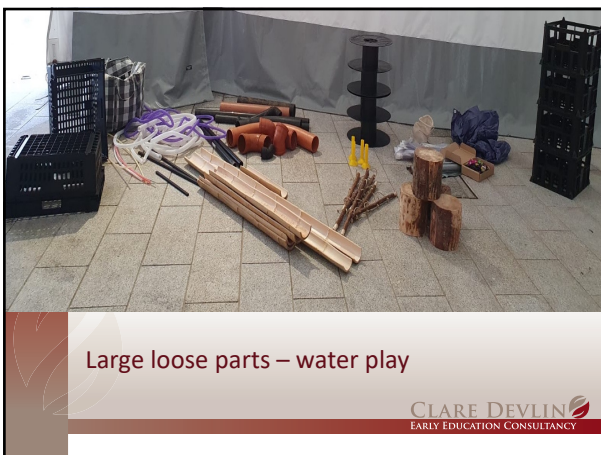
Small loose parts – water play

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39






40




Large loose parts – water play

41



How do educators support learning in this unstructured context?

- Enhance teachable moments
- Be with the children
- Play with them
- Notice things
- Capture moments to be revisited
- Model your own excitement
- Share your own learning
- Document the learning and learning opportunities (Displays/Newsletters)



42



43



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45

Storage & "Boutiquing"

- Needs to be **ample storage** outdoors
- Storage needs to be in the correct locations
- Make access to equipment **safe and simple**
- Intention is that children can **independently think about, choose, access, use and return** resources – as part of continuous provision outdoors



46



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"Boutiquing"
Early Years Settings & Primary Schools



Find out more and book your place

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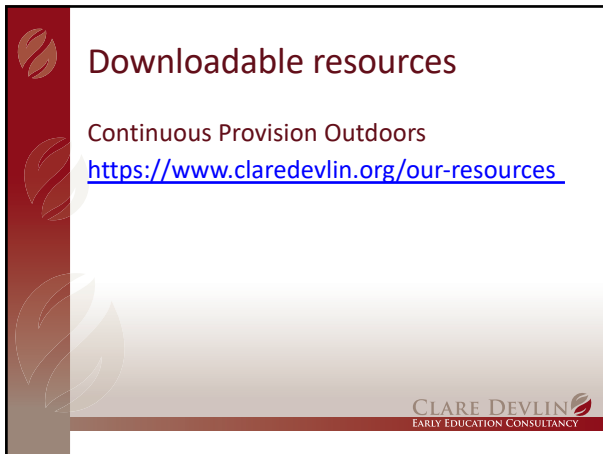
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Zoom Workshops

<https://www.claredevlin.org/workshops>

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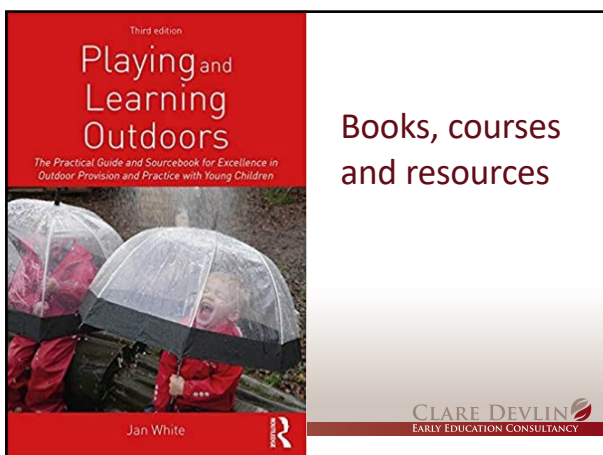
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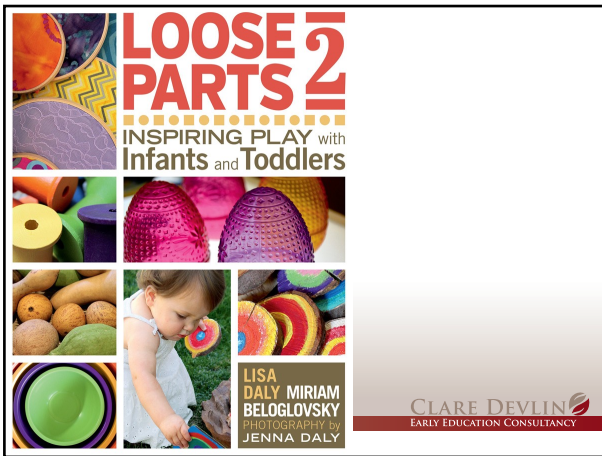
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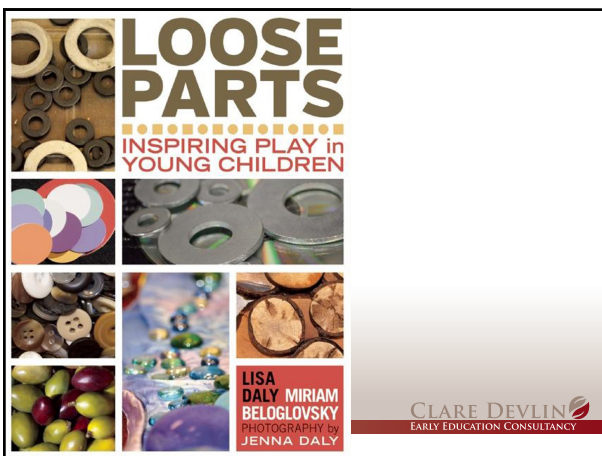
51



52



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54



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55
