Children making swirling patterns using ‘white paint’. The children wanted to add glitter and snowflakes to make it like ‘hoary’ from the story.

Some children were exploring the digging area and Grace mentioned it squelched like the mud from ‘The Bear Hunt’. The class teacher encouraged making ‘mud’ and the children investigated how to do this:

‘I’m stuck, Miss Clarke’, said Grace, ‘the mud has glued my wellies!’

The children explored feeling the mud with their feet and with their hands. They made hand prints on the fence and scrap paper on the floor! This investigation was in the back of exploring the book ‘The Bear Hunt’.
Poppy and Julia chose to play the chime bars together. When Poppy became aware that I was listening, she said; “it sounds like the bells at church”. I told Poppy that the bells called people to church on a Sunday morning and Poppy replied; “that’s what happened in Cinderella. The church bells woke her up”. Poppy played both the F and G# chime bars, hitting both of them gently to make a tune. I got some more chime bars out of the box for Poppy and she hit them gently in turn to make a tune. She seemed pleased with the tune she was making. Poppy told me how her brother Harry makes tunes; “not with instruments but with his mouth”. She later said; “that one (C#) sounds like the end of a song!” – it was the last chime bar in her row. Julia listened to the tune that Poppy was playing and said; “that makes a nice song”.

Poppy asked Julia; “do you want to make my tune bigger?” They added more chime bars to the row and played together, making the tune longer. Poppy said; “if we practice more we’ll be really good at instruments”.

Poppy continued to play the chime bars by herself and made spontaneous comments such as; “that’s not a very nice sound” (when she accidently put her finger on the chime bar as she hit it with the beater) and; “i’ve found an ‘E’ one!” She asked me to; “come and look at this!” and played me a tune of quick notes that went across all of the assembled chime bars.

Cameron joined Poppy and initially played the tambourine with the beaters. He then joined Poppy in playing the chime bars. When Cameron played the chime bars loudly, Poppy said; “You have to do a quiet tune!” Cameron replied; “I’ll do a really loud one!” and hit the chime bars hard. As Cameron played the chime bars, Poppy began to play the tambourine with a beater, saying; “I’ve added the tambourine to it [Cameron’s tune]”.

Later, Poppy played maracas whilst Cameron played the chime bars and a maraca. When Cameron left, Poppy played both maracas (one in each hand) and shook them gently, swaying from side to side as she played. Poppy said; “I’m really good at instruments!” She then played a maraca and the tambourine together, keeping a steady beat as she played them. She was keen to see how many instruments she could play at one time and said; “I’m going to play three... then four!” Poppy shook the bells and the tambourine with one hand and used the maraca as a beater on the skin of the tambourine with the other hand. As she did so she said; “the drumming helps the maraca bits to move”.

At 10:15 Poppy said; “I’m really tired!” and stopped playing with the instruments. She had been playing for nearly one hour!
Julia chose to make a clay butterfly and spent an afternoon making it. She was keen to paint it and once it was dry painted the front and sides very carefully, checking that she had not left any parts of her model unpainted (child initiated).

Ella chose to use the marker pens and filled a piece of A3 paper with patches of colour.

Julia created a rainbow with the chalks on the Reception playground. Child initiated.

Will made up his own song to the tune of ‘I Hear Thunder’.

“Father Christmas, Father Christmas;
With the toys, with the toys;
For me and all the children, for me and all the children;
Yes he did, yes he did”.

Harriet, Euan, Jaden, Louis, Poppy and Thomas took the toy snake for a walk. Harriet held the head and as they walked around the classroom she said; “who wants to ride Mr Snake? The children also sang; “I like to ride Mr Snake... it’s not very far”. Harriet also made up another song for the snake; “say ‘goodbye’ to the pictures, say ‘hello’ to the Lego, say ‘hello’ to the pictures” as they moved around (child initiated).
After a heavy rainfall at lunchtime, children were inspired by their puddle splashing to represent raindrops.

At the weekend, S went to a bonfire celebration.

On Monday, she confidently accesses a range of materials exploring the texture and colour of each. S investigated the properties of materials by layering, scrunching, twisting and folding them.
A spent a long time experimenting with the contrasting textures found in the variety of natural materials.

'I love the smooth shiny conkers' she told the practitioner.

J looked very closely at the leaves outside and used 'Fresco' (art software) to re-create his experience.

"This is soft like the petals."

child's voice
He selected resources from ‘junk’ to make skis. He realised that the skis needed to be attached to his feet, so he punched holes in the top, so he could place his feet inside the boxes to move the skis.

Hannah uses a variety of materials, tools and techniques to construct a beautiful butterfly. She goes on to paint, use oil pastels, chalk pastels and inks to create more butterflies. She explores the patterning of symmetry and the properties of paper to make her butterflies fly in the garden. Hannah and her friends make up their own songs, make music and dance as they explore the notion of the beautiful butterfly. Hannah, Aleah and Molly use existing stories and songs as a framework and experiment with ways of changing them.
To make a snowman for a whole school Christmas display a group of children cover several large boxes with white paint. One of them comments that the paint doesn't stay on the box very well. They decide that they need to cover it with something else as well. Between them they request that the adult goes to the art cupboard to find the 'lovely smooth, silky, sparkly material' that they had seen before during a session on wedding celebrations. They also requested some cotton wool and some tissue paper.

Sosan used a long cylinder that has been discarded from the junk modelling area and begins to experiment making sounds down the tube. She is delighted with what she hears and then begins to hum a song that the children have been learning in class.

After watching a session on the IWB about the Northern lights Ben went to the creative area and found some coloured tissue paper. He then proceeded to tear it in to long strips because the images had been long and thin. He selected a light green colour and then commented that he liked the way it changed colour when it was stuck on to the blue paper. Lastly he added a purple strip as there had been a very vivid purple image on the screen.

Poppy and Hannah link hands during a session where a surprise party has been given to an adult. They make up a short dance by moving around in a circle one way and then back again. They finish their routine by stopping and holding their hands together up high.