

10. Hidden treasure

Developing skills: discovering and learning about their body, exploring and experimenting, making choices and communicating preferences, making connections with the world.

What's in the box?

- wooden honey stick
- spatula
- driftwood
- shell
- loofah
- coconut shell
- wooden spoon

Setting the scene

- Choose an appropriate time to play, when your child is alert, comfortable and content.
- Establish a routine; too much stimulation may confuse your child.
- Repeat the same activity many times as this will help your child retain the skills learned.
- Talk about what you and your child are doing.
- Go at the child's pace, give them time to explore and discover.
- Try to keep distractions to a minimum so that you and your child can stay focused.
- **Most importantly – enjoy yourselves, relax and have fun together.**

Activities

- Position your child so that they have most use of their hands for exploring.
- Place all of the items in front of your child.
- Give your child plenty of time and as much support as they require to explore each of the items.
- Let them explore using all of their senses.

Moving on

- Find other natural objects to use, for example, pebbles, shells, rope, conkers, spoon, toothbrush (being careful if the child uses their mouth to explore).
- Use visits to make up some baskets that will relate to experiences, for example, going to the park - tree bark, pine cones, feathers, pot pourri.

Early Years Foundation Stage links

Communication language and literacy:

- gains attention and makes contact
- increasingly moves arms and legs to reach and grasp
- brings hands together to explore and fix eye movements to make contact with objects
- explores, experiments, labels and expresses, touches and listens to sounds of toys
- negotiates and makes choices.

Physical development:

- gradually gains more control over arms and legs
- links with the environment through movement and sensory information
- responds to and thrives on warm sensitive contact and physical care
- watches and explores hands and feet
- reaches out, touches and begins to explore objects.

Knowledge and understanding of the world:

- responds to the world creatively
- plays imaginatively with materials using all of their senses
- is curious about the environment.

Creative development:

- connects to the environment through movement and sensory experience
- responds to what they see, hear, touch and feel
- explores and experiments with a range of media using their whole bodies
- expresses themselves through physical action.

Personal social and emotional development:

- develops understanding, awareness of self
- explores the environment with interest
- seeks and delights in new experiences
- shows interest in the activities of others.

Problem solving, reasoning and numeracy:

- responds to people and objects
- notices changes in sounds
- has some understanding that things exist when they cannot see them
- develops an awareness of shape, form and texture.

Observation and assessment

- Note down likes / dislikes.
- Use items the child likes to make up a pack of known positive reinforcers.
- Discuss features of different objects, for example, texture, shape, colour etc.
- Do not dismiss objects that the child does not seem to like. Re-introduce them at a later date to see if there are any changes.
- Make up some other treasure baskets – link in to topics.

Inclusion guide

- Make up treasure baskets - encourage children to find objects that are the same texture, size or material.
- Use 'feely boxes' – see if the children can work out what is in the box.
- Have an outdoor treasure hunt – for example, find objects that are smooth or hard, pitted etc.

These cards specifically relate to the Early Years Foundation Stage but will also support Routes for Learning and the first three P levels.