



Open-ended opportunities

Cyfleoedd penagored

The ideas and inspiration below features the practice and work of members of the project team.

For more information to help you explore and reflect further see our section on creating effective spaces.

Introducing open-ended resources

Cyflwyno adnoddau penagored



Ruth Davies explained, 'Having done an audit of my outside area and from my general observations I decided to add in more natural materials. I collected some offcuts of wood which were given to me to make an obstacle course, as the children love balancing, especially the two years olds. I also bought some open-ended objects; wooden pegs spoons and brushes. I slowly added these to my outside area, plus logs, twigs, pebbles, sand and a few potted trees and plants. I've noted that the children love to make their own potions by mixing things with water.'

Ruth also used a clothes line in her setting alongside other open-ended resources. 'The children pegged rocks, pinecones and tins onto the string. It did make me smile. Adults would never think of doing that. They really do surprise me with fabulous ideas. One of the children used the pegs with paper to make a tunnel. The children loved to balance on the planks of wood. It surprises me how much you can do with some simple items of open-ended materials.'

Esboniodd Ruth Davies, 'Ar ôl cynnal archwiliad o fy ardal allanol ac o fy arsylwadau cyffredinol, penderfynais ychwanegu deunyddiau mwy naturiol. Fe wnes i gasglu rhai toriadau o bren a roddwyd i mi i wneud cwrs rhwystrau, gan fod y plant wrth eu bodd yn cydbwyso, yn enwedig y plant dwy oed. Prynais rai gwrthrychau penagored hefyd; pegiau, llwyau a brwsys pren. Fe wnes i ychwanegu'r rhain yn araf i'm hardal allanol, ynghyd â boncyffion, brigau, cerrig mân, tywod ac ychydig o goed a phlanhigion mewn potiau. Rwyf wedi nodi bod y plant wrth eu bodd yn gwneud eu drachtiau eu hunain trwy gymysgu pethau â dŵr.'

Defnyddiodd Ruth lein ddillad yn ei lleoliad ochr yn ochr ag adnoddau penagored eraill. 'Roedd y plant yn pegio creigiau, moch coed a thuniau ar y llinyn. Fe wnaeth i mi wenu. Ni fyddai oedolion byth yn meddwl gwneud hynny. Maen nhw wir yn fy synnu gyda syniadau gwych. Defnyddiodd un o'r plant y pegiau gyda phapur i wneud twnnel. Roedd y plant wrth eu bodd yn cydbwyso ar y planciau o bren. Mae'n fy synnu faint y gallwch chi ei wneud gyda rhai eitemau syml o ddeunyddiau penagored.'



Ruth noticed that different children used the resources in different ways by combining them with other things. The group below used different containers to collect water, transporting it to the plastic guttering pipe and collecting it into a bowl. Ruth added 'The children later used the rainwater they had collected to water the flowers and plants in the garden. There was only one watering can, so they had to take turns. It was a great blended learning opportunity based on schematic interest.'

Sylwodd Ruth fod gwahanol blant yn defnyddio'r adnoddau mewn gwahanol ffyrdd trwy eu cyfuno â phethau eraill. Defnyddiodd y grŵp isod wahanol gynwysyddion i gasglu dŵr, gan ei gludo i'r bibell gwteri plastig a'i gasglu i mewn i bowlen. Ychwanegodd Ruth 'Yn ddiweddarach, defnyddiodd y plant y dŵr glaw roeddent wedi'i gasglu i ddyfrio'r blodau a'r planhigion yn yr ardd. Dim ond un can dyfrio oedd, felly roedd yn rhaid iddyn nhw gymryd eu tro. Roedd yn gyfle dysgu cyfunol gwyb yn seiliedig ar ddi-ddordeb sgematig.'

Children often explore things in a different way to adults. When introducing new collections or items like this, allow them time and space to discover and interpret things in their own way. It's too easy to impose our ideas. Play alongside but let them take the lead.

Mae plant yn aml yn archwilio pethau mewn ffordd wahanol i oedolion. Wrth gyflwyno casgliadau neu eitemau newydd fel hyn, rhowch amser a lle iddynt i ddarganfod a dehongli pethau yn eu ffordd eu hunain. Mae'n rhy hawdd gorfodi ein syniadau. Chwaraewch wrth eu hochr ond gadewch iddyn nhw gymryd yr awenau.

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When adding open-ended materials start small. Keep it manageable and spend time noticing how the children respond. This will inform what to add next to enhance your evolving collection of open-ended materials more meaningfully and in a way that's aligned to children's interests.

Elizabeth Jarman

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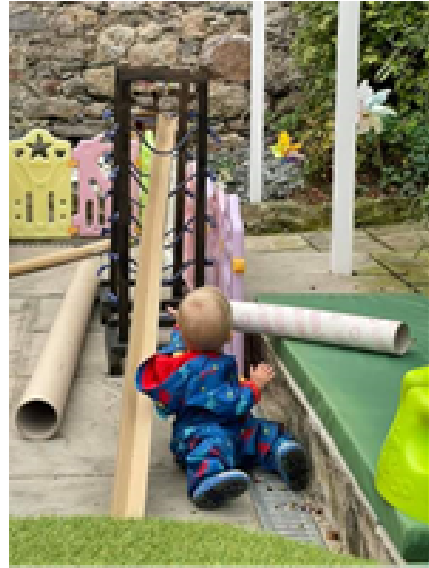
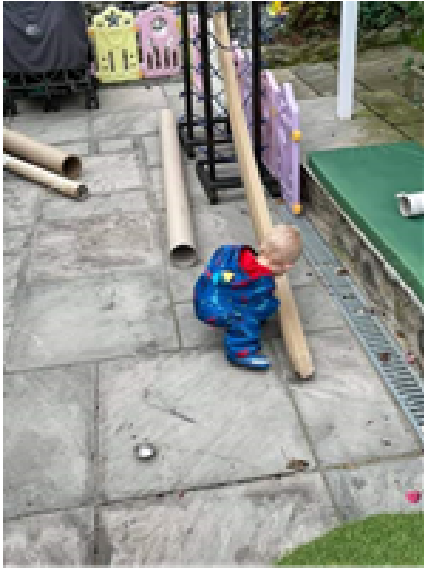
Wrth ychwanegu deunyddiau penagored, dechreuwch yn fach. Cadwch bethau yn ymarferol a threuliwch amser yn sylwi ar sut mae'r plant yn ymateb. Bydd hyn yn hysbysu beth i'w ychwanegu nesaf i wella'ch casgliad esblygol o ddeunyddiau penagored yn fwy ystyrlon ac mewn ffordd sy'n cyd-fynd â diddordebau plant.

Elizabeth Jarman

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Tubes and boxes

Tiwbiau a blychau



Deb Bedaida added cardboard tubes and boxes into her setting. The children were drawn to them immediately and started exploring and experimenting.

'I put some tubes in a box and a child became fascinated with them, putting them together, trying to fit them together in a multitude of ways and putting things into them. I plan to use a long tube for us to roll balls down or cars. They love posting things through the cat flap and through the car door. I plan to use holes in a box to post things through.'

Sarah Harper also gathered and added tubes to her setting. She said, 'This little one loves experimenting, so he has played for ages, moving these tubes around, into each other, pushing, pulling them, wandering around with them- even the long ones! He's been putting them in the stands, angling them on different surfaces, looking through them. It made for a rich observation record but importantly was such fun for him and for me to watch!'

Ychwanegodd Deb Bedaida diwbiau a blychau cardbord i'w lleoliad. Tynnwyd y plant atynt ar unwaith a dechrau archwilio ac arbrofi.

'Rhoddais rai tiwbiau mewn blwch ac roedd y plant wedi'u cyfareddu gyda nhw, gan eu rhoi at ei gilydd, ceisio eu ffitio gyda'i gilydd mewn amryw ffyrdd a rhoi pethau ynddynt. Rwy'n bwriadu defnyddio tiwb hir i ni gael rholio peli neu geir i lawr. Maen nhw wrth eu bodd yn postio pethau trwy fflap y gath a thrwy ddrws y car. Rwy'n bwriadu defnyddio tyllau mewn blwch i bostio pethau drwodd.'

Fe wnaeth Sarah Harper hefyd gasglu ac ychwanegu tiwbiau i'w lleoliad. Meddai, 'Mae'r un bach hwn wrth ei fodd yn arbrofi, felly mae wedi chwarae ers oesoedd, yn symud y tiwbiau hyn o gwmpas, i'w gilydd, eu gwthio, eu tynnu, crwydro o gwmpas gyda nhw - hyd yn oed y rhai hir! Mae wedi bod yn eu rhoi yn y stondinau, yn eu hongli ar wahanol arwynebau, yn edrych drwyddynt. Roedd yn gofnod arsylwi cyfoethog ond yn bwysig roedd yn gymaint o hwyl iddo ef ac i mi ei wylio!'

Collections of small scale resources

Casgliadau o adnoddau ar raddfa fach



Tracey Touhig explained 'The child in the picture often looked for her own space to play and explore. I used the quiet side entrance area to my house to create this table of natural resources. She adored the wood blocks and put in so much concentration and skill creating different structures. It was lovely seeing other children in my setting acknowledging her private space too, without any words spoken.'

Esboniodd Tracey Touhig 'Roedd y plentyn yn y llun yn aml yn edrych am ei lle ei hun i chwarae ac archwilio. Defnyddiais y fynedfa ochr dawel i'm tŷ i greu'r bwrdd hwn o adnoddau naturiol. Roedd hi wrth ei bodd â blociau pren ac yn canolbwyntio ac yn defnyddio cymaint o sgiliau i greu gwahanol strwythurau. Roedd yn hyfryd gweld plant eraill yn fy lleoliad yn cydnabod ei lle preifat hefyd, heb unrhyw eiriau yn cael eu siarad.'

Rings and scarves

Cylchoedd a sgarffiau



Claire Chapman explained that over the last few years she has introduced a selection of open-ended loose parts into her setting and tried replacing the more prescriptive items. Recently she has been using metal rings and scarves to make patterns and as a threading activity. She shared 'One two-year-old boy enjoyed putting the rings on a card and also covering them with scarves. There was lots of schematic enveloping and connecting in evidence. It was interesting to see the way that children used this resource in several different ways as it was an open-ended offer.'

Claire observed that the children enjoyed using the loose parts and that play lasted a lot longer as they were engrossed in their own interpretation of the materials. She noticed the way that the play progressed and the rings were threaded onto cord, creating different sensory experiences. Claire is planning to enhance her resource offer by adding more open-ended materials like buttons, feathers, buckets and containers.

Esboniodd Claire Chapman ei bod, dros yr ychydig flynyddoedd diwethaf, wedi cyflwyno detholiad o rannau rhydd penagored yn ei lleoliad ac wedi ceisio ailosod yr eitemau mwy rhagnodol. Yn ddiweddar mae hi wedi bod yn defnyddio cylchoedd metel a sgarffiau i wneud patrymau ac fel gweithgaredd edafu. Rhannodd 'Fenaeth un bachgen dwy oed fwynhau rhoi'r cylchoedd ar gerdyn a hefyd eu gorchuddio â sgarffiau. Roedd yna lawer o amlennu sgematig a chysylltu mewn tystiolaeth. Roedd yn ddiddorol gweld y ffordd roedd plant yn defnyddio'r adnodd hwn mewn sawl ffordd wahanol gan ei fod yn gynnig penagored.'

Sylwodd Claire fod y plant yn mwynhau defnyddio'r rhannau rhydd a bod chwarae'n para llawer hirach wrth iddynt ymgolli yn eu dehongliad eu hunain o'r deunyddiau. Sylwodd ar y ffordd yr aeth y chwarae rhagddo a bod y cylchoedd wedi'u hedafu i gortyn, gan greu profiadau synhwyraidd gwahanol. Mae Claire yn bwriadu gwella ei chynnig adnoddau trwy ychwanegu mwy o ddeunyddiau penagored fel botymau, plu, bwcedi a chynwysyddion.

The impact of adding resources

Effaith ychwanegu adnoddau



The addition of new resources can really impact on play experiences. Even a simple change can make a difference. Amanda Calloway found that the addition of one new item changed the direction of play in her setting. She added a new book on the theme of block play to her loose parts play resources. She found the children used it to initially replicate the ideas in the book. She shared 'They wanted to make their rocket bigger and more supersonic so we worked as a team to source even more loose parts and build a 'super duper' one. The levels of engagement and sustained shared thinking was fabulous to see!'

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It's fascinating to see how by adding 'the right' resource an existing space suddenly becomes really interesting again. Often people ask me how long to leave a space out for. It totally depends on interest and use. We need to be constantly noticing and thinking about how, if and when to enhance it further

Elizabeth Jarman

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Gall ychwanegu adnoddau newydd gael effaith wirioneddol ar brofiadau chwarae. Gall hyd yn oed newid syml wneud gwahaniaeth. Canfu Amanda Calloway fod ychwanegu un eitem newydd wedi newid cyfeiriad chwarae yn ei lleoliad. Ychwanegodd lyfr newydd ar thema chwarae bloc at ei hadnoddau chwarae rhannau rhydd. Gwelodd fod y plant yn ei ddefnyddio i ailadrodd y syniadau yn y llyfr i ddechrau. Rhannodd 'Roeddent am wneud eu roced yn fwy ac yn fwy uwchsonig felly buom yn gweithio fel tîm i ddod o hyd i hyd yn oed yn fwy o rannau rhydd ac adeiladu un 'sipwyr-diwpyr'. Roedd y lefelau ymgysylltu a meddwl parhaus ar y cyd yn wych i'w gweld!'

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Mae'n hynod ddiddorol gweld sut mae ychwanegu adnodd 'cywir' at le yn ei wneud yn ddiddorol iawn eto. Yn aml mae pobl yn gofyn imi ba mor hir i adael lle allan. Mae'n dibynnu'n llwyr ar ddiddordeb a defnydd. Rhaid i ni sylwi'n gyson a meddwl sut, os a phryd i'w wella ymhellach

Elizabeth Jarman

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Reflect!

- Do you know about schematic behaviours? What schemas do children in your care exhibit? your children have?
- Have you noticed that open-ended resources appeal to all ages and stages of development? Have you noticed that some are more appealing than others to individual children?
- Where could you source items like this in your local area to enhance your space? Do you or the parents in your care know any local trades people who could help or do you have a local scrap store?
- When you introduce responsive spaces observe what happens. The combination of the space and non-prescriptive resources offers an opportunity for sustained play and exploration. How could your observations inform how to develop your space and materials further?
- When children are really interested in something, step back and watch what they are actually doing, not what we think they might do. Then consider how to enhance or extend the play with appropriate materials. Still allow the play to be child led.

Myfyriwch!

- Ydych chi'n gwybod am ymddygiadau sgematig? Pa sgemâu mae plant dan eich gofal yn eu harddangos? sydd gan eich plant?
- A ydych wedi sylwi bod adnoddau penagored yn apelio at bob oedran a cham datblygu? A ydych wedi sylwi bod rhai yn fwy deniadol nag eraill i blant unigol?
- Ble allech chi ddod o hyd i eitemau fel hyn yn eich ardal leol i wella'ch lle? A ydych chi neu'r rhieni dan eich gofal yn adnabod unrhyw bobl fasnach leol a allai helpu neu a oes gennych siop sgrap leol?
- Pan fyddwch chi'n cyflwyno lleoedd ymatebol, arsylwch beth sy'n digwydd. Mae'r cyfuniad o'r lle ac adnoddau an-ragnodol yn cynnig cyfle i chwarae ac archwilio parhaus. Sut gallai eich arsylwadau lywio sut i ddatblygu eich gofod a'ch deunyddiau ymhellach?
- Pan fydd gan blant ddiddordeb gwirioneddol mewn rhywbeth, camwch yn ôl a gwyliwch yr hyn maen nhw'n ei wneud mewn gwirionedd, dim yr hyn rydyn ni'n meddwl y gallen nhw ei wneud. Yna ystyriwch sut i wella neu ymestyn y chwarae gyda deunyddiau priodol. Dylech barhau i ganiatáu i'r chwarae gael ei arwain gan blant.