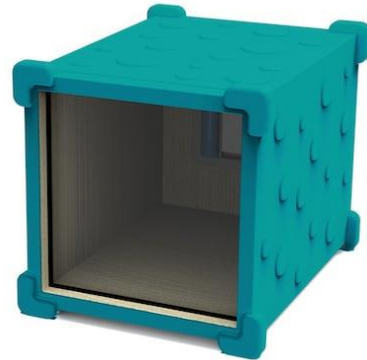




TTS Early Years Projector (EY11674)

In this case study, Kelly from the Tinker Tent, shares with us her experiences of using the Early Years Projector to investigate light and shadow with children that visit her setting.



Sparking awe and wonder

I love sparking awe & wonder within our setting through providing a variety of different experiences and situations to learn curiously. I was therefore very excited to have hold of the EY projector as we have only been able to explore shadow play with small handheld torches previously.

Investigating light and dark

Our children have always enjoyed the concept of light and dark, noticing and anticipating the ending of sessions when our calming music comes on, the lights dim and the curtains draw closed. They enjoy playing with light up resources, turning them on and off and exploring and controlling the cause & effect. Things that light up definitely always put a smile on our children's faces (and admittedly mine whilst setting up) every single time. I always observe the children and wonder "What is it about light play that fascinates us so?" I think it's that playing with light, shadows and reflection provides the perfect opportunity for magical experiences to be had and even for us as adults to escape into a magical world of endless possibilities. It enables us as practitioners to provide an environment where interest and curiosity is sparked through imagination and creativity. For children experimenting with dark there is always the element of challenge, risk and being scared, but this is learning in itself.

I decided to set up the EY projector on our glowing light table to add an extra special sensory exploration corner to investigate within our classroom.

I set up a simple provocation to explore and provided baskets nearby of a variety of different materials for independent exploration. These included:

-Translucent materials such as plastic sheets and pebbles.

- Things with holes in them such as containers and strainers.
- Fabrics, scarves, ribbons.
- Natural materials such as pine cones, leaves, twigs.
- Shapes and colour blocks.

Observing play:

The children initially played with my small world set up only, moving the resources on and off of the table, picking things up to investigate and then placing them back down. Some noticed the changes to the shadow the closer and further away the objects were placed. Some children searched for the light inside the EY projector and tried to look into it like a magnifying glass. Some children attempted to post the wooden stick puppets through the slit at the top of the box. Interestingly no child used the nearby loose parts or tried to move the projector despite it having no wires and being a portable resource.

As the weeks went on the children started to use light as a loose part and it was fascinating to watch as they problem-solved and used more language together.

“When children interact with loose parts, they enter a world of ‘what if’ that promotes the type of thinking that leads to problem-solving and theoretical reasoning. Loose parts enhance children’s ability to think imaginatively and see solutions, and they bring a sense of adventure and excitement to children’s play.” - Daly and Beloglovsky, 2015

What’s next?

The next step for our children is to use the projector as a movable resource. I’m not sure if it is the sheer size and shape of the projector or the fact it has no handle that has not led them to investigate transferring it elsewhere in the classroom. I will be modelling using it in a portable way in the coming weeks to see how this then changes their explorations of light & shadow play from the joy of doing something unexpected for the first time.

With thanks to Kelly from the Tinker Tent for writing and sharing this case study with us.



TTS Early Years Projector (EY11674)

In this case study, Ellie Fox from Think For The Future Tots, discusses the different ways in which they used the Early Years Projector and the skills developed.



Background Information

TFTF Tots are exploring aspects of the Reggio Emilia approach, which emphasises the importance of child-led learning and the use of innovative materials and techniques. In line with this philosophy, TFTF Tots introduced the Early Years Projector to explore the magic of light and shadow. This case study aims to highlight the implementations of the projector in the nursery setting and evaluate its impact on children's learning and development.

Implementations:

Projection of Drawings: The nursery utilised the projector to project children's drawings onto a larger surface, allowing them to see their artwork in a new and exciting way. This activity encouraged children to explore the concept of light and shadow, as they observed how the projected image changed when they moved their drawings closer or further from the light source.

Casting Coloured Shadows: TFTF Tots used translucent items, such as coloured plastic sheets and transparent toys, to cast coloured shadows on to the walls. This activity enabled children to experiment with various materials and observe how light interacts with them, supporting their understanding of colour mixing and the properties of light.

Tracing Shadows: The nursery provided children with various objects and encouraged them to trace the shadows cast by these objects onto paper. This activity promoted fine motor skills development and enhanced children's spatial awareness as they traced the changing shapes and sizes of the shadows.

Small World Setups: TFTF Tots incorporated the projector into small world play setups, such as a miniature forest or a cityscape. By projecting images onto the background, children were

able to create immersive and imaginative play scenarios, enhancing their storytelling skills and encouraging collaborative play.

Impact:

Cognitive Development: Through the use of the Early Years Projector, children at TTF Tots developed a deeper understanding of light and shadow, as well as the cause-and-effect relationship between objects and their shadows. This enhanced their cognitive abilities, including problem-solving, critical thinking, and scientific inquiry.

Creativity and Imagination: The projector stimulated children's creativity and imagination by providing them with a new medium for self-expression. They were inspired to create unique drawings and explore different materials to cast shadows, encouraging their artistic skills and imaginative thinking.

Fine Motor Skills: Tracing shadows and manipulating objects to cast shadows improved children's fine motor skills, hand-eye coordination, and control over writing and drawing tools. These activities also encouraged concentration and attention to detail.

Social and Emotional Development: Collaborative play with the projector in small world setups promoted social interaction, communication, and cooperation among children. They learned to negotiate roles, share ideas, and work together to create imaginative narratives, developing their social and emotional development.

The implementation of the Early Years Projector at TTF Tots successfully introduced the magic of light and shadow following the Reggio Emilia approach. Through various activities, children developed a deeper understanding of light, shadow, and their interplay, while also enhancing their cognitive, creative, and social-emotional skills. The projector proved to be a valuable tool in promoting child-led learning and promoting holistic development in early years education.



With thanks to Ellie Fox from Think For The Future Tots for writing and sharing this case study with us.