

# NATURAL TEXTURES

Use the poster to extend sensory learning, inspire imaginative ideas and help children to realise common links in the natural world



## How to use the poster

Display the poster above a 'feely' table where the same textures can be explored using natural materials, for example: stones, pine cones, sand, soil and growing grass. Use the 'Textures – descriptive words' activity sheet on the back of this poster, which includes useful and relevant terms for various types of natural textures, to support oral descriptions.

You can also download the individual images as 'Natural textures circle-time cards' to create laminated cards for matching and sorting games, and to support discussions and the labelling of materials.

## Activities to support the Early Years Foundation Stage

### Personal, Social and Emotional Development

- Explore the image of water on the poster and discuss whether the photograph was taken in rough or calm weather. Ask children to lie back and imagine the poster image while they listen to sound effects of rippling water (search on the internet). How does this make them feel?
- Discuss the image of the long blades of grass before going outside to lie on some grass. Ask the children to run their fingers over and through the grass and to smell it. Think of words to describe these sensations. Do the same with the bark, moss and rock images.

### Communication, Language and Literacy

- Make a 'texture' word box by covering a shoebox with PVA glue and sticking natural materials, such as sand, leaves and tiny shells, on top. Laminate the individual 'Textures – descriptive words' and put them into the box. Invite children to take turns lifting off the lid and dipping their hand into the box for a word. Help children to read it and find something on the poster that has this texture.
- Choose some of the images on the poster that could be interpreted in imaginative ways, for example: the lichen/moss on the rock could be an aerial view of a spooky forest. Make up stories about magical lands and creatures inspired by these images. Ask children to imagine they are a minibeast encountering one of the images – how would they respond?

### Maths

- Encourage children to organise the poster images into categories of their choosing, for example: 'Tree – bark, leaf, pine cone'; 'Seashore – water, pebbles, sand'.
- Discuss the patterns displayed in the images, such as the lines on the seashells, the layers of feathers forming a bird's wing and the petal-like scales on the pine cone. Explore the way in which the pine cones may have been arranged in rows for the photograph; try recreating this pattern with real pine cones and grasses or leaves.

### Knowledge and Understanding of the World

- Establish that all the images are close-up photographs of natural materials and explain what this means. Decide which images came from living things, for example, the bark, seashells, feathers and pine cones, and which images can be found on the earth's surface, for example, rocks, mud, sand and water. Talk about how the grass, leaf and moss are still living things. Use a zoom camera to take photos of natural materials from a distance and close-up, and compare detail.
- Discuss the effects of light and shade on the images, such as the shadows and reflections on water, light shining through a leaf and dark cracks in bark. Put similar natural materials on a lightbox or create shadows on them with torches to represent sunlight.

### Physical Development

- Talk about the soil image, its colour and how it might feel. Create some mud in your outdoor area or by mixing soil with water. Have fun squelching through it in wellies and making muddy footprints.
- Explore the image of moss growing in between the cracks in the stones. Recreate this in miniature seed tray gardens. Plant moss in cracks between stones and keep watered.

### Expressive Arts and Design

- Explore the bark image and talk about how it might feel. Investigate pieces of bark. Roll out a clay sausage shape and score lines and cracks into it to represent textured bark. Leave to dry and then use it as a printing roller to create bark rubbing effects in a different media.
- Look at the leaf image and compare this to leaves from different trees. Focus on shape, size, colour and texture. Stick different leaves onto cork tiles with lots of PVA glue and leave to dry. Put a tile in a box and take turns to put a hand through a hole in the box to feel the leaf. Describe the texture and shape of the leaf.

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