



Today when putting the hammock out, we remembered the smaller swing, which we have not used in some time. Many children observed first Finn, then Jack, using it and they organised themselves into a line. 'I need someone to turn it', Jack called out from inside of it. Kaylan and Finn stepped in to assist and together turned the swing. Once it was wound up they let it go. 'Weeee...it's so fast!', exclaimed Jack. The line of children changed often depending on how long they were prepared to wait. 'It's my turn now!', said Lily. 'Now it's Eloise', said Jack before correcting himself – oh yes ...it's Lily', he said noticing the line which had formed. Some of the children enjoyed using the swing in a similar way, whilst others preferred to use their feet and control the speed and action of the swing themselves.



Lara waited until the end, showing persistence and as a result she then had a long turn. She explored how to swing back and forth, rather than the fast spinning and she enjoyed some time lying inside of it, covering up her face. She played 'peekaboo' with her friends, Grace and Sienna, who thought it was very funny. A new line formed. 'We want a turn too', said Carla...and me first!!



Julia came outside to see what was happening. 'I can push you, Carla', she offered. 'No I'm pushing her', said Grace. 'We can push her together', suggested Julia and so Carla had two helpers to push her and turn her. As she moved very quickly, the force of the swing tipped her onto her side and she lay in this position, enjoying the movement.



'Just one more turn and then it's my turn!', announced Grace. 'And I don't want anybody to push me', she added.

30.11.2022

Sure enough, when Grace had her turn she worked out how to get into the swing without assistance. 'I just want to sit in it first', she explained. Then she started to swing back and forth, using her feet to push herself off and propel the swing. She too, enjoyed closing it up around herself.



Julia worked in a similar way, also pushing off with her feet, sitting in an upright position. 'I want my lamb to come with me', said Sophie when she had a turn. She first had to work how to climb inside and then Julia passed her the lamb.

'How does this work?' asked Mina when first approaching the swing. She tried climbing in using her feet at first, then found success when sitting back into it. Reggie too enjoyed some time inside of it. 'Don't push me!', she warned everyone. She too hid inside of it and revealed who was in the swing as passer-by's asked 'Who's in there?'. 'It's me!', she exclaimed.



We offer the children several opportunities to swing in preschool as this provides the children with opportunities to develop body awareness and a sense of their body in space. Climbing in and out are tasks in themselves as well as finding various positions in which to either sit or lie down. Swinging stimulates the vestibular system which is important for coordination, balance, posture and movement. Depending on the movement of the swing, this can either be calming for children or help them become alert. Using this particular swing, allowed them to choose how they would like to move. Some children enjoyed the fast swinging/spinning and to have helpers twist the swing, whilst others preferred to be in control of their movement themselves. In this example as well the children organised themselves, spoke about turns and assisted each other, also promoting the development of social skills.

EYLF OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing