



Today we visited the library. The children looked at different books to borrow, horse books were very popular, and some had found one about disasters. A few children discussed what happens when there is a flood and looked at the people treading through water.

Thereafter we went to the school playground to have some time to explore different climbing and balancing options.

Emmeline climbed up the climbing frame and looked for a way down. The climbing wall was too steep, and she opted to go down the slide instead. Some children managed to climb up half the wall and then slide back down.



Burke and Solomon climbed up the rock wall and with lots of perseverance Solomon managed to climb up. Many used all the climbing areas available, Mina climbed onto the drum and Sienna and Sophie up the net.



Balancing on the wobbly bench was also challenging. "Hold on," said Valentina and pushed the bench. Natural rocks are also always a good opportunity to practice walking and climbing on uneven surfaces and the children had the opportunity to utilise these.







The rock-climbing wall is very challenging as the children need to navigate the spaces i.e.: motor plan and work out where to place their hands and feet, and the ledges are quite slippery as well.

Lukas M. was trying to climb up when Solomon stepped in to hold onto him. Solomon could see that he needed support and held him in place while he worked out where to place his feet. Once Lukas was half-way up, Solomon instructed him 'Don't let go and now hold the top'. With this information Lukas took hold of the window and pulled himself up the rest of the way.

It was then Solomon's turn. He had a few attempts but jumped down mid-way. On his final attempt Lukas appeared through the top window and held out his hand. 'I got you, Solomon. You can do this', he said encouraging Solomon not to give up. 'I don't need your hand, Lukas', explained Solomon as he managed to climb through without the support. Lukas was very excited to see him at the top. 'You did it. Good job!', he exclaimed.



Kian guided Burke and showed him where to place his feet. 'It's very hard to hold on', Burke noted.' Just hold with your hands and put your feet here', explained Kian.



Kian also noted how slippery the gaps were when it was his turn. 'I used to be able to do this', he said. He too jumped down mid- way many times, but determined not to give up, he stretched his legs far apart and grabbed the top window. 'I got it!', he exclaimed.

Here the children persevered with a very difficult task. They had many factors to consider, such as the height, length and traction needed due to the slippery surface. The wall provided them with the opportunity to motor plan and to assist each other. Here we also see Vygotsky's 'Zone of Proximal Development' at work, with the more experienced children stepping in to support those in need of assistance.





The playground also has two sets of wobbly bridges for the children to navigate. One has a long chain for the children to balance on and the other a beam. Both Jannick and Blas moved across by holding onto the top. As Blas progressed through, he held the lower chains and showed great balance and coordination. 'I need to go slowly, or I fall off', explained Blas.



Felix stepped down onto the platform of the other wobbly bridge. He soon discovered he needed to hold onto one side ( as his arms are not yet long enough) and he moved across by moving his hands and stepping sideways with his feet. He persisted with this to the end and climbed up onto the net).



'Why are they swinging the bridge?' asked Leonardo as he stepped down onto it. The children recognised that Leonardo did not want it to swing and stopped. 'I can hold both sides', said Leonardo. 'Me too!', said Lukas M.

We will continue to visit different school areas to enrich the children's gross motor skills as well as their awareness that they are part of a larger school community.