# **LEARNING WITH...**

# **Marvellous Metallics**

The attraction of children to shiny objects such as coins, keys, and Metallic resources, is sometimes referred to as the 'Magpie Effect'. Children often find shiny or mirrored items, such as those found in our Marvellous Metallic range, particularly interesting and engaging, making them a great catalyst for learning.





Look at the similarities and differences between the different objects. What do the children notice? Can they spot the different patterns and shapes, and use a range of vocabulary such as rough, smooth, bumpy, and flat to describe the different surfaces, etc? A great activity to support mathematical development, understanding of similarities and differences (links to PSED), and language skills.

## **Constructing with Metallics**

Balance and build incredible towers with these unique shapes. Who can build the tallest tower? Who can build a structure from their experiences? Which shapes make the sturdiest buildings? Which Metallics work best when building these structures? Observe as children use trial and error to solve problems and overcome challenges in their play.

## **Sorting and Counting**

Have fun sorting the different Metallics into size, colour, and type. Can the children find any other ways to sort the objects?

Why not challenge them to count the Metallics in each group to find out which has the most or fewest items? Can the children record their findings using tally marks, objects, or pictures, etc?

## **Imagination and Creativity**

What will the different Metallic resources become today? The spheres could morph into unknown planets, whilst a donut may be used as a steering wheel or an alien spaceship flying through space.

These treasure-like objects lend themselves to shiny collections or perhaps a pirate's hoard. Use these fantastic resources to spark the children's imaginations, bringing stories to life.

## **Motor Skills**

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Encourage children to use their motor skills to build new creations or to create the latest fashion accessories by threading some of the giant beads or donuts on to string or ribbon. Alternatively, place them in front of babies and toddlers to encourage exploration. This will support the development and strengthening of muscles as they stretch to reach, grab and touch.

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### **Treasure Baskets and Heuristic Play**

Use the various Metallic resources to create interesting and engaging treasure baskets, encouraging heuristic play. Give children time to explore the resources, form their own ideas, and experiment with combining them in different ways. Why not try placing them in different baskets and containers for added interest?

## **Treasure Hunt**

Creating an engaging game of hide and seek by hiding these Metallic treasures around your setting. Can the children follow verbal or written clues to seek them out?

Practise prepositional language (beside, below, behind, under) by describing the locations of the items e.g. the silver cube is under the silver pyramid.

## **Pattern Detectives**

Encourage the children to be pattern detectives. Build repeated patterns. Can they spot the pattern, explain what is happening, and predict what will come next?

Can they copy a pattern? Extend their learning by challenging the children to make a pattern of their own. Experiment with making patterns that go in different directions other than just in a linear line e.g. can they build a repeated pattern?



## **Schematic Interests**

A great collection to support schematic interests. Children can use the Metallics to experiment with movements such as rolling, spinning, twisting, and turning.

Other children may enjoy hiding them under voiles before the big reveal or transporting them to different areas in their hands, different containers, or baskets.

## Sensory Exploration & Self-Regulation

Encourage children to use the Metallic surfaces to observe facial features, along with different feelings and emotions.

Children may want to use the mirrored surfaces to scan the room behind them. This allows them to connect and feel that they are part of the setting from a distance

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