Project Work

Mud Kitchen Play

September 2020

Mud Kitchen

During the training day the staff at nursery developed the mud kitchen in order to make the area more appealing to the children. We added some new resources which included a water butt, table, more pots and pans and a tea set. The area was re arranged with the addition of some crate shelving.

Instantly the children had a strong interest in exploring the area, the introduction of water was a hit as most of the children who explored this area spent long lengths of time collecting and mixing the water with the mud.

Staff spent time modelling how to use the area, including showing the children that it is okay to get dirty. Staff also supported language development by sharing ideas about what they had made and different types of food that was being served.

In order to extend the children's knowledge, we added different materials, such as foliage from the nursery garden, petals, herbs, recipe cards and natural materials such as conkers and pine cones. We also introduced scientific investigation, as the children were encouraged to think about the consistency of the mud and used words to describe what the mud looked like such as sloppy or runny or what the materials looked like when combined.

MC and AH worked together to make some food. They added lots of different foliage and broke off small pieces.

MC stirs the mixture and says "**food**".

AH then replied "**scrambled egg on toast**".

JH and MC work together, they are filling the frying pan with mud.

"Put a little bit of sauce on it" says JH.

MC collects more mud and pats it down until its firm.

Initially when JH arrived to work in the mud kitchen he collected water from the water butt and poured it very carefully into the large pan concentrating on the task at hand. Once all the water was in the pan he lifts it from the unit and empties it into the large urn. He looks around to find other items such as leaves and foliage, which he adds to the urn and then uses the ladle to swirl around what he has added.

MC mixed lots of mud and leaves in her frying pan, once she had finished mixing she looked at the adult and says "**your food is ready**".

The adult asks "What am I having today?"

MC replies "**Biscuits**".

RA spent a sustained amount of time playing in the mud kitchen. He scooped mud from his cup and placed it into a bowl. He commented to the adult that he was **"making chocolate cake"**.

HH concentrated on getting his foliage to stand up. He carefully placed the stalk in the mud and watched it for several minutes to ensure it remained stood up.

AKH, S and RA were playing in the mud kitchen adding mud and water to their cups and stirring them. S commented to the adult **"We're making hot chocolate…we need to put it in the microwave… wait a minute, we need to put marshmallows in"**. S added a little more mud to his cup to represent the marshmallows and placed it in the oven.

When HWH first arrives in the mud kitchen he fills a small jug with water and promptly pours it into a smaller cup, he watched it carefully and comments "It's full" as the water overflows over the cup.

He then scoops mud from the large urn and places it in another container.

The adult comments about what Harvey is doing and asks about what he is making.

He replies **"egg and a cup of tea"**, he continues to scoop mud into the container and says to himself **"making chocolate, it's nice"**.

This week we continued our focus in the mud kitchen and added some flowers, petals and cutlery to the area.

HWH spent all morning playing in the mud kitchen with Lauren. **"I making chocolate cake"**.

Together we added some water into the pot "Have we got enough water?" I asked. HWH replied **"Yeah enough"**.

"I need a soon (spoon)". He selected a spoon from the pot and began to mix. HWH repeatedly filled and emptied different pots with mud and water.

LG joins the adult in the mud kitchen, he begins to fill the frying pan with soil. Once he has added a couple of scoops he says **"need to put it in the oven "**.
He bends down, opening the microwave and places the pan inside.
The adult asks if dinner is ready yet.
LG says "**it's not ready yet**".

Maira is playing with her friend A in the mud kitchen they are making **"potato pancakes"**

Maira selects a knife and begins to carefully cut up the potatoes.

"I can't do it" she says as she passes me the knife.

I encourage her to try again and tell her to hold the knife closer to the middle. She perseveres and begins to chop the potato. Maira cuts up a few potatoes and gives them to A, who places them in a bowl.

Maira returns, spending a long time cutting up more potatoes.

Links with the EYFS

PSED

Making relationships

Interested in others' play and starting to join in.
Initiates play, offering cues to peers to join them.

Self Confidence & Self Awareness

Expresses own preferences and interests.
Can select and use activities and resources with help.

Understanding

Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*).
Developing understanding of simple concepts (e.g. *big/little*).
Understands use of objects (e.g. "*What do we use to cut things?*')
Beginning to understand 'why' and 'how' questions.

Speaking

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Uses simple sentences (e.g.' *Mummy gonna work.*')
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Understanding of the World

The world

Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Expressive Arts and Design

Exploring and using media and materials

Beginning to be interested in and describe the texture of things.

Being Imaginative

Beginning to make believe by pretending.
Engages in imaginative play based on own first hand experiences.
Uses available resources to create props to support role-play