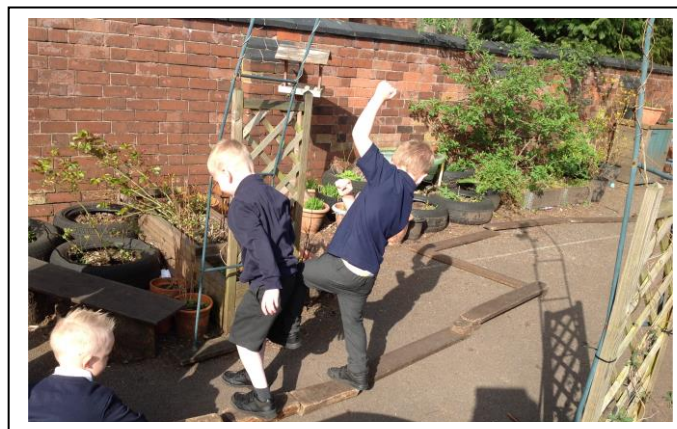
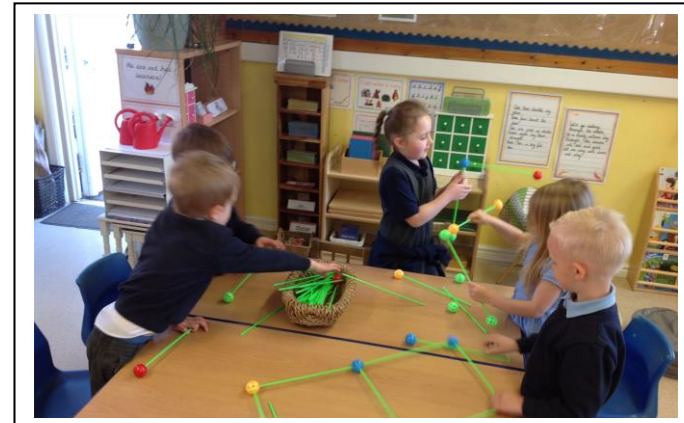
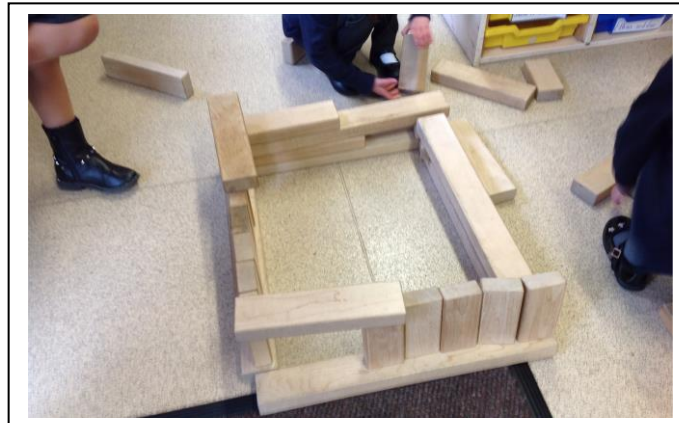


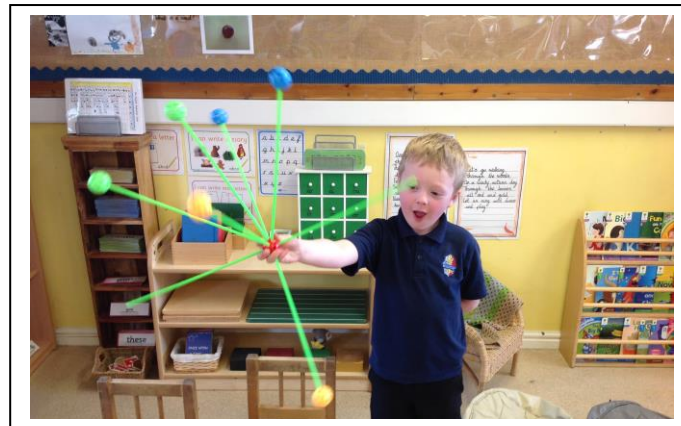
What is connection and how do things connect together?

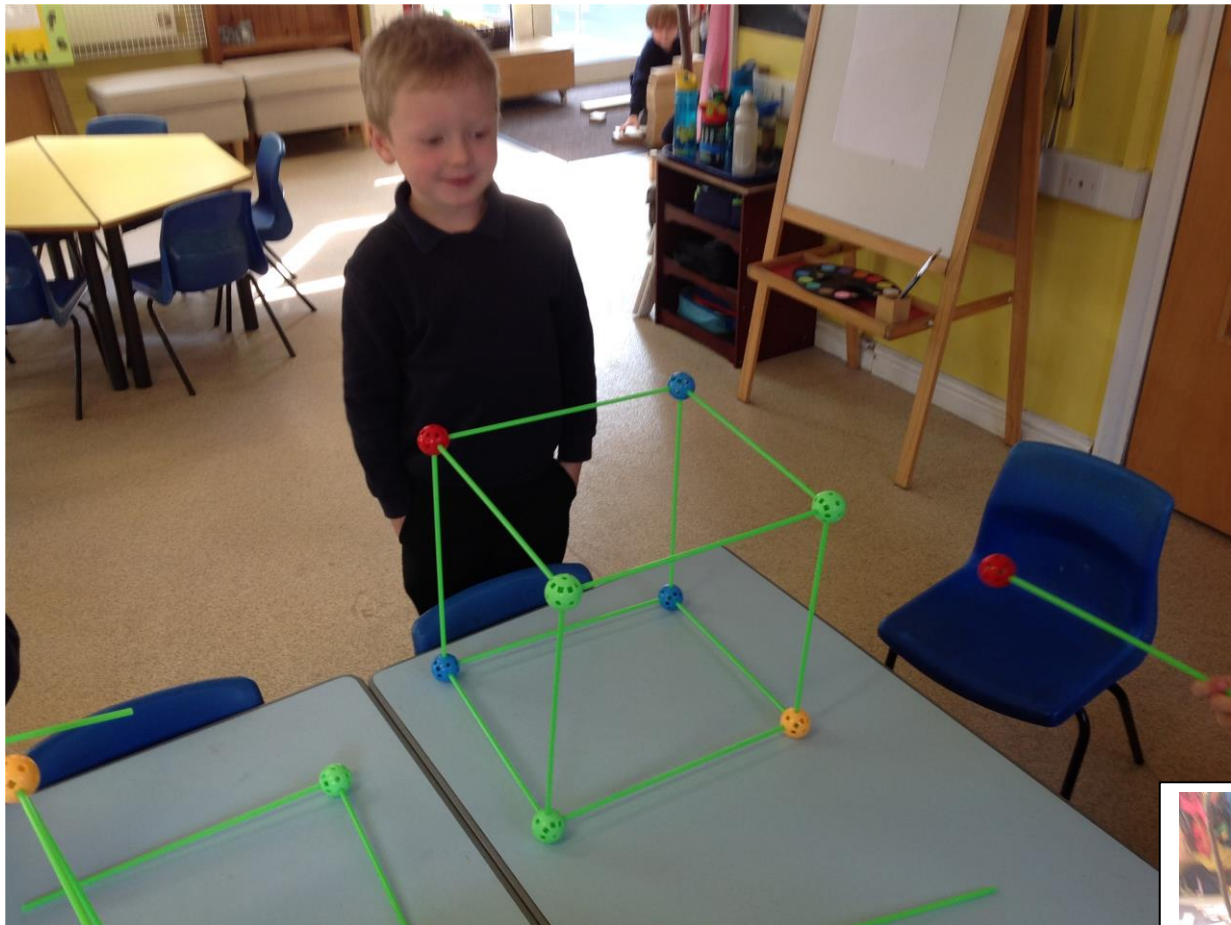
The children entered into repeated play, focusing on linking outdoor construction materials through the garden. They repeated this play for some time in many combinations, but always with the same focus on connection.



Due to the frequency and continuance of the focus, we began to explore a connecting schema with the group: first introducing a range of materials, which require the children to explore different methods of connection (putting together by clipping, stacking, magnetics etc.)





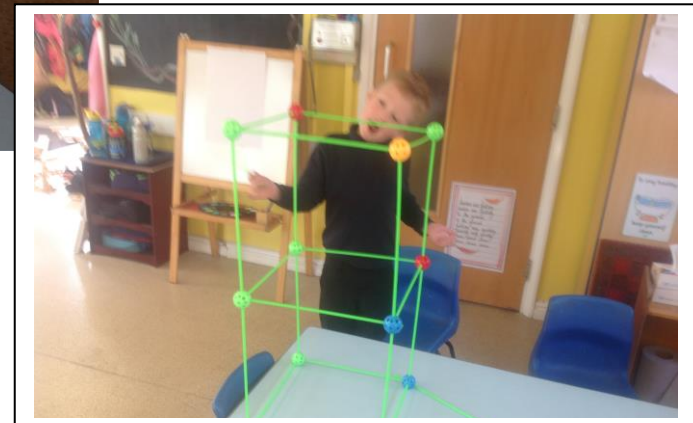


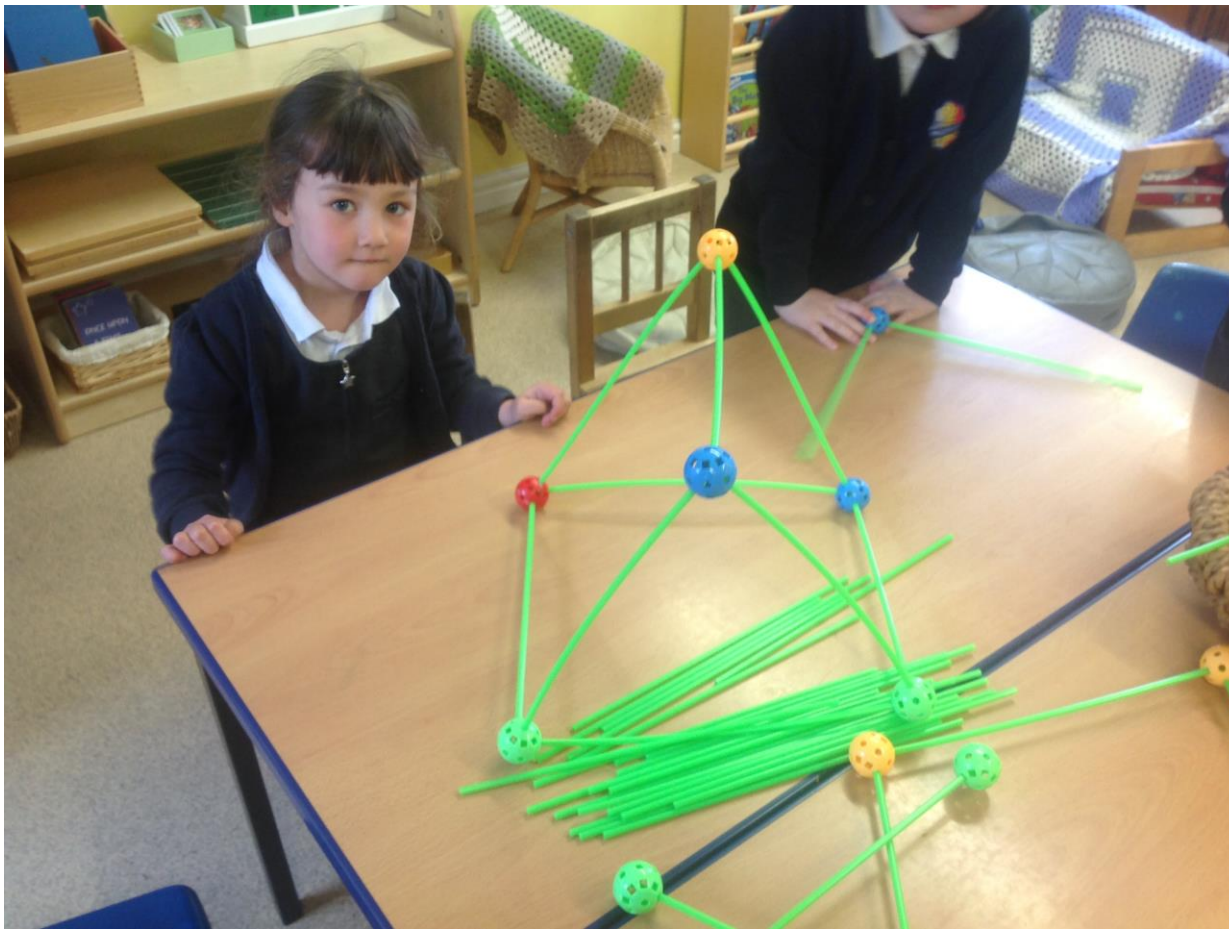
"I made a hexahedron!"

M continued to persevere with the construction kit, visiting it many times to develop his knowledge and skills.

In class we had discussed the properties of spheres and cubes, which we named as hexahedra.

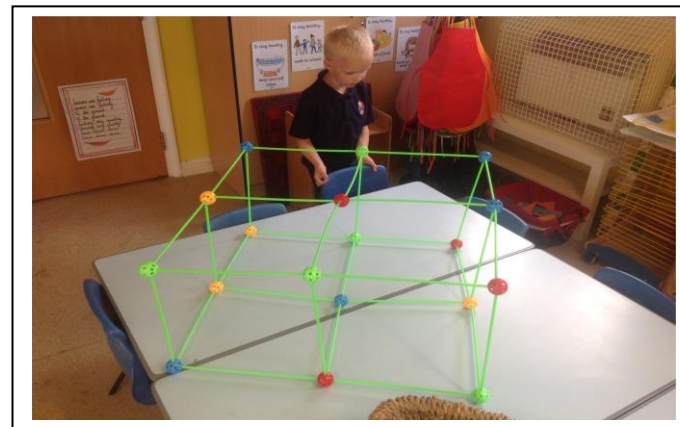
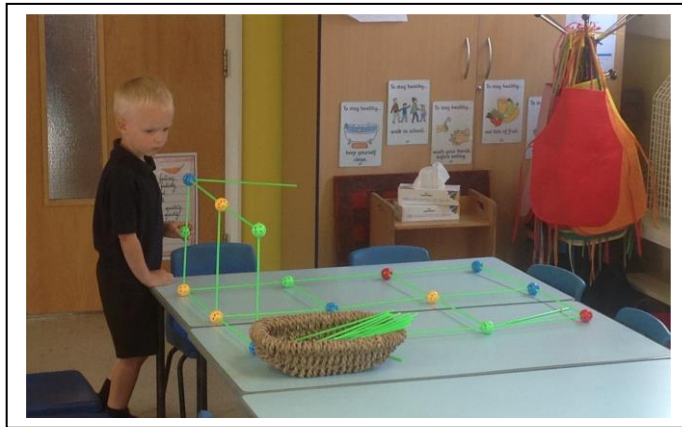
Marcus took the idea into his own play and constructed a perfectly formed cube.



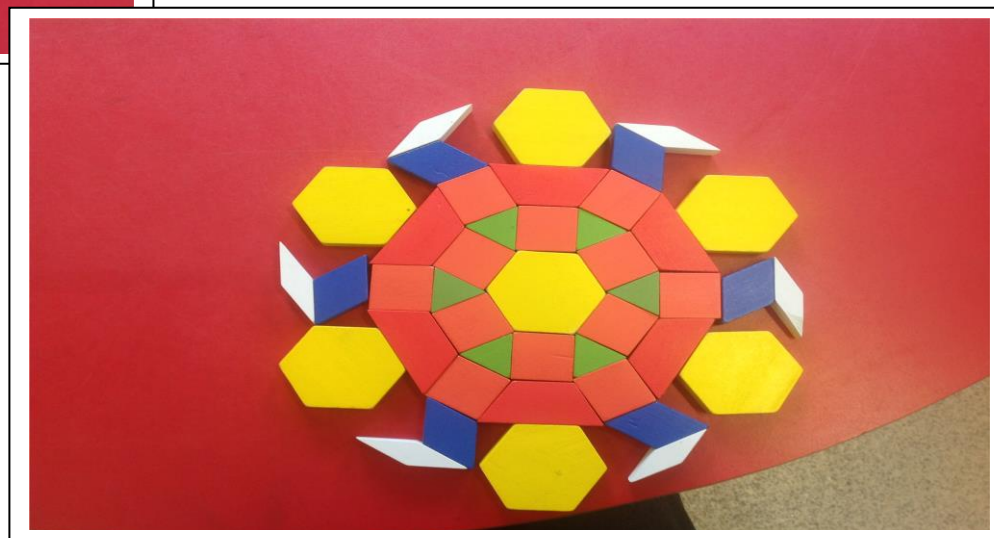
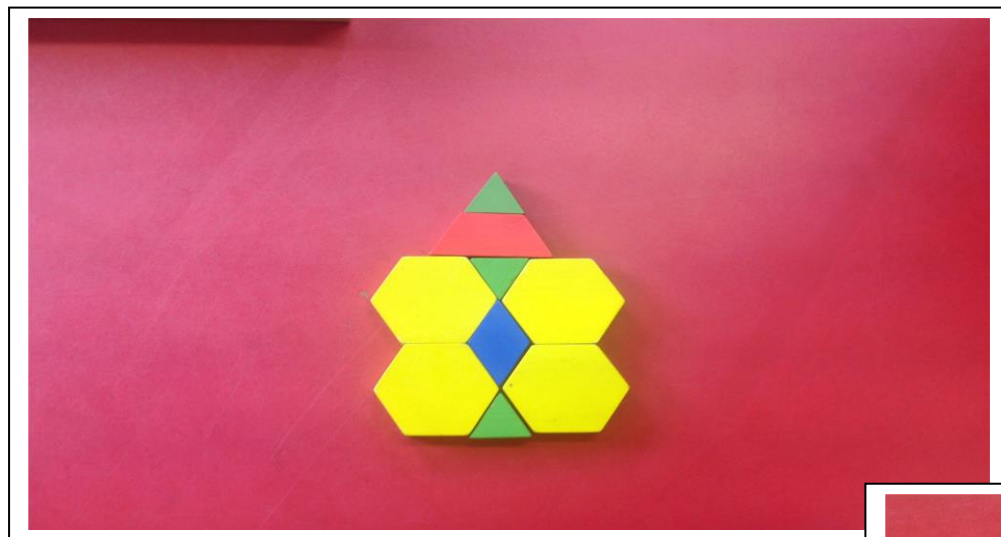


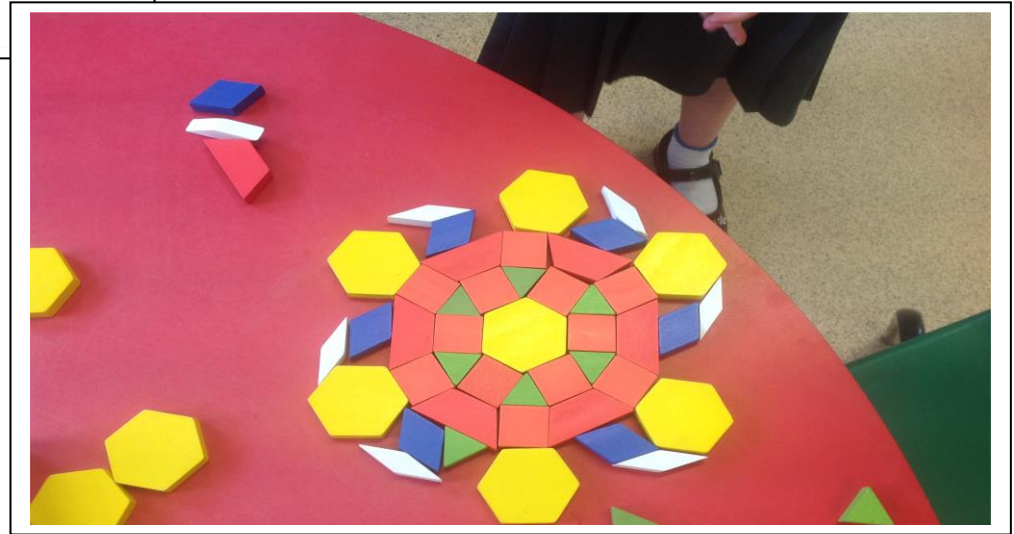
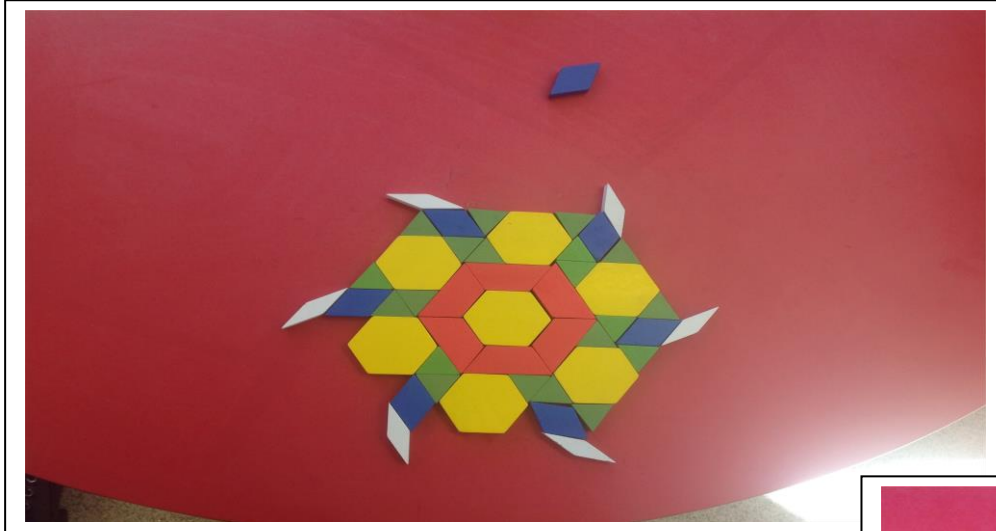
"I made a pyramid."

And still the children continued to find different ways to extend their thinking around connection, taking their learning, knowledge and understanding to new levels of challenge...

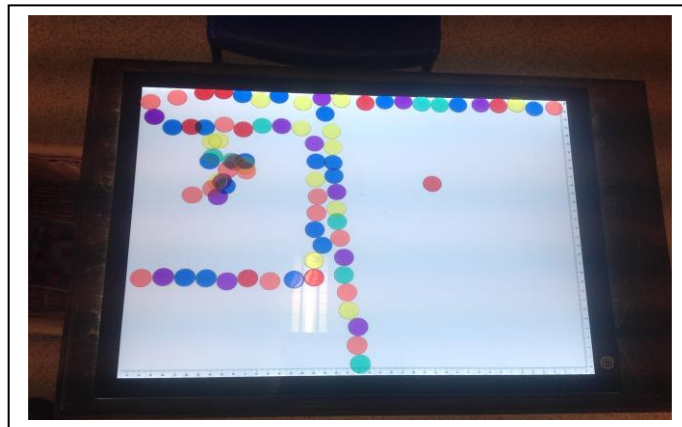
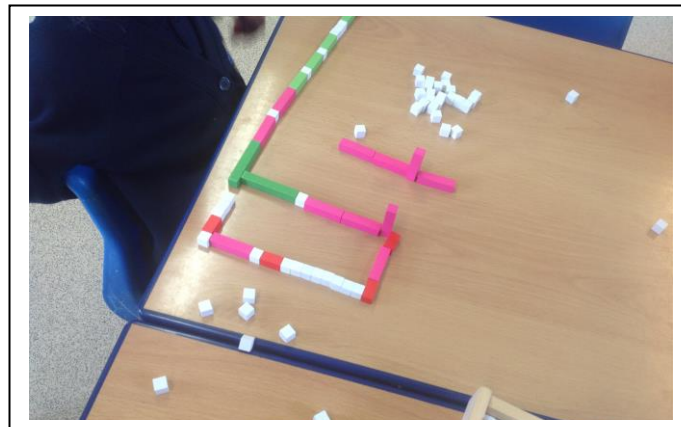


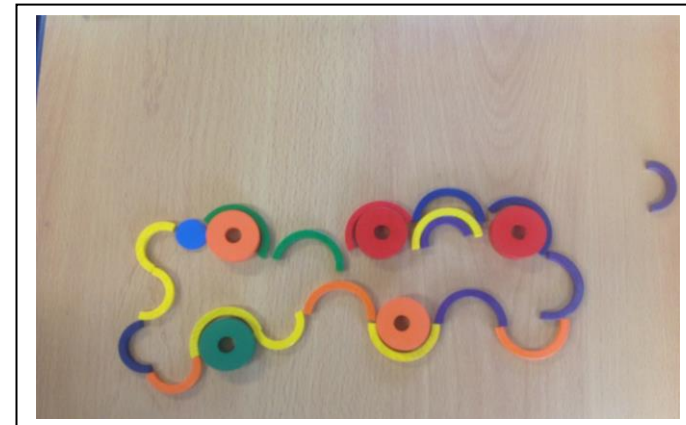
Ideas around pattern and symmetry followed with children exploring their ideas about where in the world around them they might see these types of connection...





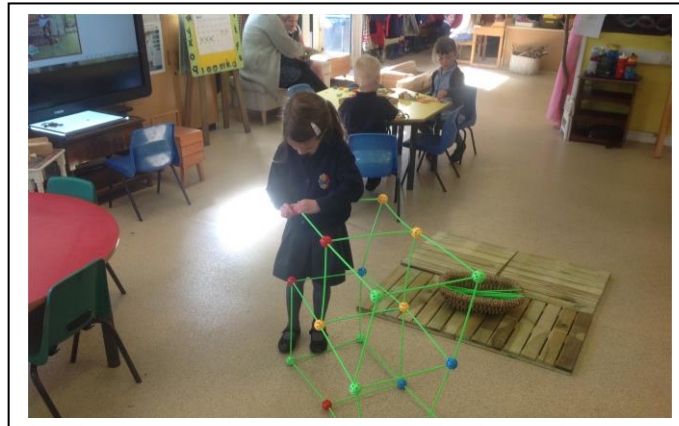
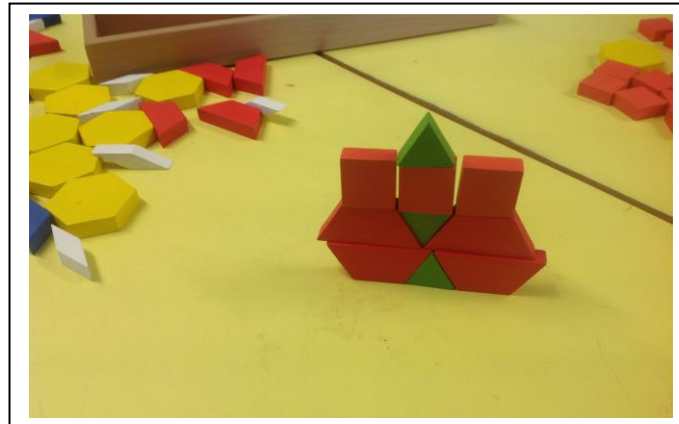
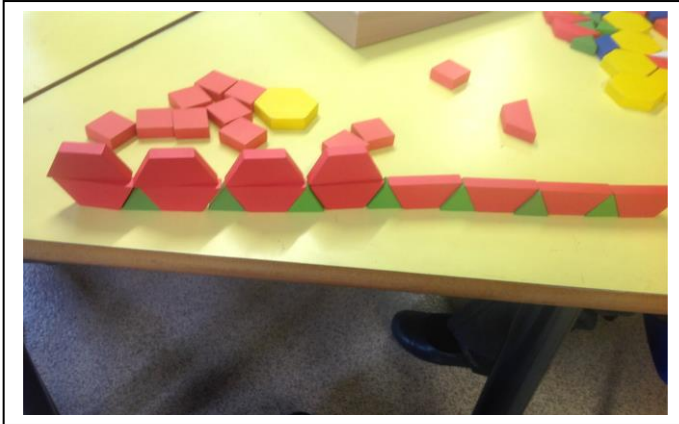
These ideas inspired the children to consider how a further range of materials might be connected together using different methods of tessellation.



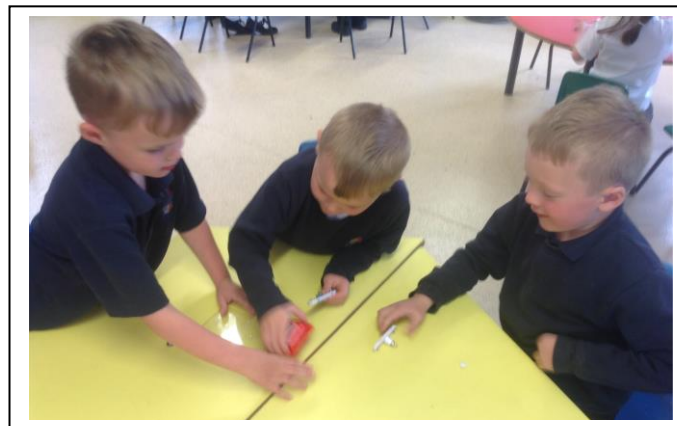
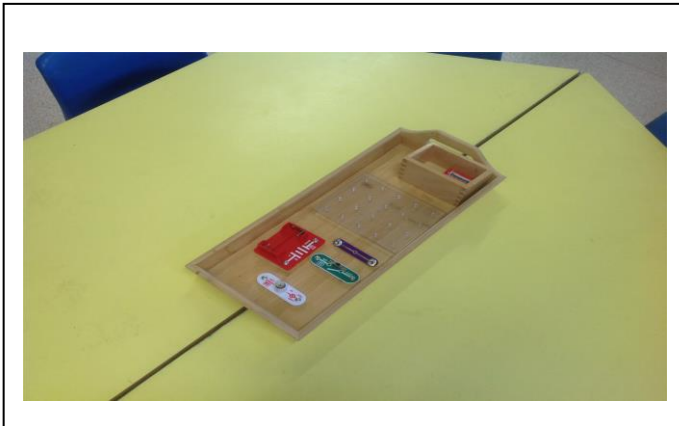


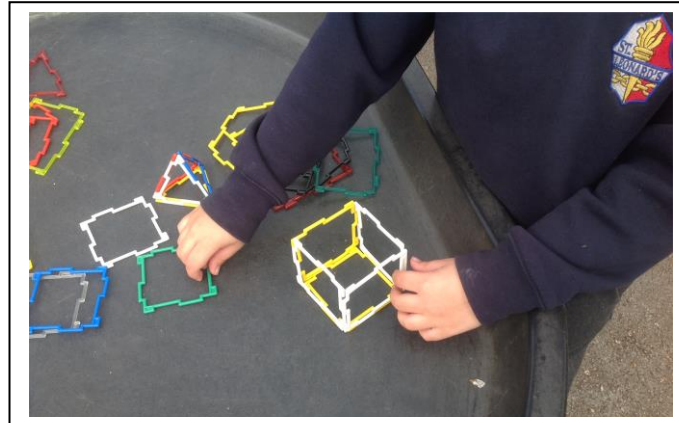
"This is our town. There are houses and there are shops." (C)

"This is my flower. Do you like it?" (A)



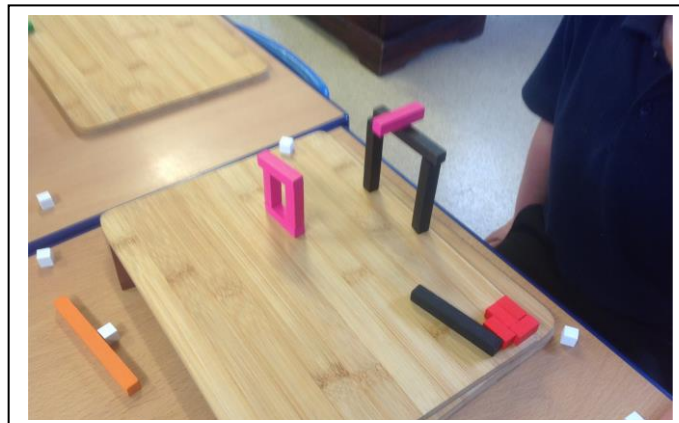
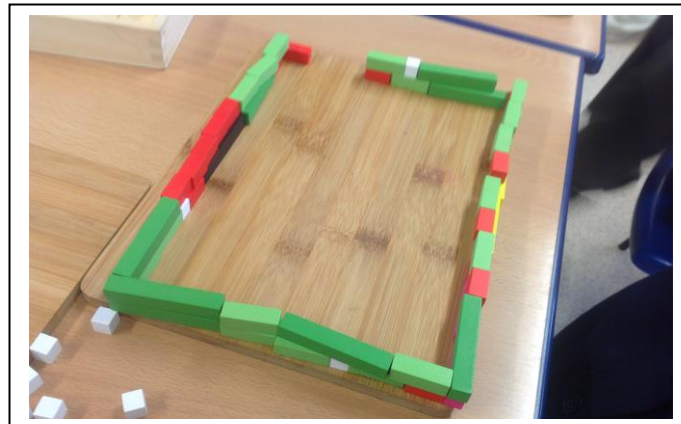
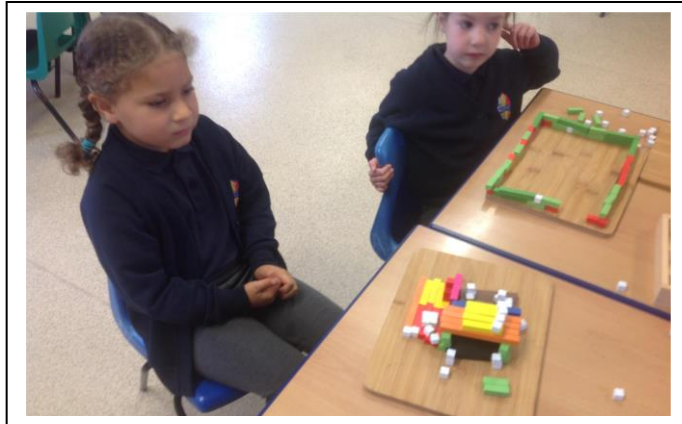
The idea of connection led us to explore circuitry and how electricity travels through connected elements. As engineers, we worked out how to connect a line of current so that the lightbulb would turn on.

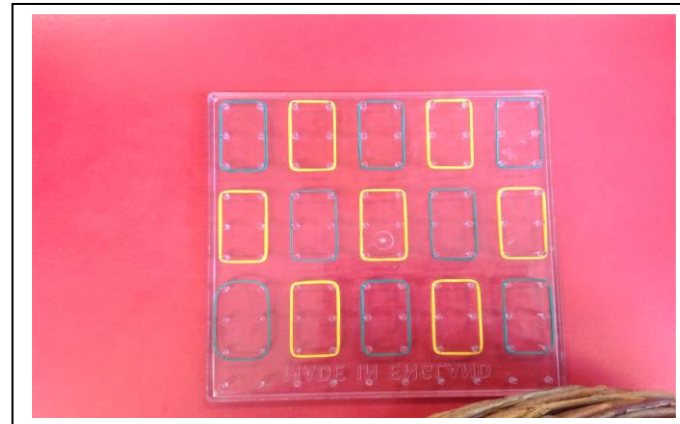




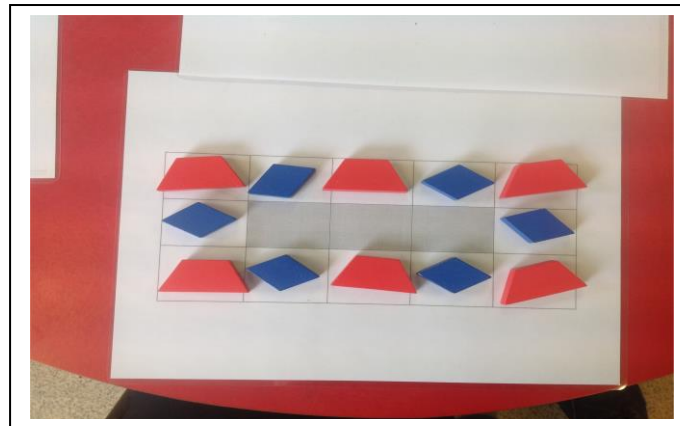
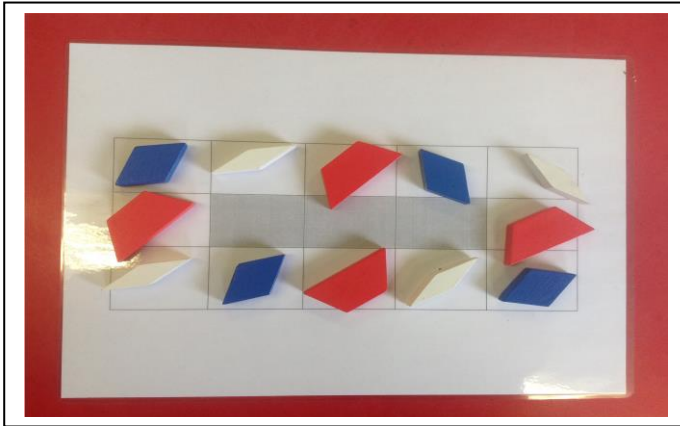
S spent a substantial amount of time in focused exploration using a connecting material. He wanted to create a hexahedron of his own, but required some support to tessellate the sides effectively to fix them together. Following some guidance, S completed the construction independently.

Ideas around connection transitioned into building with small scale construction. Skills included different forms of overlay and bridging.

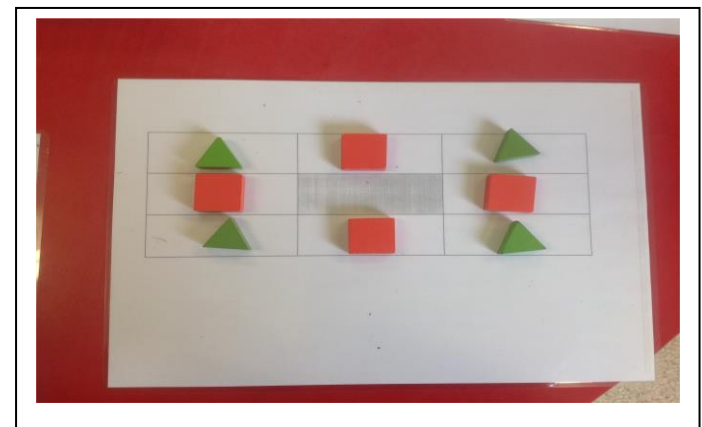




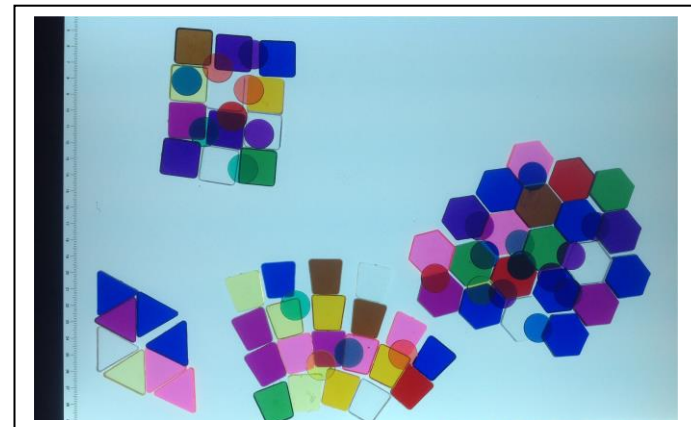
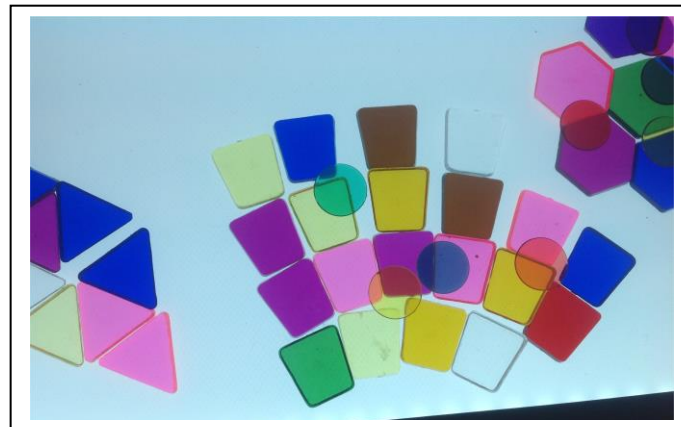
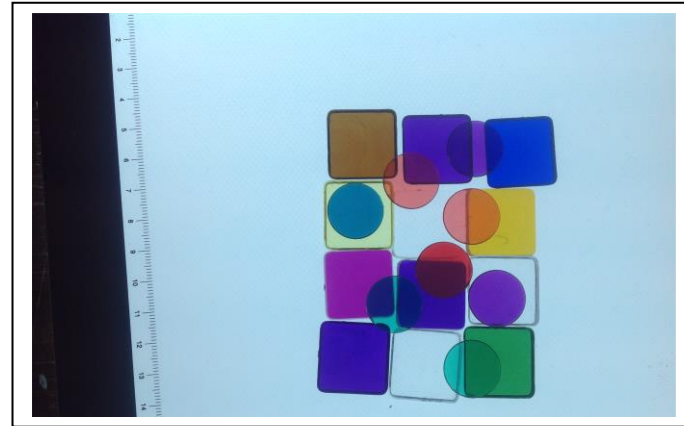
We spent time exploring how shape and colour might connect in repeating geometric patterns.

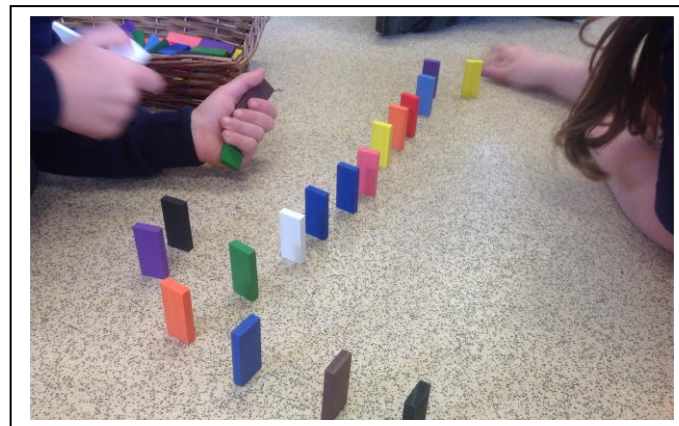
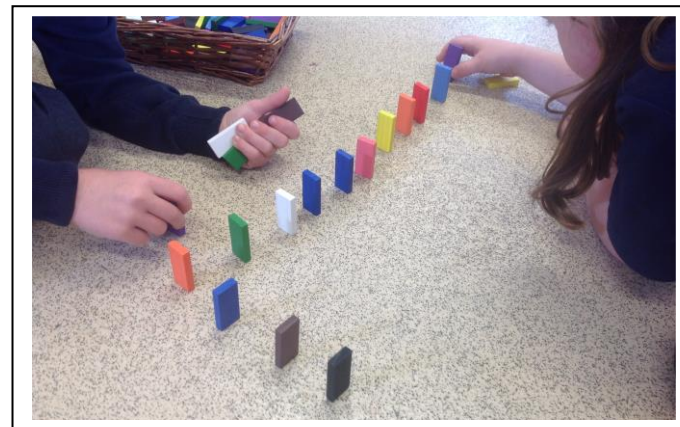


Our interest in pattern continued to include repeating patterns in different combinations and in rotation.



C continued to extend the idea of connection into an exploration of light and colour. How can colours connect to create and represent?

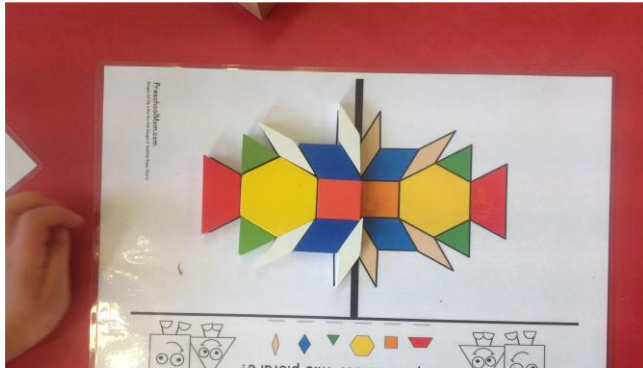




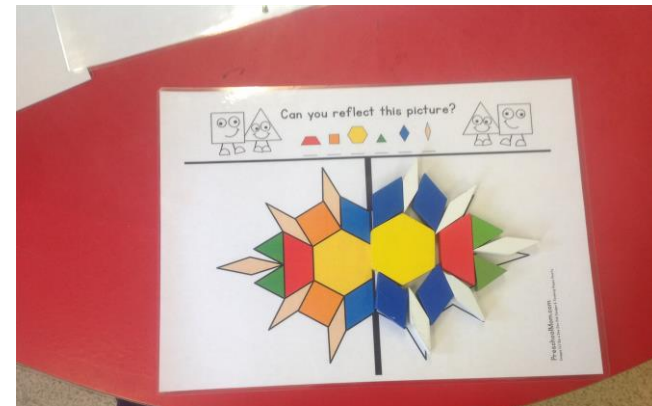
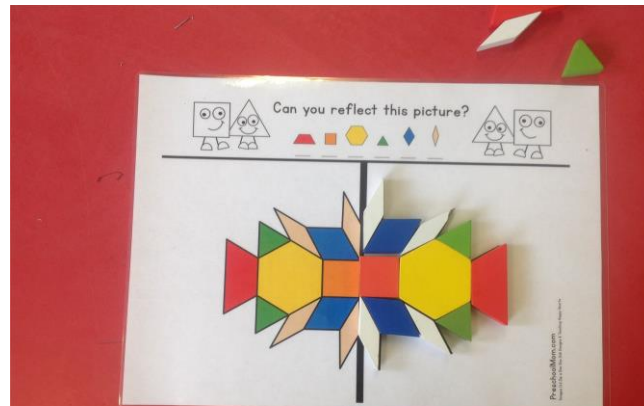
Our explorations continued as we considered how other materials might connect. Dominoes took plenty of perseverance!

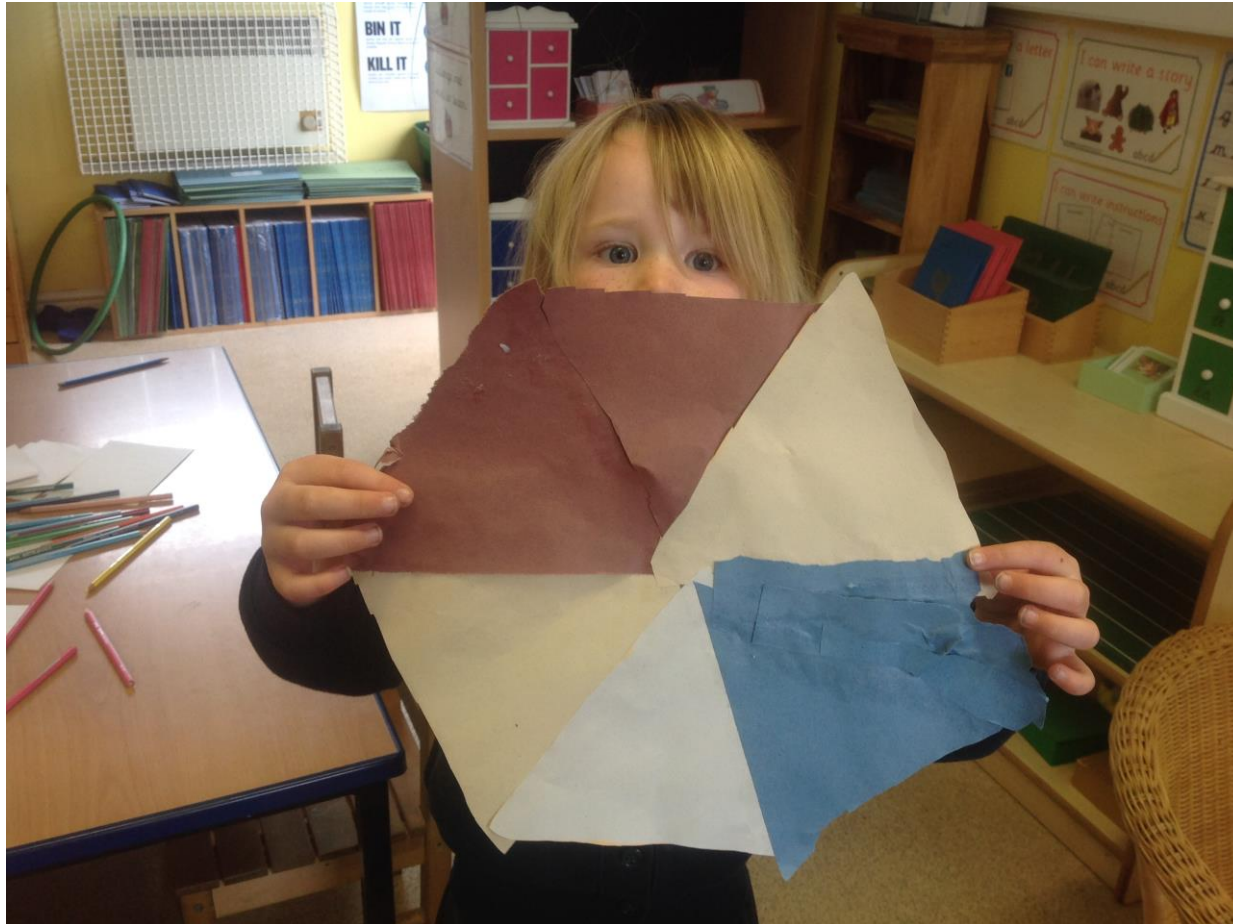
How long am I?!





We also considered how pattern and form can be connected through symmetry...





How do shapes connect to create form?