Contents

Open-Ended Play	7
Loose Parts	
The origin of loose parts	8
Reggio Emilia	10
What are loose parts?	11
Health and Safety	13
Acquiring Loose Parts	14
Questions to ask yourself	14
Natural loose parts	15
Recycled loose parts	17
Sourced loose parts	20
Garage or tyre uppiors	20
Building, Yus	20
Electricians of electric suppliers	21
Milk su, pliers / pubs / bakeries	21
ree sv geons	22
Haberdashery	23
Supermarkets / grocery shops / local shops	23
Skip diving	23
Scrapstores	24
Car boot sales and charity shops	24

	Bought loose parts	24
	Joining materials	26
	Enhancing loose part play	26
L	oose parts for younger children	20
	Light box for younger children	31
	Natural Sensory Play	
	Rose petal play	33
	Sensory bins	34
	Sensory boards	35
	Water play	35
	Ice play	37
	Sand play	38
	Building towers	39
	Open-ended picy pic rocations for younger children	41
C	pening up יוסין ay ייסי ildren	43
	Gathering loo. parts	43
	Transie t Art	44
	lavdough provocations	46
	.oose parts as decoration	47
	Communication and Language development	49
	Literacy development	52
	Letters and loose parts	53
	Mark making	56

Maths activities	58
Number lines	58
Counting	60
Sorting	
Natural sorting	. 64
Money	64
Shapes	65
Weighing	68
Measuring capacity	69
Measuring length / width / circumferance	70
Problem solving	72
Patterns	
Music	75
Art and creative pla,	
Imaginati > piay	81
Mud kitchens.	84
Small w rld	87
hvsic-, development	89
arge muscles and movement	89
Small or fine muscle development	90
Science and the world around us	93
Construction	94
Deconstruction	96

Storage	97	
Outdoors		
Indoors	98	
Encouraging children to put away		
Conclusion	00	
Conclusion		
Photograph Acknowledgements	102	
References	104	

children. The more open-ended opportunities you provide for your children the more ways in which they can express themselves freely. Children will have full control of their play and exploration if you provide them with resources that have no specific directions or instructions.

What are loose parts?

Loose parts are materials that can be collected controlled, noved around, manipulated, adapted, controlled combined with other materials, piled up, lined up, and take apart and put back together in multiple ways.

They are open-ended items that an be used alone or combined with other materials. They are children to use them with no instructions are rections. They can be natural or manufactured, found, scavenge, or bought, different sizes, shapes and material.

There may be items that you would normally throw away or recycle or reme, the yould use for other tasks, e.g. nuts and bolts. If you look around your setting and your home you will be sure to find items that could be classed as loose part assources. This is how you can develop your resource bank. The publication will look at different resource and activity reas.

Loose parts allow children to design their own play environment and if children are involved in creating their own spaces and activities, they will be more engaged and motivated in the play and learning. If children are engaged and able to think for themselves then high quality learning and development occurs.

