

Texture Hunt

Children learn about the world through their senses, and it's important to make time for them to explore the sense of touch. There are so many ways to explore texture- and texture Hunt is just one of them.

Topic: I can touch – textures

Time: 20 mins

Age group: 3 - 5

What you need

- Different texture and types of materials. To start with try to get a range that covers at least the textures of smooth, rough, hard and soft. See what you have at home or raid your local arts and crafts store! Suggestions (obviously there will be overlap with some of these categories!):

Smooth	Rough	Hard	Soft
Plastic lid	Sandpaper	Buttons	Sponge
Wood	Velcro	Dry pasta	Pom poms
Tin foil	Rough sponge	Shells	Felt
Paper	Bristled brush	Paperclips	Feathers

What to do

Set up

Have all the different materials at hand.

Activity

1. Explain to children that they will use their skin to feel various textures. They are going to try to find things that are bumpy, smooth, scratchy, and so on.
2. Pass around items that are examples of different textures. Ask children to describe how they feel.
3. If they do not have the vocabulary help them by using a 'think aloud' strategy – 'The wood is smooth and hard but the sponge feels different. It is soft.'
4. Ask the children to categorise the objects: which ones feel hard, which ones feel soft, which are smooth & which are rough?
5. Have each child go on a texture hunt to find something interesting that feels similar.
6. You can extend this activity and ask children if they can find two objects that feel the same.

The Science

Our sense of touch comes from receptors in our skin. The skin is actually the largest organ in the body, covering all of our body surface! Some parts of our skin are more sensitive to touch than others, for example; our fingertips, the skin on our face and our lips. This is because there are more touch receptors clustered close together in these areas. Touching something triggers these receptors which then send messages to the brain about the feel and temperature of what is being touched. Our other main senses include sight, hearing, taste and smell. They all have their own ways of taking in



information and passing it to the brain but they also interact with each other to give us information about the world around us.

Science talk

Description words

Texture, soft, hard, rough, smooth.

Science process words

Observe, notice, compare, same, different, match, seek, predict and record.

Open ended questions

- How do the different textures feel?

Skills

Observing, feeling and classifying

Stay Safe

- Keep an eye on small object to prevent kids from choking
- Do not use anything with sharp edges that might cut.

Ways to document

You can create a simple chart to roughly categorise the different textures. Make a simple table or chart with the headings 'object' and 'smooth', 'rough', 'soft', 'hard', 'other'. Write down the name or put a picture of the object on the left hand side and tick whether it is smooth/rough/hard/soft, then note any other descriptive words that you use to describe the texture of that object. Keep adding to the chart as you find other objects with the same textures and compare them to your previous results. This allows continued exploration and allows children to develop a deeper understanding and begin to make sense of textures themselves using their own language.

Extending the activity

Expand children's texture vocabulary by introducing examples that they might not have found. For example, a bristle block or hairbrushes are examples of prickly. Silk and satin material is silky and smooth. Our skin also gives us information about the temperature of objects and whether they are wet or dry. Explore these special capabilities of the skin, too. Be sure to use lots of descriptive words to talk about your observations. Remind children that we have skin all over our bodies. They can make observations using the skin on their arms, legs, backs, and cheeks, not just their hands.

Other science links

Shape, materials, colours.

Cross curricular links

Literacy (increasing vocabulary)