

South-Lincs Hub EYFS Cycle A Focus 2 Are Humans the most powerful thing on Earth?

Characteristics of Effective Learning – How a child is learning		
<p><u>Playing and Exploring</u></p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people. • Using senses to explore the world around them. • Engaging in open-ended activity. • Showing particular interests. <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience. • Representing their experiences in play. • Taking on a role in their play. • Acting out experiences with other people. <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities. • Seeking challenge. • Showing a 'can do' attitude. • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p><u>Active Learning</u></p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time. • Showing high levels of energy, fascination. • Not easily distracted. • Paying attention to details. <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur. • Showing a belief that more effort or a different approach will pay off. • Bouncing back after difficulties. <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals. • Being proud of how they accomplished something – not just the end result. • Enjoying meeting challenges for their own sake rather than external rewards or praise. 	<p><u>Creating and Thinking Critically</u></p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas. • Finding ways to solve problems. • Finding new ways to do things. <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience. • Making predictions. • Testing their ideas. • Developing ideas of grouping, sequences, cause and effect. <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal. • Checking how well their activities are going. • Changing strategy as needed. • Reviewing how well the approach worked.

Environment	Experiences	Questioning	Appropriate Vocabulary
<p>Enable the foundations of scientific learning, and developing, self-confidence, mathematical concepts, written and spoken language acquisition and physical development.</p> <p>Provide appropriate space and materials for the children to choose from to develop creativity through colour shape and form.</p> <p>Provide activities that involve turn taking and sharing. Ensuring that the organisation of areas allows children real choices of techniques, materials and resources.</p> <p>Involve children in agreeing codes of behaviour and taking responsibility for implementing them.</p> <p>Give thinking time for children to decide what they want to do/make and how they will go about it.</p> <p>Set up collaborative tasks, for example, Digging the world's biggest hole</p> <p>Opportunities for children to practice skills, initiate and plan simple projects, and find their own skills, and solutions in the design and making process.</p> <p>Make links with children's experiences to provide opportunities to design and make things.</p> <p>Pictures of varied landscapes/sea-scapes</p> <p>Pictures of holes (Caves / road excavations / sink holes etc...)</p> <p>Appropriate non-fiction and fiction books</p> <p>Drawing and writing materials/ Clipboards</p> <p>Selection of garden tools such as spades, forks, trowels, rakes, buckets, Wellington boots, stones, teaspoons, small scoops and a builder's tray filled with soil, play people, animals, vehicles</p> <p>Selection of natural/ reclaimed material shells and pebbles, ice cream spoons and small yoghurt pots.</p> <p>Create a display entitled 'Under our feet'.</p> <p>Investigate creatures that burrow underground</p> <p>Explore a globe and discuss the shape of the Earth.</p> <p>Displays of finished models / artwork and those in progress.</p>	<p>Have children developed the capacity to sequence and order, classify, and sort at a concrete & pictorial level?</p> <p>Have children acquired the linguistic competence to explain and give reasons?</p> <p>Do children show a degree of imagination and flair in what they do?</p> <p>Can children ask questions and express the need to find out more?</p> <p>Can children be to some extent self-critical, accept suggestions from others, tackle ambiguity and be open to challenge?</p> <p>Children will experience:</p> <ul style="list-style-type: none"> • Exploring how colours can change. • The wider world through their own eyes and those of others. • Moulding and sculpting materials • Using tools and areas safely and appropriately. • Open-ended play. • Time for handling and exploring equipment. • Making scientific discoveries with adult support and / or independently. • Working collaboratively and independently. • Designing plans and painting for a purpose. • Talking about theirs and others work. • Explaining to an adult the making process. • Following instructions. • Looking at books • Watching past and real time videos. • Recording own work in different forms. • Using stories/ experiences for a stimulus. • Making choices. • Developing vocabulary (See Appropriate vocabulary) • Developing mathematical and scientific concepts. • Teamwork, sharing, and social skills. 	<p>Tuning in: Observe, listen, encourage and show sensitivity to the children before deciding to intervene in their play or practical activities.</p> <p>Development: Modelling, scaffolding or questioning strategies to extend the thinking experience.</p> <p>Creativity: Providing open-ended and practical tasks for the children encouraging them to think beyond the routine, emphasising the importance of completing an activity with flair and imagination.</p> <p>Reflection: Encouraging children to reflect on their experiences, introducing ambiguity into the children's thought processes to allow challenge to take place.</p> <p>I wonder what you will need to use to make... How will you...?</p> <p>Can you show me how you fixed that? Tell me how...?</p> <p>Why have you...?</p> <p>What might happen if...?</p> <p>What is the same?</p> <p>What is different?</p> <p>Tell me about...</p> <p>Why do you think...?</p> <p>How can we...?</p> <p>What do you know about...?</p> <p>How do you know...?</p> <p>What else could you use to....</p> <p>How does the feel?</p> <p>What did you find.....?</p> <p>What might you find if....</p> <p>How did Charlie feel as he travelled deeper and deeper into the earth?</p>	<p>Humans, centre, Earth, volcano, melted rock, lava, hot rocks, erupt, ash.</p> <p>Ground, Dig, scoop, reach, place, pile, tip, hole, patch, stones, pebbles, earth, mud, soil, dust, dirt, sand grass.</p> <p>Snow, rain, clouds, sun, wind, fog, blowing, frosty, icy, dry, wet, bare, buds, leaves, flowers, green, orange, red, brown, mud, rainbow, umbrella, shadows, puddles, boots, sandals, coats, short.</p> <p>Damp, dry, sloppy, liquid, solid, sticky, wet, dry, buried.</p> <p>Side, edges, top, bottom, against, next to, under, over</p> <p>Shallow, deep</p> <p>Big, small, large, medium empty, full.</p> <p>The names of the tools the children are using and the minibeasts.</p>

What the children will be learning

- All about daily weather patterns finding out about out daily weather patterns. in UK & – Extreme weathers – Wind, flood drought.
- Recognising how weather changes throughout the year.
- Effects of different weather.
- Seasonal weather - What colours and patterns can you see in ...(Season)?
- STEM Knowledge and skills
- All about volcanoes
- Thinking about the impact of a volcanic eruption on the lives of people who live nearby.
- Investigating what is under our feet...Reflect on prior learning animal homes underground using this knowledge to explore a world underneath our feet.

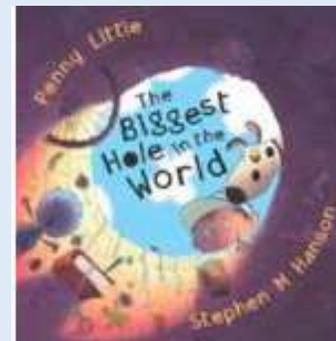
What the children's learning looks like

Weather

- How do we find out what the weather will be like today? How does the weather change throughout the year? Who climbed up the waterspout? Make a collection of poems about the weather. What does it feel like when the wind blows? What would happen a world without water? Make a collaborative big book about seasons / weather.
- Show children examples of weather paintings. Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
- Focus on the process of colour mixing and patterns children make to create own weather art.
- STEM - Collaboratively design and build a weather station including methods of collecting and recording weather results. (Link Role Play)
- Explore weather poems and song – Create own poems and music.

Underneath our feet

- What is under our feet? Dig the biggest hole in the world. Children will be using sand and outdoor area to explore scooping, digging, pouring and sifting.
- Children will be finding out how things work, whilst also building their muscles and coordination. As the hole gets bigger children will be hearing and using vocabulary to measure and describe size.
- Scaffold children's knowledge and understanding of language to describe an attribute of an object. The attribute could be time, temperature, size, space or capacity.
- Boring holes through a ball of playdough until it emerges at the other side. Talk about how Charlie's hole went right through the centre of the earth to the other side. Discuss what is found in each layer if digging. Talk to the children about how Charlie dug a deep hole on his visit to the seaside, and provide resources for the children to create a seaside in the sand tray using wet sand. Go in search of holes in the outdoor area and local environment. Can you find any funnels, tubes, a keyhole, a manhole, a hole in the pavement, the hole in a postbox? Take the children to see some workers digging a hole in the road (Weston Building site) and let them look down it from a safe distance. Why are they digging the hole? What are they using to make the hole?
- Show the children the section of the story entitled 'The centre of the earth'. Provide interesting objects to appear in the hole.



Animals

- Re call previous knowledge and learning on animal homes – Revisit animals who live under the ground such as rabbits, worms and moles. Build a wormery.

Volcanos

- Introduce the word 'volcano' and look at other pictures of volcanoes. Explain how the melted rock from the centre of the earth spits out from the top of the volcano as lava and flows down the side. Watch clip (BBC Bitesize) Volcano and eruption. What colours can they see?
- We have extinct volcanos in the UK – Show map of where they are. Talk about how some people live on/near volcanos. How in the past some people have died (Mt Vesuvius / Pompeii KS1 link). Explain that when a volcano erupts, ash rains down and covers everything on land and people have to wear face masks to help them breathe. Although lava moves very slowly, it cannot be

stopped and often destroys towns and villages. Even planes cannot fly through the ash cloud.

- Suggest making a model volcano. Encourage the children to mould their playdough into the shape of a volcano. Refer the children to the posters and pictures of volcanoes as they mould the shape.
- Ask the children to press a hole in the top of the volcano and sprinkle some baking powder and a few drops of red colouring into the hole. Demonstrate what happens to the melted rock in the centre of the Earth by creating exploding volcanoes. Children will describe what they have seen and link their observations to what happens when a real volcano erupts.

Role Play

Interactive weather station including an interactive weather report studio. Children can record and post their weather reports online on to the class padlet.

**South-Lincs Hub EYFS Cycle A Focus 2 –
EYFS Curriculum links
-Are humans the most powerful thing on Earth?**

Prime Areas

Personal Social & Emotional Development

– Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

-Self Confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.

-Managing Feelings and Behaviour

- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Communication & Language

-Listening & Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

-Understanding

- Responds to instructions involving a two-part sequence.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

-Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Physical Development

– Moving & Handling

- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

-Health and Self Care

- Shows some understanding that good practices with regard to ~~exercise, eating, sleeping and~~ hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Specific Areas

<u>Understanding the World</u>	<u>Expressive art and design</u>	<u>Mathematics</u>	<u>Literacy</u>
<p>– People & Communities</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>-The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Developing an understanding of growth, decay and changes over time. • Talks about why things happen and how things work • Looks closely at similarities, differences, patterns and change • Looks closely at similarities, differences, patterns and change. • <p>-Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p>-Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>– Numbers</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>-Shape Space & Measures</p> <ul style="list-style-type: none"> • Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Orders and sequences familiar events. 	<p>-Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers <p>-Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.

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| | | <ul style="list-style-type: none">• Measures short periods of time in simple ways. | |
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