

## South-Lincs Hub EYFS Cycle A Focus 3 Why do people make journeys?

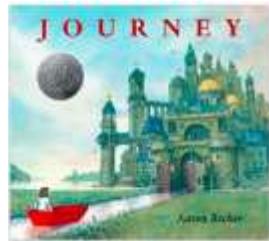
Characteristics of Effective Learning – How a child is learning		
<p><b><u>Playing and Exploring</u></b></p> <p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people.</li> <li>• Using senses to explore the world around them.</li>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

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.</p> <p>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, 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 for designing and making.</p> <p>Pictures of transport, pilgrimages, plant growth, day and night / light and dark.</p> <p>Appropriate non-fiction and fiction books.</p> <p>Drawing and writing materials/ Clipboards</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 &amp; 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><b>Children will experience:</b></p> <ul style="list-style-type: none"> <li>• Exploring pattern and texture.</li> <li>• The wider world through their own eyes and those of others.</li> <li>• Moulding and sculpting materials.</li> <li>• Using tools and areas safely and appropriately.</li> <li>• Open-ended play.</li> <li>• Time for handling and exploring equipment.</li> <li>• Making scientific discoveries with adult support and / or independently.</li> <li>• Working collaboratively and independently.</li> <li>• Designing plans and building for a purpose.</li> <li>• Talking about theirs and others work.</li> <li>• Explaining to an adult the making process.</li> <li>• Following instructions.</li> <li>• Retrieving information from books.</li> <li>• Watching past and real time videos.</li> <li>• Recording own work in different forms.</li> <li>• Using stories/ experiences for a stimulus.</li> <li>• Making choices.</li> <li>• Developing vocabulary (See Appropriate vocabulary)</li> <li>• Developing mathematical and scientific concepts.</li> <li>• Teamwork, sharing, and social skills.</li> </ul>	<p><b>Tuning in:</b> Observe, listen, encourage and show sensitivity to the children before deciding to intervene in their play or practical activities.</p> <p><b>Development:</b> Modelling, scaffolding or questioning strategies to extend the thinking experience.</p> <p><b>Creativity:</b> 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><b>Reflection:</b> Encouraging children to reflect on their experiences, further developing ambiguity into the children’s thought processes to allow challenge to take place.</p>	<p>igloo, iceberg, snowflake, glacier, snow, ice, freezing, melting, water, cold, arctic</p> <p>explore, binoculars, compass, navigation, map, sledge, ship, planning and preparation</p> <p>light, dark, sun, planet, rays, night and day, reflection, electricity, fire</p> <p>desert, rainforest, savannah, arctic, farmland, woodland, marine, environment, trees, grass, sand, mountains, ocean</p> <p>pollution, damage, rubbish, care, nature, gases, deforestation, recycling, litter, plastic bags, reusing, paper, saving electricity,</p> <p>trains, aeroplanes, ships, cars, buses, bikes, motorbikes, barges, hot air balloon, hovercraft, wheels, rotor blades, helicopter, sea, canal, rail tracks, roads, airport, port, dock</p> <p>steam, electric, coal, drivers, signals, deliveries, goods, stations, level crossings, underground/tube, safety, tunnel, engine, passenger carriages.</p> <p>STOP, LOOK, LISTEN! Zebra crossings, pelican crossings, red, amber, green, push buttons, traffic lights, an invitation to cross, Highway Code, holding hands seed, soil, water, sunlight, roots, stem, leaves, flower, bulb, shoots.</p>

### What the children will be learning

- Hot and Cold climates.
- Navigation around the world.
- Helping to think about issues from many perspectives
- Changes over time - the past, present and future.
- Reasons for making journeys.
- STEM Knowledge and skills – Growth, space and time.
- Writing sentences, captions and speech.
- Where they live and the local area and the wider World
- To use new tools and objects,
- Explore and investigate the resources freely.
- Descriptive and observational vocabulary
- Using materials and media to solve problems.
- Sculpture - To explore different colours, shapes, patterns and textures in nature; encouraging creativity and visual expression - Transient art that is process orientated with no expectations.
- Small-scale and large-scale, individual and collaborative.
- Reasons for making journeys.
- Road safety – GIST?
- Children to plan their own TRIP?
- Express feelings, thoughts and ideas in verbal and non-verbal ways.
- Thinking about problems with more than one answer.

### What the children's learning looks like



#### Climates (Present Journeys) Light and Dark / Hot and Cold

'The Lonely Girl' likes to travel... (Link and extend knowledge of UK weather and seasons) she loves exploring. She would like to explore our World. Extend knowledge to include day and night, sun and moon – (Link to nature focus – Do only humans make journeys?)

Throughout this focus she will visit different places, using different transport e.g. train, flying carpet, bus, aeroplane, car, boat.

- Make a non-fiction book all your favourite type of transport. – Big Floor Book?

What journeys can you make on foot?

What kinds of transport might we find on the road?

Where might we visit by rail?

How can we travel on and under water?

How can we travel through the air?

- Keep a diary about 'The Lonely Girl' on her travels.

*(Using a character will give children a focus to their activities and something they are able to empathise with)*

What would she need on her travels? (Backpack, map, lunchbox, camera)

#### Journeys from the past

Where have you been?

What places have the children visited in the past? Record the different places. Ask questions e.g. How did you get there? Who went with you? What did you do when you arrived? What is the same or different about the place you visited and where you live?

Children could record a picture of their favourite place to visit and the people who went with them. Share children's pictures pointing out the many different places we all visit with our families. – Large Floor book - Class Journey book or Journeys we have made (KS1 link)

**Why do we make journeys?** (KS1 Link – WWII evacuation / Battle of Britain aviation)

Look at trains / aeroplanes / cars then and now. Use non-fiction books and photographs to find out about how different trains work.

Include **Writing WWII style postcards**

#### Journeys in the Future

##### **Future vehicles**

Draw a design for a vehicle for 'The lonely Girl'. Use soft wood, nails, wheels, cogs to construct magnificent machines.

Design a Vehicle - flying machine, or time machine.

Children design and make their own futuristic vehicle for 'The Lonely Girl' to use. You could use large blocks or reclaimed materials. Possible questions to ask

- Can 'TLG' take a friend in the vehicle?

- Will it have any special powers? What? Why?

- Give your vehicle a name – write a label.

- Can you make it even bigger?

Use a design sheet or photos to keep a record of the different vehicles made.

### **Navigation**

Where in the world would you like to go and how would you get there?

TLG would like to visit somewhere new. Children plan somewhere they would like to take TLG on a day out. Discuss what TLG can do there e.g. visit the museum, walk by the river, play on the playground and have a picnic. Look on the website for the attraction and explore what is on offer. What would the children like to do there? Make a tally chart of children's responses. Discuss the most popular activity. Most popular vote wins! **(examples: Steam train ride / Boston Belle / Climb a hill / seaside / Forest?)**

**Use maps** Where in the world do we come from.

Talk through one aspect of the TLG's journey. Give children large paper encourage them to draw a map for TLG. What would we need on a map so TLG can find her way? Encourage children to label different parts on their map.

Write instructions on how to get to different parts of the country.

### **Road Safety**

#### **Visit from GIST**

Inspire...

Make big and small model vehicles using a variety of construction toys and resources. Organise a model car show when children can talk about how they built each model. How easy was it to put together? Do the wheels rotate smoothly?

### **Nature - Light and Dark / Hot and Cold**

Are journeys only made by humans?

Seasonal migration animal journeys.

Plant growth – life cycles (Link to hot and cold climates) Create an allotment – Outdoor learning afternoons.

Patterns in nature created by plants & animals - Andy Goldsworthy sculptures. Create own transient art, photograph artwork.

What impact do human journeys have on the Earth? - Get the children involved in recycling as much as possible, by having a clear system of easily accessible boxes with labels/pictures on them, and making sure that everyone understands what goes where. This includes food waste after meals/snacks for composting. Talk about why recycling is important, what can be recycled, and what happens once it's been collected (you could find some examples of products made from recycled materials).

### **Role Play**

- Bicycle repair shop - using bicycle pumps to pump up spare or old tyres, simple spanners to tighten nuts and bolts and so on.

South-Lincs Hub EYFS Cycle A Focus 3 –

EYFS Curriculum links

-Why do people make journeys?

Prime Areas

**Personal Social & Emotional Development**

**– Making Relationships**

Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**-Self Confidence and self-awareness**

Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**-Managing Feelings and Behaviour**

Early Learning Goal

They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Communication & Language**

**-Listening & Attention**

Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**-Understanding**

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**-Speaking**

Early Learning Goal

Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical Development**

**– Moving & Handling**

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**-Health and Self Care**

Early Learning Goal

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Specific Areas**

<u>Understanding the World</u>	<u>Expressive art and design</u>	<u>Mathematics</u>	<u>Literacy</u>
<p><b>– People &amp; Communities</b></p> <p><u>Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>-The World</b></p> <p><u>Early Learning Goal</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>-Technology</b></p> <p><u>Early Learning Goal</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><b>– Exploring and using Media and Material</b></p> <p><u>Early Learning Goal</u> <del>Children sing songs, make music and dance, and experiment with ways of changing them.</del> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>-Being Imaginative</b></p> <p><u>Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, <del>music,</del> <del>dance,</del> role play and stories.</p>	<p><b>– Numbers</b></p> <p><u>Early Learning Goal</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>-Shape Space &amp; Measures</b></p> <p><u>Early Learning Goal</u> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><b>-Reading</b></p> <p><u>Early Learning Goal</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>-Writing</b></p> <p><u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>