

EYFS Enquiry 1

'We're going on a Learning Journey to the Geoplay Park' (Places and Journeys)

Outline plan – for adaptation as required by schools and settings

Enquiry title	Enquiry title Exploring change over time: Time detectives
Context and learning aims	<p><i>In this learning enquiry the children will explore the concept of change in relation to the EYFS area of learning for Understanding the World.</i></p> <p>The educational programme requires practitioners to involve children in activities and experiences which guide children to make sense of their physical world and their community. Through a number of practical learning outside the classroom activities on the way to and at the Geoplay Park, the children will be able to explore how what they can see within the local environment wasn't always like this. The enquiry will focus on use of maps, routes and trails with an emphasis on The World (UTW). Beginning with an appropriate starting point for EYFS, children can investigate how life in Torbay has changed.</p> <p>Having a grasp of the concept of change is vitally important for learners of any age who are being supported to engage with the key messages of the Geoplay Park. Our very youngest children need to explore change firstly in the context of themselves, their families and their immediate environment.</p>
Learning and teaching activities and curriculum progression	<p>Key Question 1: has this place always been like this?</p> <p>Use the local area for exploring both the built and the natural environment.</p> <p>Visit different parts of the local community.</p> <p><u>Before the visit:</u></p> <p><u>Setting a context for learning</u></p> <p>To begin this enquiry, talk to the children about the concept of 'a long time ago' – last week, last birthday, last Christmas, when I was a baby.</p> <p>Remembers and talks about significant events in their own experience (30-50 months)</p> <p>Recognises and describes special times or events (30-50months)</p> <p>Explore the children's understanding of what a detective is/does? What might a detective need?</p> <p>Activity 1 Put together detective packs with note books, containers, camera's, magnifiers, clue cards (photo pack) crayons for rubbings, pencils, clip boards etc.</p>

Home learning link – ask the children to bring in photographs or objects from a long time ago.

Use parent's knowledge to extend children's experiences of the world

Display: Do an 'I remember when' display using photographs and quotes from children.

Have a collection table for artefacts children bring in from home to handle, explore and discuss.

Looks closely at similarities, differences, patterns and change
(40-60 months)

Activity 2

Set up or adapt existing mark making trolley to include resources for map making e.g. rolls of lining or wallpaper, large sheets of paper, large squared paper, clip boards, symbols, masking tape, paper clips, string, thick and thin markers to distinguish width, notebooks.

Activity 3

Use the detective packs to practice planning a route around the immediate local area.

Use the local area

Help children to find out about the environment by examining simple maps

Activity 4

Take photographs of the area when you do your risk assessment visit and use to talk to the children about what they will see/do

Help children to find out about the environment by examining photographs and visiting local places

Provide opportunities to observe things closely e.g. photographs

During the visit

Activity 5

Ask children to observe what they notice in the environment whilst walking to the Geoplay park – shops, cars, lamppost, traffic, roadworks, buildings, monuments, streets, trees, gardens, parks

Adults can record what they see and discuss on route.

Help children to find out about the environment by visiting local places.

Notices detailed features of their environment (22-36 months)

Practitioner note:

A visit to a real place such as the Geoplay Park is always an exciting experience for children.

When taking young children to new environments remember it is important to let them explore their surroundings at their own level before initiating adult led learning.

Activity 6

At the Geoplay Park divide the children into 4 groups and talk through the features of each area:

- Carboniferous – lush, green and swampy forests; mountains; giant dragonflies!
- Permian – hot; red rocks; sandy desert; sandstone rocks; giant millipedes!
- Devonian – warm tropical seas; coral; shallow water; fossils; limestone;
- Quaternary – rain water and streams; caves; people; Mammoths; Sabre-toothed cat;

Use correct terms

Introduce vocabulary to enable children to talk about their observations and ask questions

Help children to notice and discuss patterns around them

Possible Lines Of Direction (PLOD) –

What is a rock?

What is a desert?

What is under our feet?

What is a swamp?

Activity 7

Using items in their detective packs, ask children to record key features in each of the four geological time play areas – draw, photograph, collect, rubbings etc.;

Give opportunities to record findings

Activity 8

Adult describes or shows a photograph of a feature in one of the geological areas of the Geoplay Park and children move to the part of the Geoplay Park where it can be found.

Use appropriate words to help children make distinctions in their observations

Activity 9

Use the story telling base at the Geoplay Park to tell a story about places and journeys: 'long, long ago'.

Provide stories that help children to make sense of different environments

Tell stories about places and journeys

Activity 10

Involve children in some research about what everyone likes /dislikes/ likes the least or most about the park. What do they like most about each of the four geological time play zones and why?

Encourage children to express opinions on natural and built environments

After the visit

Practitioner note

Many of the learning activities support the Characteristics of Effective Learning for 'Playing and Exploring', in particular showing curiosity and representing their experiences in their play.

Activity 11

Using photographs of features in the Geoplay Park, make a table plan of the park and use as a talking activity to support recall skills.

Can talk about some of the things they have observed (30-50 months)

Activity 12

Make a three dimensional model of the park which children can use for small world play

Developing an understanding of changes over time (30-50 months)

Give opportunities to record findings e.g. making a model

Activity 13

Make an interactive wall display of their visit to the Geoplay Park.

Children draw images of themselves to 'attach' to the display and can then move themselves to different parts of the play park. Encourage children to use positional and subject language when they describe where they have put themselves e.g. I am inside the cave, I am standing on a mountain; I am next to the stream; I am beside a tree; I am riding on the sabre-toothed cat etc.

Activity 14

Encourage children to make simple maps. Using the materials gathered on the mark making trolley the children can be supported to create a simple plan of the Geoplay Park with what can be found in each of its four zones.

Provide stimuli and resources for children to create simple maps and plans of known or imaginary landscapes

Activity 15

Provide play maps and materials for children to create their own environment based on what they have seen and explored at the Geoplay Park e.g. forest; swamp; desert; mountains etc.

Provide stimuli and resources for children to create paintings, drawings and models of known or imaginary landscapes

Activity 16

Ask children to plan and draw a visual route around the Geoplay Park for their friend to follow on a second visit. This could include visiting each of the places within the park that the child enjoyed most.

Activity 17

Collect a range of images of different environments from magazines, online and travel brochures for the children to sort into places with similar features such as those depicted at the Geoplay Park such as forests, coral reefs; lagoons; deserts; mountains; sand etc.

PLODs

What is a sea front?

Identify what was noticed on the seafront

Compare with other promenades elsewhere.