

# EYFS Enquiry 2

'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	Exploring change over time: Let's explore caves
Context and learning aims	<p>In this learning enquiry the children will explore the concept of change in relation to the EYFS area of learning for Understanding the World. 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, the children will be able to explore how where we live has changed over time. The enquiry will concentrate on homes and habitats with a particular focus on Being Imaginative (EAD) and People and Communities (UTW). Beginning with an appropriate starting point for EYFS, children can investigate how life in Torbay has changed over time.</p> <p>Learning and teaching activities and curriculum progression</p>
Learning and teaching activities and curriculum progression	<p>Key Question 1: Who used to live here? Use the local area for exploring both the built and the natural environment</p> <p>Visit different parts of the local community</p> <p>Practitioner note Finding out and exploring is a characteristic of effective learning. This enquiry will support practitioner knowledge of how children: Show curiosity about objects, events and people Use their senses to explore the world around them</p> <p>Before the visit:</p> <p><u>Setting a context for learning</u></p> <p>To begin this enquiry make links with prior learning by talking to the children about how places are different.</p> <p>Would our homes need to be any different if we lived in a hot/cold place? Do we all live in the same type of homes?</p> <p>Introduce appropriate vocabulary during discussion e.g. terraced; detached; gardens; roads; garage etc.</p> <p><b>Comments and asks questions about aspects of their familiar world such as the place where they live (30-50 months)</b></p> <p><b>Encourage children to talk about their own home and community life, and to find out about other children's experiences</b></p>

### Practitioner note

Caves are exciting places for children but be aware of any nervousness in children when talking about dark spaces.

### Activity 1

Ask the children to draw a picture of themselves in their own home. What do they like doing at home?

**Remembers and talks about significant events in their own experience** (30-50 months)

Home learning link – Ask the children to bring in a picture of a home they would like to live in (might be a castle, an igloo, a mansion, a caravan, a center parcs lodge).

Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.

Invite children and families with experience of living in other countries to bring in photos and objects

Display: Use these as a display, annotated with children's comments of what they like about the different style homes.

### Activity 2

Revisit the concept of 'a long time ago'. Talk to the children about different places people have lived, including caves and that a long time ago people in Torbay lived in caves.

Has anyone been in a cave and can describe what it is like?

Can they imagine?

Explore why it might be dark in a cave.

How deep do they go?

Who/what might live in a cave?

Support children's excursions into imaginary worlds by encouraging inventiveness

Introduce imaginary language

Extend children's experience and expand imagination through the provision e.g pictures, paintings etc.

### Activity 3

In the book corner, sort and find books (sort into fiction and nonfiction) to identify different types of homes e.g. flats, bungalows castles, cottages etc.

'Looks closely at' ( 40-60 months) 'knows about' (ELG) similarity and difference

### Activity 4

Set up a cave role play – ideally in the outdoor area – making it as deep as the area/tarpaulin will allow. Use hessian and some rocks /natural stones inside. Pin sheets of black paper so children can chalk on walls.

Provide torches and hard hats.

Provide role play areas with a variety of resources

Provide a stimulus for imagination

#### Activity 5

Read and discuss 'Cave baby' by Julia Donaldson and Emily Gravett. Show children some images of pre-historic cave paintings and note the colours used (examples in Resource 1). Encourage the children to draw their own 'cave paintings' on the walls of the cave they have created. What will they choose to show – their homes; family members; pets? What did the people a long time ago show in their cave paintings? Would we show the same things going on? Why not?

### **Develop an understanding of changes over time (30- 50 months)**

#### During the visit to the Geoplay Park

#### Activity 5

Ask children to observe the different types of houses/homes whilst walking to the Geoplay Park.

Introduce words to help them look closely – Who can see a tall house/ a house with a big window/ a balcony/ a garden or no garden/ a number on the door/ a gate/a chimney?

Children can take photographs.

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

Use appropriate words to help children make distinctions in their observations

#### **Practitioner note:**

A visit to a real place 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.

Also remember that young children's imagination is limited to their relatively short life experiences. Before asking children to use their imagination whilst playing and exploring in the four areas of the Geoplay Park, adults will need to set a context for learning by modelling roles/ setting the scene to ignite children's interest, anticipation and curiosity in these exciting places.

#### Activity 6

At the Geoplay Park remind the children about the different areas and what they are called and then let them go and play in the one they think they would like to 'live' in. Adults can go round and record children's reasons for choice which can then be used back in the setting ( Activity 16)

*Give opportunities to record findings*

**Uses language to imagine and recreate roles and experiences in play situations (40-60 months)**

#### Activity 7

Think back to Cave Baby story and how the people who lived in caves then, painted pictures about what mattered to them. Take large sheets of paper and brown paint and allow the children to do some 'cave paintings' reflecting what currently interests them.

### Activity 8

Explore opposites by asking children to consider if they think a cave would be:

- Cold/warm
- Light/dark
- Comfortable /uncomfortable
- Cosy/scary
- Hard/soft
- Dry/damp

### Activity 9

Use jumbo chalks to draw in large scale on the ground. The children can be encouraged to recall things they have observed or which have particularly interested them or they have enjoyed most during their visit to the Geoplay Park.

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

### Activity 10

With the children sitting in the story area of the Geoplay Park, read 'Let's go home little bear' or 'Can't you sleep little Bear?' by Martin Waddell which tells the story of bears who live in caves. The children could act out different scenes from the story.

Provide story and information books about places, to remind children of visits to real places.

### After the visit

### Activity 11

Ask the children to think about some of the things they do on a daily basis and discuss what doing some of these day to day things would be like in a cave:

- Cooking
- Washing
- Sleeping
- Playing

What would be the challenges/differences to doing these activities at home?

Where would water/heat/food come from?

What would they sleep on?

What games would work really well in a cave?

### Activity 12

Use the internet to look at cave dwellers including modern day ones. About 30 million people in modern day China live in caves called yaodongs not because they have to but because they choose to because the caves are warmer than traditional houses in winter and cooler in summer.

<http://www.travelchinaguide.com/attraction/shaanxi/xian/farmers-caves.htm>  
<http://www.cits.net/china-guide/china-traditions/yaodong-cave-dwelling.html>  
<http://en.wikipedia.org/wiki/Yaodong>

Make comparisons of the lives of the cave dwellers with the lives of the children – positive as well as negative.

**Shows interest in different ways of life** (30-50 months)

**Knows that information can be retrieved from computers** ( 30-50 months)

#### Activity 13

Investigate which animals live in caves and encourage children to think why certain creatures live in caves. This could be an opportunity to investigate one creature in particular e.g. bats or bears. Which animals are temporary residents and which are permanent? Support online:

<http://www.animalplanet.com/animal-facts/cave-animal-info.htm>  
<http://ngm.nationalgeographic.com/2007/09/new-troglobites/new-troglobites-text>  
<http://caveofthewinds.com/more-to-explore/cave-life>  
<http://www.bats.org.uk/>

**Begin to understand how and why questions** (30-50 months)

**Questions why things happen and gives explanations** ( 30-50 months)

#### Activity 14

Make paper mache caves and use for small world play/story telling

**Uses language to imagine and recreate roles and experiences in play situations** (40- 60 months)

**Introduces a story line or narrative into their play** ( 40-60 months)

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

Provide play maps and small world equipment for children to create their own environments

#### Activity 15

Talk about how some of the pictures in caves were carved rather than painted. Provide clay and dough tools to do some carvings.

**Use one handed tools and equipment** (30-50 months)

**Realises tools can be used for a purpose** (30-50 months)

**Uses simple tools and techniques competently and appropriately** (40-60 months)

#### Activity 16

Use the voice recordings on sound buttons to either guess whose voice they can hear (listening) or as a reminder of what they said. Tally which area of the Geoplay Park was the most popular.

Provide ways of preserving memories of special events e.g. collecting photographs, voice recording, drawing or writing

Possible Lines of Direction

Iconic animals

Tools

Light and dark