

West Ashton C of E Primary School : Reception Long Term Planning for *Investigation Area*



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

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<p><i>Key learning opportunities offered in this area of provision</i></p> <p><i>The characteristics of effective learning and EYFS aspects of learning and development</i></p>	
<p><i>Playing and Exploring: demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</i></p> <p><i>Active Learning: being involved and concentrating, persevering and taking pride in achieving what they set out to do.</i></p> <p><i>Creating and Thinking Critically: having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</i></p> <p><i>Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language</i></p> <p><i>Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design</i></p> <p><i>Key aspects promoted: Mathematics, UTW: exploration and investigation, EAD: exploring and using materials, Literacy: writing.</i></p>	
<i>Learning experiences. Some of the things that children may do...</i>	<i>Adult response to support children's learning...</i>

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<p>PSED:</p> <p>Children may develop their confidence, co-operation and independence when exploring different materials and challenges.</p> <p>Children may demonstrate curiosity, interest, enjoyment, enthusiasm Selecting resources and making choices.</p> <p>Select equipment and look after it, including putting on an apron</p> <p>Turn taking, sharing and co-operating and developing awareness of others. Negotiate and learn to co-operate with each other while using the space and equipment</p> <p>Children are encouraged to tidy up equipment and get the area ready for others e.g. put items back in their boxes/ baskets</p> <p>Communication and Language:</p> <p>Talk about what they are doing, explain their intentions/ actions, share experiences with others.</p> <p>Using language and conversation to: explain and sequence ideas and events and discuss next steps.</p> <p>UTW:</p> <p>Exploring different materials and concepts.</p> <p>Learn about living things for example butterflies and mini-beasts, using a range of vocabulary; for example wings, cocoon, caterpillars, growth, habitat etc.</p>	<p>Observe what the children are doing and interact sensitively</p> <p>Recognise that this may be a new area to the children and requires confidence for them to try new things and test out their ideas. Support and model appropriately to enable all children to access this area effectively.</p> <p>Observe, assess and plan tuning into children (OAP cycle.)</p> <p>Ask open ended questions; why, how, where, what and which?</p> <p>Ensure that children have time and space to problem solve and find things out for themselves.</p> <p>Play alongside the child following their interests and ideas.</p> <p>Provide a range of resources which are attractive and easily accessible for children.</p> <p>Demonstrate use of materials, tools and equipment and share enjoyment Make time and space for children to express their curiosity and explore the environment using all their senses.</p>
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<p>Begin to find out and learn about the properties of materials and exploring new items and concepts. Explore the resources and investigate materials; develop concepts such as floating/ sinking, heavy/ light, rough/smooth, having holes for water to escape/ staying contained</p> <p>Begin to develop scientific language and skills; to compare, sort, talk about similarities and differences.</p> <p>Literacy:</p> <p>Express their ideas through making marks that represent pictures/ writing linked to their thoughts and ideas.</p> <p>Begin to record ideas and findings. For example, make a list of items that sink and items that float.</p> <p>EAD:</p> <p>Express their ideas in different ways.</p> <p>Use resources to test out ideas and solve problems/ challenges in the Investigation area. Eg. Can you make a boat that floats? Children may design a boat and test out different materials and ways of joining them.</p> <p>Mathematics:</p> <p>Begin to develop mathematical skills and vocabulary; to count, match, sort, measure and</p>	<p>Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p>Model and support the children with turn-taking , waiting and sharing.</p> <p>Feed appropriate language, offering comments, suggestions and questions when appropriate e.g. what does it feel like? Can you hear the sound it makes? How did you work that out? What could we try next?</p> <p>Respond to children's interest-e.g. by adding additional resources, sharing a book to find out more</p> <p>Celebrate children's personal experiences linking it to their imaginative play.</p> <p>Develop the use of descriptive words; soft, hard smooth rough, sloppy and slimy.</p> <p>Introduce children to the use of mathematical vocabulary to describe quantity, capacity, and the mathematical term to describe shapes.</p> <p>Talk to children about what they have been doing and help them to reflect upon and explain events.</p>
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<p><i>sequence, add objects and take them away. Sort objects based on their properties, eg. Solids and liquids.</i></p> <p><i>Begin to compare quantities/ capacity.</i></p> <p><i>Hands on exploratory learning of size, weight, volume, shape, colour, quantity using a range of equipment</i></p> <p><i>Count, notice quantities and make estimations</i></p>	
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