

# Changes

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# Introduction

This book is structured to provide practical support for your planning and offers 5 weeks' worth of activities to suit the varying abilities of your children.

In addition to these activities you will find:

- Talking points and key vocabulary to support their learning
- Additional activities to supplement the previous weeks activities
- Creative display ideas to enable the children to transform their classrooms or learning environments
- A comprehensive list of resources and equipment and suggested books and songs
- And a sample weekly planner.

There are many suggestions for each week in each book. You probably would want to try them all! Pick and choose the ones which fit with your plans. You can dip into these books at any time for ideas for so many topics in so many subject areas.

## Using weekly planning

The sample weekly planner (pages 24/25) is designed to reflect a wide and varied curriculum, showing progression and continuity. It shows how you might plan in the first week's activities suggested in this book. Blank weekly planners are available, free of charge, on our web site: [www.everythingearlyyears.co.uk](http://www.everythingearlyyears.co.uk).

These planners are guidelines and are open to change and adaptation. You can choose the learning objectives to suit your activities from the mathematics and literacy strands outlined on page 6 and 7. They should be based on practitioner-led activities and be focused around the core subjects. However, other activities should also be available to the children, such as the home (role play) corner, free painting, puzzles, shop, sand and water, computers and construction.

Throughout the books there are suggested activities. These can be adapted to meet the needs of your children. Some will spend all their time on

practical activities. You can add role play, the interactive white board, microphones, cameras etc to make the sessions entirely child led. For those who are keen to record what they have done you could provide a scrapbook to stick information and pictures in.

Alternatively you could provide a workbook with lined and un-lined pages to begin to record what they have done. Some children will need you to write words for them so that they can underwrite. Some will be able to write a few words on their own. You may have some more able ones who can use a work book. Your planning should show the differentiation by task and by outcome.

## Record keeping

Keeping a record of children's achievements will help you to see progress, draw attention to those who are having difficulties and to those who need to forge ahead more quickly.

Records should be the result of collaboration between teachers, parents and carers. As a general rule, your records should form an open document.

## Assessments and evidence gathering

Assessments for learning (AFL) should focus on specific aspects appropriate for each child. The purpose of AFL is to inform future planning on a daily / weekly basis – both on a group and an individual basis. Assessment of learning (AOL) should happen at the end of each unit of study.

Consider what you might do differently next time in order to meet the objective. Look at your organisation of children, space and resources. Would the activity have been better in smaller or larger groups? Would different resources have helped – for example, bean bags instead of sponge balls, picture dominoes instead of number cards? Reflect on what you have done, evaluate how well it went, and think how it could be improved.

See 'How to use this book' for an explanation as to how to use the Overviews on pages 3, 4 and 5.

# How to use this book

1. To gain a clear overview of the topic to be covered, look at:

- The Overview subject web, page 4.
- The Overview skills web, page 5.
- Talking points and key words, page 7.

2. Look at the Overview planner on page 3, for example:

	Week 1	Week 2	Week 3	Week 4	Week 5
English	Parent and baby The baby catalogue What I want to be	Enjoying traditional stories together Jack and the Beanstalk	The weather report	Writing poems	Living in a castle, Descriptions about my home
Mathematics	Our height Measuring hand spans	Jack and the Beanstalk - footprints Our height	Days, weeks, months, seasons, years Telling the time	Using the egg timers Investigating capacity	Investigating and Describing 2D shapes Nets of solids
Science	Our growth Body parts	The frog Growing beans	The changing seasons	Melting Evaporation	Dissolving
Design and Technology	Photo frames	Jack and the Beanstalk		Exploring clay	Bridge structures Design a shop sign
ICT	Using digital cameras		Using the word class		

To find out more about this week 5 activity, turn to page 18 and look at the Science activities

Overview planner, page 3

3. The week's work is presented in a clear double-page format:

### Week 5 – Changes in buildings

**English**  
**Living in a castle**  
• You will need some storybooks with castles in, such as Sleeping Beauty and Beauty and the Beast. Introduce the activity to the whole class – read some stories together. Ask the children to imagine what it would be like to live in a castle long ago. What would you wear/do/eat, etc? Now, individually ask them to write their own castle adventure.

**Descriptions about my home**  
• In small groups, ask the children to describe their homes – number of bedrooms, terraced or no, colour of front door, etc. Now, individually ask them to write a description of their home using as much detail as possible. Draw a picture at the end to illustrate.

**Mathematics**  
**Investigating and describing 2D shapes**  
• Take the children on a walk around the local area. Look closely at the buildings – talking about and describing the shapes. Take photographs. Now, back in the classroom give the children a set of 2D flat shapes. Ask them to use the shapes to make their own different buildings. The more able can then copy their designs onto paper.

**Nets of solids**  
• Take the opportunity to explore 3D shapes. Talk about the names, numbers of faces, edges, etc. Keep a record (see [www.everythingearlyyears.co.uk](http://www.everythingearlyyears.co.uk) for a sample chart). Develop this by providing the children with nets of different shapes – including the cube, the cuboid and pyramid. Guess what shapes the nets will produce. Create a display.

**Science**  
**Dissolving**  
• You will need coffee granules, salt, sugar, sand and jigs with hot and cold water. In small groups, introduce the children to the concept of dissolving. Give each child a record chart. Ask them to look closely at the coffee granules. Smell them, feel them. Put them into hot water – what happens to the granules? Now try putting them into cold water. Try the other substances. Now, try the sand – does it dissolve? Record the results.

**Design and technology**  
**Bridge structures**  
• You will need paper, straws, matches, lollipop sticks and Lego. Introduce the session to the whole class by looking at different pictures of bridges – look at the shapes and sizes. Now, in small groups, ask the children to use the different resources to make different bridge structures. Which structure was the easiest to construct? Which is the strongest?

**Design a shop sign**  
• Introduce the session to the whole class – talk about our shopping trips and our favourite shops. Why are these shops their favourite? What do the shops look like? Now, ask the children to think about the shop sign – the colour, the shape, what it says. Move on to ask the children to design their own shop signs. What shop will it be for? What will the sign say? What pictures will be on the sign? Now, create their individual designs!

**ICT**  
**Using the paint program**  
• In pairs, ask the children to use the paint program to draw their own imaginary school. Use the line to draw the outline and then block colours to colour in the school.

**History**  
**Homes now and then**  
• You will need a set of pictures of homes through the ages (see [www.everythingearlyyears.co.uk](http://www.everythingearlyyears.co.uk)). Introduce the session with the whole class by asking the children to describe their own homes. How long have they lived in their homes? Now, in small groups, discuss the pictures of different homes. Cut them out and place them into two sets – now and then. Discuss why they choose to place each picture in that set.

**A walk around the local area**  
• Introduce the session to the class by talking about how we recognise whether a building is old or new. Explain that we are going on a walk around the local area with clipboards. Their task is to find old and new buildings, write about them, take photos and draw them. Back in the classroom, use the photos and diagrams to discuss their findings.

**Geography**  
**The imaginary castle of Jack and the Beanstalk**  
• Introduce the session by re-capping on the story of Jack and the Beanstalk. Talk about what you would expect to find in the giant's castle – the different rooms, the furniture, etc. Now, ask the children to draw a plan of the giant's castle. Would it be surrounded by a moat? How big would the castle door be?

**Art**  
**Observing shapes and shading**  
• In advance, make view finders (small cardboard frames). Take the children outside with the clipboards, sketching pencils, the camera and view finders. Ask the children to sit on the ground a distance away from the school building and turn to look carefully at it. Look at one specific area through the view finder. Now, carefully sketch the section they see. Take photos of the different sections. Display these with their observational drawings.

**Music**  
**London Bridge is falling down**  
• Introduce the song to the children. Listen to the words in each verse. Ask the children to think of new verses to add to the song. Now, record them singing their own verses. Listen to their song – can they work in pairs and create actions to match the song?

Page 18 contains a full description of the activity

Week 5, pages 18–19

4. Additional activities (page 20) and Display ideas (page 21) contain further activities to extend the topic for a further week.

5. Suggested resources, equipment, books and songs (pages 22 – 23) give you information on all you will need to deliver a topic.

6. Visit [www.everythingearlyyears.co.uk](http://www.everythingearlyyears.co.uk) to print off blank weekly planners and plan your own week's work based on our activities!

# Overview planner

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	Parent and baby The baby catalogue What I want to be	Enjoying traditional stories together Jack and the Beanstalk	The weather report	Writing poems	Living in a castle, Descriptions about my home
<b>Mathematics</b>	Our height Measuring hand spans	Jack and the Beanstalk - footprints Our height	Days, weeks, months, seasons, years Telling the time	Using the egg timers Investigating capacity	Investigating and Describing 2D shapes Nets of solids
<b>Science</b>	Our growth Body parts	The frog Growing beans	The changing seasons	Melting Evaporation	Dissolving
<b>Design and Technology</b>	Photo frames	Jack and the Beanstalk		Exploring clay	Bridge structures Design a shop sign
<b>ICT</b>	The digital camera		Introduce the children to using Publisher	Using the word processor with confidence	Using the paint program
<b>History</b>	Ordering time				Homes now and then Walk around the local area
<b>Geography</b>			Investigating weather symbols Weather in different countries	Exploring fabrics	The imaginary castle of Jack and the Beanstalk
<b>Art</b>	Self portraits	Working with feathers	Sunset/sunrise pictures	Exploring textures	Observing shapes and shading
<b>Music</b>	Body percussion	The beautiful butterfly	There once was an ugly duckling		London Bridge is falling down
<b>PE</b>	When we exercise	The beans! The graceful butterfly	Ring games	Moving to a story	

N.B. You can use the **Additional activities** on page 20, or any activities that over-run, to make up your work for a sixth week.

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## English

- Listening to well known stories and comprehension
- Imaginative writing
- Keeping a diary
- Factual writing
- Listening and responding
- Writing poems

## Mathematics

- Time – calendar, days, weeks, etc
- Measuring height
- Measuring using handspans/ feet
- Data of favourite toys
- Capacity
- Ordinal numbers

## Science

- Changes in humans
- Exploring body parts
- Investigating life cycles
- Changes in materials
- Growing beans

## ICT


- Using the paint program
- Using the word processor – keyboard and mouse
- Using the digital camera

## PE

- Movement through story
- Ring games with body
- Exploring dance
- Changes in us when we exercise

## Design and Technology

- Creating with clay
- Building a miniature castle
- Making photo frames
- Exploring structures
- Making a nest



# Overview subject web

## Music

- Learning new songs
- Creating sounds with different body parts
- Body percussion
- Using the instruments

## History

- Creating personal timelines
- Old/new buildings in local area
- Comparing homes now and then
- Recognise changes in ourselves

## Geography

- Exploring our locality
- Recognising weather symbols
- Severe weather conditions
- Exploring contrasting weather in other countries
- Making plans

## Art and Design

- Observational drawing
- Exploring artists
- Sunset and sunrise pictures
- Working with feathers
- Footprints and handprints

## English

- Discussion, speaking and listening
- Imaginative and factual writing
- Writing poems
- Use of punctuation

## Mathematics

- Collecting data and producing bar graph
- Measuring and ordering different heights
- Measuring using hand spans and feet
- Recognising shapes in the local area
- Exploring capacity
- Exploring time

## Science

- Awareness and discussion
- Exploring changing materials
- Investigating changes in human beings
- Recognising life cycles of butterflies and swans
- Naming different body parts

## ICT

- Use multimedia
- Be able to use the word processor, keyboard and mouse
- Be able to use a paint program

## Design and Technology

- Develop designing skills
- Use designs in their making
- Select appropriate materials



## PE

- Be able to move with imagination
- Explore changes in our bodies through exercise
- Learn new games
- Develop fine and large motor skills

## Music

- Learn new songs
- Explore body sounds
- Use music in movement

## History

- Be able to order, according to chronology
- Find information about the past
- Find similarities and differences between old and new

## Geography

- Become aware that the world extends beyond locality
- Design plans of buildings
- Recognise different weather and the effects this has

## Art and Design

- Develop hand-eye coordination
- Develop observational skills
- Exploring shape and line in drawing
- Exploring famous artists