

Foundation Stage

Knowledge and understanding of the world

New Beginnings

Ask the children how they could make it easier for newcomers to find their way around the setting. Take a camera round the setting with the children and take pictures of landmarks. Make a pictorial map of parts of your setting and its wider context (for example, the steps up to the hall or the flowers on the way to the gym). Use drawings done by the children as well.

Involve the children in helping you label the photographs and drawings with the correct names. Encourage children to have a go at explaining how to get to one of these places. Set up a laptop in your class showing a slide show of the journey taken, for example, to go to the gym, hall, library, and so on. Discuss this with the children.

Getting on and falling out

Make a large building or structure together that requires cooperation, for example a huge spider's web from long sticks and wool or string, or a group sewing picture. Make a river course in sand in the water tray or another large tray. Ask the children, in small groups, to observe and report what happens when water flows into the river course. Children appoint their own spokesperson for reporting back.

At the water tray or in the role-play area, involve children in setting rules for playing together involving, for example, sharing equipment, taking turns, talking to each other, helping each other, making sure that each one has space.

Going for goals

Involve children in making collections of plants and mini-beasts, and identify species. Discuss ecological systems and interdependency of different species of flora and fauna. Talk about how each species organises its daily activity in order to survive: building nests, collecting food, etc. Talk about how each species grows and develops.

Building a shelter requires the children collectively to devise a design, plan for it, locate required resources and build it.

Encourage children through mime, words or pictures to reflect on the beauty and wonder of the natural world and those things that particularly captured their interest and enthusiasm.

Good to be me

The children are helped to understand the family history of characters through the use of stories and to construct their own family histories. They are then encouraged to describe the members of their family and explore their characters.

Relationships

Children explore how other communities are run (within families, churches, other groups and so on, to which they belong), what other rules operate and how fair or unfair they feel they are. Children are encouraged to use technology (tape recording, cameras, video if available) to develop a short documentary about their classroom. Encouraging them to care for the quality of the environment of the classroom can help them later to extend this to the wider world.

Changes

Children explore life cycles and stages of growth and are encouraged to seek explanations for the changes they are recording. They look at the life cycles of caterpillars and frogs, perhaps watching the changes in chrysalis or frogspawn in the classroom setting.

Using the text *Waterbugs and dragonflies* by D Stickney (Pilgrim) ISBN 082981180X, or *In a nutshell* by Joseph Anthony (Dawn Publications) ISBN 188322098X, will help you make links between your work on change and the earlier work in Theme 6 *Relationships* on helping children understand the natural cycle of life and death.

Notice how the weather changes from day to day. Use digital photographs to collect examples of weather changes. Children discuss what impacts these changes have on us, for example, our clothing.