

Reception 17/18
Spring Term Project

Essential Question:
Who lives in a habitat like this?

Project outcome:

Forest School experience day planned and led by the children

Publishing of fact files

Woodland adventure



Personal, Social and Emotional

The stories enhancing this term's project lend themselves to opportunities to compare our own behaviours, thoughts and feelings with those of the characters we meet. The children will consider whether our Golden Rules would be helpful for our story characters or whether different rules might be more appropriate. Self-confidence is a really important focus for us as we make sure children feel confident within themselves to try the new forest school activities during this project. Children will be encouraged to talk about why they like or dislike something, but also to ask for help.

Communication and Language

Our focus this term is on developing confidence in our own voices and opinions. We will explore different views on a scenario and consider why some of us think differently to others.

Oral story telling will continue to be developed following the children's enthusiastic response to our story project last term.

We will consider tense in daily reflections as we think about what has happened and what might happen in the future.

Understanding will be challenged through the forest school tasks set by our story book characters this term, requiring the children to consider multiple steps to a problem whilst also encouraging the children to ask their own questions when facing their own problems in their play.

Physical

Fine motor skills will be challenged with a slight change to our morning routine with a fine motor gym workout each morning at 3 small group activity stations. The children will also take on responsibility for the igloo kitchen where playdough making will be in full flow under the children's lead as they learn how to follow instructions to achieve a desired outcome. We will be creating diaramas of woodland and arctic habitats to showcase the features of each. Shoe box donations gratefully appreciated!

In PE we will be focusing on dance in our indoor PE lessons this term, while outdoor PE focuses on ball skills including throwing, catching, passing, dribbling and target practice.

Literacy

Using the popular Julia Donaldson texts, the children will develop story telling skills through the recall of the rhythmic tales of Stickman, the Gruffalo and the Gruffalo's child. The children will be writing a menu for a Gruffalo as well as looking at how instructions are presented. This will prove really helpful in our Arctic kitchen too as the children follow instructions in following recipes for making playdough.

The children will explore non-fiction texts to support the creation of our own fact files as we develop a forest school approach in our school to help the living things in our local habitat. The main emphasis will be upon harnessing the invention skills developed during term 1 and developing our story telling into writing.

Maths

This term we will continue to embed number work across the daily routine and in different areas of the classroom. We will be developing opportunities to group objects to find the total by adding then later learning what happens when we take a number of objects away. Our mathematical vocabulary will broaden as we learn and apply the terms, add, takeaway, subtract, and begin to dip into doubling and halving. In shape, space and measure, the children will be using language to describe, measure and compare quantities as they take lead of their playdough kitchen. Measures will also apply to some work on distance in our instructions work as the children help the Gruffalo return to his cave. After half term, number work will continue alongside a focus on time and money.

Understanding The World

The immediate world around us is the prime focus of this project and underpins the wider learning opportunities across the curriculum.

From shaking the leaves, branches and hedges to see what minibeasts fall on to the sheet, to using ICT to photograph our own scavenger hunts. The children will also be able to use electronic devices to record their findings orally and through video. We will learn about the different habitats for living things as the project unfolds, discussing and comparing their key features. We will then compare these with an Antarctic habitat.

Expressive Arts and Design

Forest school art and design will include bird feeder making, tree art, natural collages, rubbings along with reenactment of our focus texts in the natural environment. We will meet a real owl as part of some observational drawing work during which process we will draft, redraft, critique and evaluate our own work as we fine tune our purposeful mark making.



Week 1

What is a habitat?

Project launch: Forest School activity day

Photographing forest findings- print and label

Fact finding- what is a habitat? What do our habitats look like?

Mini outcome: Recycled bird feeders

Week 2

What is the perfect habitat
for...?

An owl, a fox, a mouse, a Gruffalo...

Where does the owl live in the story? And the fox, the snake and the mouse?
Would stickman be able to live safely in any of these habitats?

What are the key features of a woodland habitat?

Draw and label a habitat for the woodland creatures.

Draw and label a habitat for yourself.

Mini outcome: Spider frame

Week 3

What does a living thing need?

What is a living thing?

What is living and non-living in our classroom? Woodland?

Design a healthy meal for the Gruffalo.

Design a healthy school dinner.

Mini outcome: Menu for a Gruffalo

Shoe box diorama

Week 4

What is a minibeast
and where do they
live?

What is a minibeast?

How can we identify different minibeasts?

Which creatures eat minibeasts?

Mini outcome: Observational drawings of minibeasts and owls.

Week 5

How can we make
a safe place for
minibeasts?

Design a home for a bug.

Write a list of items to build a bug hotel.

Owl visit: Redraft observational drawings. Peer critique.

Mini outcome: Plant pot bug hotel

Week 6

What can we learn from poo?

What can we learn from owl pellets?

What do different animals eat?

Design a menu for an owl.

Meet an owl in school- observational drawings draft process.

Week 7

How does our
woodland compare
with other
habitats?

Comparison of Gruffalo habitat, Lost and Found habitat, trip location and our immediate habitat at school.

What's the same? What's different? Why?

Mini outcome: Arctic Diarama

Week 8

How have we
helped the living
things in our forest?

Make a mini garden.

Planting wild flowers in our garden.

Pond dipping experience.

Mini outcome: Fact file final drafts

Week 9

Present project to Carbon Ambassadors

Exhibition preparation and fine tuning

Publishing of fact files

Children lead their chosen activities to their selected audience