

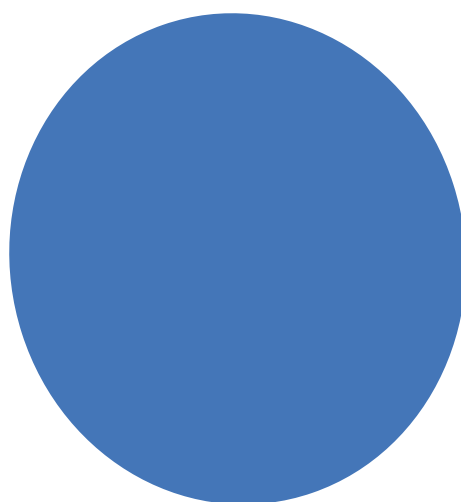
The Foundation Phase in Practice

A Toolkit for Museums,
Archives and Libraries in Wales 2011



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk



chwarae • dysgu • tyfu
play • learn • grow

cyfnod sylfaen 3–7 foundation phase

About this publication

This toolkit has been prepared by Marjorie Sheen based on sector contributions during Foundation Phase workshops in 2010. At the time Marjorie was the external subject expert on the Foundation Phase for the Welsh Government, and she led the training sessions on which this toolkit is based. It has been collated and edited by CyMAL staff.

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Introduction

Background

In September and October 2010, several courses on the Foundation Phase were held for practitioners in Welsh Museums, Archives and Libraries. They were aimed at providing a deeper understanding of the philosophy of the Foundation Phase and at giving a clear idea of how it works in practice.

Use of booklet

This booklet is intended to be used as a toolkit to support practitioners in developing ideas for visits. The methods used here are such that people could adapt them if the book or theme they choose to use is different. **Please feel free to “dip and try” these activities as appropriate to the time, resources and facilities that are available to you.**

The toolkit is intended to be a lasting reference for those who attended the workshops. It is also a source of ideas and guidance for those who were unable to do so, but would like to get some new ideas for working with the Foundation Phase.

The Foundation Phase - A Summary

The Foundation Phase is a holistic developmental curriculum for all 3 to 7-year-olds and is based on the needs of the individual child to meet their stage of development. It is a play-based curriculum which places greater emphasis on experiential learning and use of the outdoors.

Through the Foundation Phase the children are able to learn by taking part in practical activities that are fun and enjoyable. They are also gaining first hand experiences through play and active involvement that enables them to be creative, imaginative and have fun whilst learning.

The statutory rollout of the Foundation Phase started in 2008 with 3 to 4-year-olds and was completed from the start of the 2011/12 school year. All 3 to 7-year-olds can now access the Foundation Phase.

The Foundation Phase comprises seven Areas of Learning:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All the Areas of Learning are completely inter-related, and are integrated through all the planned activities. The children enjoy undertaking activities and playing with toys and games, and creating their own play and activities, thus ensuring positive attitudes to learning in the future.

The Foundation Phase provides a 'bedrock' of learning and experiences for our youngest children and through an appropriate curriculum builds on what children can do and what they bring to the learning environment. The new curriculum supports children in acquiring new skills, enhances their creativity and enables them to try new approaches when responding to challenges or solving problems. Children acquire and develop skills at different rates and must be allowed to develop at their own unique, individual pace. As children learn new skills they should be given opportunities to practise them in different situations, to reflect on and evaluate their work.

The Foundation Phase philosophy is based on the ways in which children learn, and uses speaking and listening and active learning to develop the children's aptitudes. It provides experiences for the children to develop their skills and uses child-initiated and adult-led activities to promote learning.

Personal and Social Development, Well-being and Cultural Diversity Area Learning is at the heart of the Foundation Phase; therefore ensuring it is developed through all the Areas of Learning and provides activities that enable children's physical, emotional and intellectual independence to grow through participation in experiential learning activities indoors and outdoors.

Activities

During the courses several activities were given to the participants; these activities became more demanding as the course progressed. The first activity asked for one task that could be given to the children, whereas the last required activities for a group for a whole visit. The contributions for the first activity have been extended, so each contribution now has full activities for a visit from a class.

The descriptions of the activities are as follows:

Libraries

Choose a book and develop activities that will support it, indoors and/or outdoors.

- Make sure it is relevant to your setting/school.
- Ensure it is suitable for the Foundation Phase.
- Give the expected outcomes (to be followed up in setting/school).
- Describe the activities and the resources needed.
- Consider the Areas of Learning you wish to develop through these activities.
- How would you organise the activities?
- How would you evaluate the success of the activities?

During the course the participants had various activities to undertake in order to consolidate, in a practical way, what they were hearing during the discussions. This is the guidance they were given, and the examples in this booklet follow the same guidelines.

Book:

Title of the book.

Theme/Suggested focus:

The type of themes that would suit the relevant book.

Skills and Activities:

The activities planned for the visit.

Resources used/needed:

What will be needed to undertake the activities.

Organisation:

The planned routine for the visit/activity.

Areas of Learning:

Areas of Learning addressed by the planned activities.

Follow-up in setting/school:

How settings/schools can consolidate on the activities undertaken on the visit.

Museums and Archives

Choose a theme from a specialism in your setting and develop activities that will support it, indoors and/or outdoors.

- Make sure it is relevant to your setting/school.
- Ensure it is suitable for the Foundation Phase.
- Give the expected outcomes (to be followed up in setting/school).
- Describe the activities and the resources needed.
- Consider the Areas of Learning you wish to develop through these activities.
- How would you organise the activities?
- How would you evaluate the success of the activities?

During the course the participants had various activities to undertake in order to consolidate, in a practical way, what they were hearing during the discussions. This is the guidance they were given, and the examples in this booklet follow the same guidelines.

Focus of visit:

What the setting/school wants from the visit.

Theme/Suggested focus:

Other themes that might also suit the focus of this visit.

Skills and Activities:

The activities planned for the visit.

Resources used/needed:

What will be needed to undertake the activities.

Organisation:

The planned routine for the visit/activity.

Areas of Learning:

Areas of Learning addressed by the planned activities.

Follow-up in setting/school:

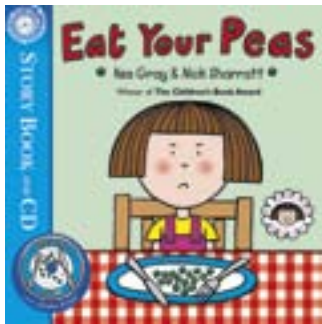
How settings/schools can consolidate on the activities undertaken on the visit.

Suggested Foundation Phase activities in Libraries



Eat Your Peas by Kes Gray and Nick Sharratt

Theme: Food



Organisation of activities:

- Whole group activity: listen and discuss story.
- Activities in smaller groups.
- If time allows: children move around activities.
- Whole group activity - feedback.

Suggested focus

- Healthy eating
- Opposites
- Fruit and vegetables
- Harvest

Skills and Activities

Listening/Discussing	Share the story with the group; discuss the topic and look at and discuss the pictures.
Sorting	Children are given pictures of food and drink and two circular pieces of paper - one red and one green. Children sort the food pictures into what foods are good for you on the green circle and what foods are bad for you on the red circle.
Drawing/Sorting/Discussing	Children are given a circular piece of paper, cut by the practitioner, about 9" in diameter. Children draw, colour in and label a plate of food that they 'like', and one that they 'don't like.' Discuss why their choice is healthy food or unhealthy food.
Drawing/Painting	Children draw/paint pictures from the story.
Cutting Out/Hand-eye co-ordination	Give the children a paper plate to make a 3D 'meal' that they either 'like' or 'don't like', like Daisy. For example pasta could be glued to the plate; wool could be used to make spaghetti, tissue paper rolled up to make peas etc.
Speaking/Listening	Feedback session - "show and tell!"

Resources

- Food and drink pictures.
- Paper circles in different colours.
- Paper plates.
- Painting equipment and paper.
- Collage materials.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.



Follow up in setting/school

- Re-read the book.
- Make a display of healthy and unhealthy food.
- Make pea soup.
- Grow peas from seeds.

abc..

Lullabyhullaballoo by Mick Inkpen

Theme: Night



Organisation of activities:

- Introduction - read the story to the whole group.
- Discuss story, look at the pictures and ask for the children's thoughts and feelings.
- Split into smaller groups - each can do one activity or, if time permits, they can carousel the activities.

Suggested focus

- Light and dark
- Night and day

Skills and Activities

Drawing	The children make pictures using themselves as "Statues" to form the pictures.
Making	Use paper plates and collage materials, paints, colouring implements etc. and let the children make masks of the characters in the story.
Music	Create a musical accompaniment to the story.
Playing to music	Develop own ideas using a specific piece of music.
Painting	Paint pictures to illustrate the story.
Story writing	Write or record poems about noises in the night after stimulus providing vocabulary.
Story telling	Make up a story that takes place in a castle using a selection of resources as stimulus.

Resources

- Paper plates.
- Collage materials, resources for the stories.
- Suitable music.
- Paint, brushes and paper.
- Writing implements or recording equipment.



Areas of Learning

- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.



Follow up in setting/school

- Refer to the book again.
- Display of masks and other art work.
- Demonstration of dances and musical accompaniment.

abc..

The Three Little Pigs by Nick Sharratt, Stephen Tucker

Theme: Houses and Homes



Organisation of activities:

- Read the story to the whole group.
- Children join in the story and repeat the rhymes with the practitioner.
- Talk about the story and the different houses built.
- Split children into smaller groups or in pairs to do the activities.

Suggested focus

- Different kinds of houses/homes
- Building materials
- Where I live
- Rhyme and rhythm

Skills and Activities

Craft/Answering questions/ Analysis	Build houses with building blocks and other material. Discussing: What makes a good building material, and why? Different kinds of houses: where they live themselves, and houses from around the world. Who builds our houses (builders, carpenters...)?
Drawing	Draw pictures of your house and who you live with.
Drawing	Look at different houses around the world using picture cards, then draw your own.
Design/Role-play	Make pig and wolf masks - role-play, act out the story as it's read (half the group could be wolves and the other half pigs, shouting out the rhymes at the right time).
Experimenting	Make pigs out of apples (the apple is the body of the pig).

Resources

- Story book.
- Building blocks.
- Paper plates (masks).
- Paper, paints, crayons, craft materials.
- Apples.
- Picture cards.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

abc..

- The children explore the theme further so they have a better understanding of people around the world and the environments in which they live.

Someone Bigger by Jonathan Emmett

Theme: Growth



Organisation of activities:

- Read the story to the whole group.
- Divide children into four groups for group work. Rotate groups so that each child has the opportunity to undertake each activity, if possible.

Suggested focus

- Weather - windy
- Opposites - big and small, tall and short

Skills and Activities

Listening/Discussing/ Questioning/Sorting/Feelings	Read the book to the children. Discussion might include: What a kite looks and feels like - shape, colours, weight. Windy weather/best time of year to fly a kite. Suitable place to fly a kite. Opposites - bigger/smaller, tallest/shortest, (like Dad and Sam). The different people that try to pull the kite down/work they do. How Sam feels at the beginning/end of the story. Counting the people/animals who tried to get the kite down.
Story telling	Encourage children to join in with repetition of the story.
Making	Make kites with children.
Sorting	Practical graph of size of children. (Children form the graph).
Sequence	Look at a range of objects and sequence from big to small or vice versa.
Reading	In a library setting give children time to look at and enjoy reading books.

Resources

- Story book, paper/card to make kite.
- Wax crayons, glue, streamers, ribbon.
- Different colour material to decorate kite eg. tissue paper etc.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Complete and make a display of the kites they made on the visit.
- Continue talking about tallest/shortest and produce a graph for the setting/school. Compare big/small animals.
- Take the children outdoors on a windy day. Talk about leaves falling from trees in autumn.

abc..

Fidgety Fish by Ruth Galloway

Theme: Water



Organisation of activities:

- Read the story to the whole group.
- Brief discussion, then split into two smaller groups; one group doing sound effects, the other group doing the movements. Then split into four/five smaller groups, and have each group undertake a task.

Suggested focus

- The sea/sealife
- Ships/pirates
- Feelings/families/relationships

Skills and Activities

Listening/Suggesting/ Discussing/Answering questions	Read the book & look at the pictures. Discuss: Why has mum told him to go for a swim? Who does he meet along the way? Talk about how he moves. Where does he end up? How does he feel?
Rhythm	Use drums, shakers, tuned percussion instruments, etc. for movement sound effects.
Making	Make fish hats.
Hand-eye co-ordination	Use "Wax Resist" technique to make under the sea pictures.
Making	Make a paper plate jelly fish.
Dancing	Under the sea dances.
Vocabulary/Creative Writing	Fidgeting, squiggled, flipped, dipped, cling, scuttled, trembled, shivered, quivered, tumbled, turned, fluttered, giggled, clickety-clackety, snap, grumbled, groaned, mumbled, moaned, burp, whoosh.

Resources

- Storybook.
- Instruments.
- Wax crayons, paper, paint, glue, paper plates, crepe paper, card.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Knowledge and Understanding of the World.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Re-read story in setting/school.
- Make displays of the work they did on the visit.
- Perform the dances.
- Children develop further understanding about the sea/sea creatures and how they move.

abc..

I'm Not Scared by Jonathan Allen

Theme: Night and Day



Organisation of activities:

- Whole group to listen, join in the story and discussions. Split into four groups for the activities.
- Whole group meets for feedback for "show and tell".

Suggested focus

- Feelings, friends
- Nocturnal
- Animals/birds

Skills and Activities

Listening/Answering questions/ Suggesting/Story telling	Read the book and discuss with the children. Compare/contrast night and day. Discuss what they do when they go to bed/get up in the morning. Discuss what nocturnal means and talk about nocturnal animals/birds. Feelings/fears - Discuss how the owl might feel walking through the woods and then how the owl feels meeting each of the animals. Encourage children to join in with the story where there is repetition.
Design	Make a collage of the woods including different nocturnal animals/birds.
Making	Make an owl puppet.
Making	Make animal masks.
Drawing/Design	Make "night" pictures using "Wax Resist" technique - wax crayons and a black wash of water, or chalks on black sugar paper.
Answering questions	Were they able to understand the tasks? Most importantly - did they enjoy themselves?

Resources

- Card and feathers to make the owl.
- Puppets, card for masks, ribbons/tapes.
- Wax crayons, paint wash and brushes.
- Black paper, chalks, collage materials.
- Display the night-time collage.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Listen to the story again.
- Use the puppets for creative play.
- Make up a dance that makes use of the animal masks.
- Display the "Wax Resist" pictures.

abc..

Cluck O'Clock by Kes Gray & Mary McQuillan

Theme: The Farm



Organisation of activities:

- Whole group discussion about the day's routine and the visit to the farm.
- Read the story to the whole group.
- Discussion about favourite foods and the need to exercise.
- Divide into three groups for activities.
- Finish with physical activity.

Suggested focus

- Animals, insects
- Time, food

Skills and Activities

Listening	Read the book, look at picture cards of animals.
Discussing	Discuss the day's routine; sequence the day's routine (morning and afternoon activities, etc).
Sequencing	Sequence the foods eaten at different times of day - favourite foods (healthy eating).
Touching	Use a "feely" box to find things mentioned in the book.
Craft	Make a plate of favourite food on paper plate.
Sequencing	Make a picture story of the sequence of the book.
Design	Use play dough to make a selection of food in the book.
Playing	Daily activities - children walk, run, play hide and seek.
Touching	Use senses - focus on touch.
Sorting	Sets of creatures that crawl/walk/fly/swim.

Resources



- Paper plate and craft materials - favourite food.
- Paper and crayons - sequencing book.
- Picture cards of animals.
- Play dough.
- Feely box consisting of egg/feather/corn etc.

Areas of Learning



- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.

Follow up in setting/school

abc..

- Investigate what animals are reared for i.e. milk, wool, eggs.

The Very Hungry Caterpillar by Eric Carle

Theme: Change



Organisation of activities:

- Whole group listen to the story.
- Split into four smaller groups for activities.
- Whole group meets for feedback.

Suggested focus

- Mini beasts
- Insects
- Colour
- Food

Skills and Activities

Listening	Listen to the story with the use of a story sack.
Discussing	Discussion about healthy/unhealthy foods.
Design/Making	Split into groups to create other pictures/collages of caterpillars.
Symmetry	Butterfly pictures, using symmetry.
Sorting	Sort food types into healthy and unhealthy.
Matching	Putting pictures of butterflies into matching pairs.

Resources

- Paper tissue and glue.
- Paint.
- Butterfly pictures for matching.
- Food pictures for sorting.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Read other books by Eric Carle.
- Look at the life cycle of a butterfly.
- Look at the development from grub to a ladybird.

abc..

Previously by Alan Ahlberg

Theme: Concept of Time



Organisation of activities:

- Read the story to the whole group.
- Discussion about themes in story.
- Description of activity.
- Split into smaller groups for activities.

Suggested focus

- Change over time, sequencing, feelings, emotions
- Moving backwards and forwards in time
- Traditional tales, nursery rhymes

Skills and Activities

Listening	Read the book with the whole group.
Discussing	Discussions of situations in stories. What was Jack doing before he climbed the beanstalk? What were Jack and Jill arguing about before they went up the hill? Growth of baby to adult - long time.
Feelings	Talk about feelings/arguments/sadness/fears.
Role-play/Drama	Split into four groups for activities - acting out one of the stories.
Sequencing	Put storyboards of fairy tales in reverse order.
Story telling	Puppet story telling - backwards.
Playing	Game of consequences in a circle - backwards and forwards.
Craft	Decorate gingerbread biscuits.

Resources

- Puppets, music, movement.
- Dressing up clothes.
- Ginger biscuits, icing implements.
- Storyboard pictures of stories for ordering.
- Musical instruments i.e. tambourine.



Areas of Learning

- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Grow cress/sunflowers.
- Measure outcomes of growth, time taken to grow etc.
- Investigate family trees.
- Display work done in library visit.

abc..

Room on the Broom by Julia Donaldson

Theme: Make Believe



Organisation of activities:

- Read the story to the whole group.
- Discussion on feelings, how the witch interacted with animals.
- Are dragons/monsters real?
- Split into four smaller groups.
- Move to different themed activity areas.

Suggested focus

- Imagination
- Fairy tales
- Different environments
- Animals, weather
- Monsters, feelings

Skills and Activities

Listening/Composing	Read the book with the whole group. Group makes sound effects to the story.
Role-play	Dress up - role-play e.g. hop like a frog.
Making	Make witches.
Cutting out	Make dragon masks.
Rhyming	Play rhyming games.
Discussion	Match characters with what they found.
Design	Broomstick design.
Experimenting	Mix cauldrons - invent spells.

Resources

- Dressing up clothes.
- Paper, ribbon, glitter.
- Paper mache, paint, sellotape.
- Pre-made “snap” cards.
- Musical instrument, book.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Similar stories.
- How does the dragon make you feel?
- Move like animals.
- More discussion about feelings/animals etc.

abc..

The Big Scary Monster by Thomas Docherty

Theme: Feelings



Organisation of activities:

- Read the story to the whole group.
- Split into smaller groups to undertake activities.
- Whole group meets for feedback.

Suggested focus

- Feelings
- Monsters
- Insects

Skills and Activities

Making	Make a monster from spare materials.
Design	Draw/make a collage of a monster.
Sequencing	As a group, sequence several storyboards of the story and discuss feelings about what scares them. e.g. monsters, the dark, spiders.
Drawing	Choose a part of the story and draw it.

Resources

- Spare materials for modelling.
- Collage materials.
- Pencils.
- Paint.
- Crayons.
- Storyboards.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Display of models and paintings made on visit.
- Investigate mini beasts.
- Monsters in literature.

abc..

Ruby Nettleship and the Ice Lolly Adventure

by Thomas Docherty

Theme: Play



Organisation of activities:

- Read the story to the whole group.
- Split into four smaller groups.

Suggested focus

- Growing
- Changes
- Play

Skills and Activities

Same activity for each group - but different outcomes.

Listening/Analysis/Discussing

Discuss the different types of equipment you would find in a playground. Discuss individual favourites.

Sequencing/Drawing

Design a playground. Each group to choose a place for the playground to grow - Put in sequence of growth and use the map. (Draw the location of the playground equipment and do a sequence of pictures).

Resources

- Paper.
- Map.
- Pens.
- Book.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.



Follow up in setting/school

- Grow a bean to see things grow slowly.
- Make green lollies with different flavours.

abc..

The Gruffalo by Jane Donaldson

Theme: Animals



Organisation of activities:

- Read the story to the whole group.
- Split into smaller groups to make masks.
- Whole group - children use masks to re-tell the story, or to mime to the story as it's told to them.

Suggested focus

- Monsters
- Trees
- Emotions
- Stranger danger

Skills and Activities

Listening	Whole group told the story.
Asking questions	Adult "hot-seats" as one of the characters, while the children ask questions.
Making	Split into smaller groups to make masks of the characters in the story.
Discussing/Story telling	Return to whole group for re-telling of the story using the masks.

Resources

- Mask making equipment, e.g. paper plates on sticks.
- Coloured tissue paper.
- Coloured wires.
- Paint, glue.
- Crayons.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Play activities using masks.
- Make monsters out of spare materials.
- Paint monsters.
- Make a display of the masks from the visit.

abc..

Theme: Celebrations



Organisation of activities:

- Whole group: listen to the story and discuss it.
- They discuss the tasks as a group and split into smaller groups or pairs to undertake the tasks.
- Depending on time, each group/pair could do one or two tasks, each selecting their own.
- Whole group meets for feedback.

Suggested focus

- Clothes, food
- Celebrations
- Families

Skills and Activities

All the activities below include a discussion about the most or least appropriate scenario.

Designing/Drawing/Making	Design a bridesmaid's/pageboy's outfit and accessories, either by drawing it or by using collage materials.
Planning	Plan a meal for after the wedding.
Planning/Experimenting	Plan music to be used during the wedding and at the party.
Planning/Imagination	Plan the honeymoon holiday.

Resources

- Collage materials.
- Paint, paper.
- Painting implements.
- Music selection.
- Travel brochures.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
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- Physical Development.



Follow up in setting/school

abc..

- Re-read the book.
- Make a display of the work they did in the library.
- Plan a perfect wedding.
- Write invitations.
- Plan the menu, etc.

The Grunt & The Grouch by Tracey Corderoy

Theme: Celebrations



Organisation of activities:

- Read the story to the whole group.
- Discussion.
- Split into smaller groups to undertake tasks.
- All groups do same task at same time, with a practitioner to support each group.

Suggested focus

- Feelings
- Celebration and parties
- Friendship
- Clean/dirty
- Good/bad

Skills and Activities

Listening/Asking questions/ Suggesting/Analysis	Read the book and discuss: Why doesn't The Grouch like parties? (Fitting in, being kind to one another, friends). Why/how did The Grunt & The Grouch make friends? Are The Grunt & The Grouch clean or dirty?
Sorting	Sort a sack of various items into things The Grunt & The Grouch would or wouldn't like, e.g. a jar of rotting snails they would like; a bottle of perfume they wouldn't like.
Design	Make an invitation to ask The Grunt & The Grouch to your party.
Creative	Decorate a 'hairy cake'.

Resources

- Story book/plain cakes/sweets/icing sugar to decorate.
- Paper/colouring pens.
- An array of 'clean' and 'dirty' things for the sorting task.



Areas of Learning

- Creative Development.
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- Physical Development.



Follow up in setting/school

- Look at different kinds of celebrations and other reasons for parties.
- Look at how different cultures celebrate.
- Display the invitations made on the visit.
- Make invitations for different events.

abc..

Tadpole's Promise

by Jeanne Willis and Tony Ross

Theme: Spring



Organisation of activities:

- Children arrive and look around the library for five minutes.
- They gather together to listen to the story.
- The children are split into groups and either choose or are given an activity to undertake.
- Whole group meets for feedback of "show and tell".

Suggested focus

- Minibeasts
- Growth
- Change

Skills and Activities

Listening/Discussing	Read the story and discuss why the tadpole had to change, whether or not it's his fault he broke his promise, whether or not caterpillar should be cross.
Role-play	Role-play as caterpillar and tadpole.
Making	Children make masks of tadpole.
Design	Children make caterpillar puppets.
Symmetry	Make symmetry pictures of butterflies.
Imagination	Children dress up as tadpole and caterpillar from the book, and make up pictures from the story.
Sequencing	Children put pictures in sequence of the life-cycles of the caterpillar and frog.

Resources

- Card and coloured tissue paper for masks.
- Card circles and string to make caterpillar string puppets.
- Paint and paper to make butterfly pictures.
- Costumes for dressing up.
- Pictures of the lifecycles of the frog and butterfly.



Areas of Learning

- Creative development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- An investigation of the life-cycles of frogs and butterflies could lead to all sorts of crafts and projects.
- Use the puppets in a puppet theatre.
- Use the masks for drama, dance or role-play.
- Make a display of the butterfly paintings.

abc..

Suggested Foundation Phase activities in Museums and Archives



Theme: Transport



Organisation of activities:

- Children split into groups, each with a similar map, but working together. Point out main aspects on the map, showing the docks, roads, railway links and canals.
- Children get time to look at the map themselves to find (e.g.) the route between the valleys and the coast, then they undertake the activities.
- Whole group meets for feedback.

Suggested focus

- Canals, waterways
- Water, journeys
- Local area study

Skills and Activities

Observation/Making	Look at old maps of the area showing train lines and canal, talk about the link between two destinations. Make their own giant map on the floor, working together.
Comparing/Contrasting/Analysis	Look at the sizes of the transport - compare canal boat and train, where they go, how much you can fit in each. Spot the difference with an old photo of canal in Cardiff city centre, what has changed?
Composing/Storytelling	Read the story of "Thomas the Tank Engine" together with sound effects from the children for the train noise and other noises.

Resources

- Story book.
- Instruments for story sounds.
- Giant map pieces.
- Replica old maps to spread out on floor.
- Toy trains and canal boats.
- Old photos.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Small world play - railways.
- Visiting sites e.g. canal or old railway line near the setting/school.
- Water play - boat sizes, lock gates. Discuss how they move.

abc..

Theme: Ceramics



Organisation of activities:

- Describe the routine of the visit to the whole group and introduce them to the ceramics collection and the patterns.
- Split into smaller groups and have each group perform a different task for a specific time, then move on to another task.
- Whole group meets for feedback.

Suggested focus

- Colour, pattern
- Homes, symmetry
- Food and drink

Skills and Activities

Discussing/Shapes	Look at and discuss the patterns/designs/motifs on individual works. Look at and discuss the shapes of different ceramics.
Design	Design your own teapot or plate.
Drawing	Complete a partly drawn piece of ceramic.
Painting	Paint a design onto a paper plate or a real plate.
Drawing	Complete a partially drawn repeating pattern on a plate.
Matching	Match silhouette shapes on sticks to the shapes found in the ceramics gallery.
Sorting/Recording	Sort 'bits of pot' into old/older/oldest/newest etc. by their appearance, texture, weight, condition etc. Record the order by drawing, writing or taking photographs.
Sequencing	Sequence the stages of making a cup of tea (cards with pictures of each step, children work together to put them into the correct order).
Singing	Sing 'I'm a Little Tea Pot' with the actions.
Role-play	Role-play of setting the table for tea using a toy tea set, and making a cup of tea using cold water and "pretend" teabags.
Asking questions	Read 'The Tiger Who Came to Tea' to the children and discuss the story with them. Could also use resources.

Resources

- Relevant ceramics or crockery.
- Toy tea set, silhouettes.
- Broken shards of pottery.
- Sequencing cards, book.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Physical Development.



Follow up in setting/school

- Repeat story and song used in the visit.
- Display photographs taken on visit.
- Display work done on visit.
- Home corner set out as a tea shop.
- Patterns and sequencing in maths.

abc..

Theme: Ancient Egypt



Organisation of activities:

- Whole group together for the introduction.
- Split into smaller groups for the tasks, each group undertaking one task and changing at halftime.
- Whole group meets for feedback.

Suggested focus

- Contrasting countries
- Climates
- Clothes, music
- Toys, games
- Food, setting/school, change

Skills and Activities

Drama	Dressing up/musical instruments (costumes of different characters, from Pharaoh to servant, each with a musical instrument).
Observation	The children are 'taken' on a magic carpet to ancient Egypt and with the use of a big map are shown where Wales is in relation to Egypt.
Role-playing/Comparing	All children are given the chance to dress up and to guess what types of clothes were worn, comparing this to what people wear now.
Touching	Different types of make up and jewellery are discussed with the children having the chance to touch real minerals etc.
Questioning	The personal hygiene of the ancient Egyptians is also discussed and compared to our own habits.
Exploring	Exploring buckets for a small group (each one a different colour and theme e.g. animals, ancient games, materials, scribes). Each bucket will have laminated pictures of objects that are most relevant and most obvious for the theme as well as a torch and a magnifying glass.
Sorting	Children will be told that they are now explorers and encouraged to sort the images into types and look around the galleries for them.
Story telling	The children will be encouraged to 'tell a story' using the pictures, for example if they pick the scribe bucket they will look for Egyptian pens and scribe statues.
Discussing	Children gather together to discuss the day's activities.

Resources

- Costumes.
- Musical instruments.
- Buckets and contents for sorting.
- Pencils, paper.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Examine maps of the world.
- Display photos of the children in costume.
- Display of crystals.
- Role-play area becomes Pharaoh's palace.

abc..

Theme: Life in Ancient Egypt

Organisation of activities:



- The whole activity will be through role-play and telling a story. The children could be split into smaller groups for the visit, depending on numbers.
- After the children are dressed in replica costume and told about their character, a story about life in ancient Egypt will unfold through prompting and narration by the adult who will use various props (e.g toys, instruments, model food etc). The children will join in by playing the instruments, looking at replica food, playing with toys, playing games. The adult in each gallery will be in costume and then act as a 'hot seat' person.

Suggested focus

- Clothes, music
- Toys and games
- Food, setting/school

Skills and Activities

Role-play	Role-play dressing up as a character in ancient Egypt.
Playing music	Play simple instruments that would have been used.
Playing	Play ancient board game called senet, look at toys played with in ancient Egypt.
Awareness of change	Make clay offering trays, discuss the type of food and drink that was available to the ancient Egyptians, compare and contrast with today.
Drama	Role-play - attend 'scribe school'. Who went to school in ancient Egypt and what was it like? Compare and contrast with today.
Discussing	Gather together to talk about what they have done.

Resources

- Replica costumes.
- Instruments.
- Replica toys and games.
- Play dough, clay.
- Samples of food and drink.
- Clay tablets, replica scribing instruments.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- A tournament of the game they played at the museum.
- Plan a Egyptian banquet.
- Draw a hieroglyph symbol.
- Match card games with hieroglyph signs.
- Design and play their own game.

abc..

Theme: Journeys



Organisation of activities:

- Whole group visit the canal and discuss the different methods of travel.
- Move to the museum and discuss what they have seen.
- Split into smaller groups, each group chooses or is given a task to undertake. (If time permits they can move around and do more than one task.)
- Whole group meets for feedback.

Suggested focus

- Transport waterways
- Homes, setting/school
- Toys and games

Skills and Activities

Observation	Visit a nearby canal, visit sites where there is evidence of the railways and tramway. At the museum, children discuss what they have seen at the canal site.
Questioning	Look at old maps and aerial photos of town showing railways.
Comparing	Compare old and modern photographs of the same areas.
Suggesting	Identify different types of transport in photos of the area.
Sorting/Mapping	Sort transport photos into man/horse/steam/petrol-powered. Build floor map of town showing where railways and tramways were.
Playing	Play with vehicles on floor mat/train set/water tray with a canal lock.
Rhythm	Listen to and provide sound effects for story involving different types of 'old' transport.
Playing	Play a board game where they move goods to/from town and countryside.
Comparing/Contrasting	Discuss how long journeys took (by rail, tramway and canal) compared with journeys today.
Making	Make a canal boat from spare materials.
Discussing	Meet together to discuss what they have done/made/discovered.

Resources

- Old maps/aerial photos, old/new photos of transport, old/new photos of areas of town.
- Map floor mat of town, lego/stickle bricks, collage materials, toys, water tray, story books/poems.
- Outline of story/resources, board game/rules, spare materials.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

abc..

- Take floor map back to setting/school for continued small world play. Make a display of drawings and photos of old transport types. Experiment with junk model barges in water. How big a load can it take? Does it matter how it is distributed? Use a canal lock system in the water play tray to consolidate understanding.

Theme: Museum Building



Organisation of activities:

- Whole group together - set the scene, discussion of organisation being visited.
- Split into three/four groups. Each group has time to undertake an activity.
- Whole group meets for feedback.

Suggested focus

- Shapes, buildings
- Colours, light
- Nature (if using a garden)
- Local/ environmental study

Skills and Activities

Investigate	Work in teams, give each team a different part of the building, or a different design feature to investigate.
Exploring	Children to explore: How many, what colours, what textures, what shapes. Names of halls, everything else they can tell you about their specific area.
Counting/Drawing/Reading/ Making	This could be extended into an adjacent garden for an additional activity using any memorials or gravestones. e.g. count the stones, what is written on them, how old they are. (Give specific instructions about what to do, e.g. draw, count, read, make rubbings.)
Discussion	The feedback might be a presentation by each group or simple feedback, or just a discussion of what they have found out about the building.

Resources

- Paper.
- Pencils.
- Tape measures/metre rules.
- Colouring pencils.
- Magnifying lenses.



Areas of Learning

- Creative Development.
- Mathematical Development.
- Physical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Language, Literacy and Communication Skills.



Follow up in setting/school

- Display photos taken of the visit.
- Display work done on the visit.
- Discuss the museum and what was found out about the building.

abc..

Theme: The Mumbles Train



Organisation of activities:

- Whole group together for initial activity.
- Split into smaller groups to look at photos and artefacts from the time and role-play activities.
- Whole group meets for feedback.

Suggested focus

- Transport
- Journeys
- Holidays
- Seaside
- Local studies

Skills and Activities

Enquiring/Discussing	Whole group description of the railway and the era in which it ran. Compare with traffic problems now.
Listening	Listen to oral histories of people who went on the railway.
Observation	Split into groups to examine photos.
Touching/Analysis	Examine artefacts with adult support. (Maps, photos, postcards, diaries, timetables, tickets, guides, instructions.)
Role-play	Whole group feedback for hot-seating of someone who used or worked on the Mumbles Railway.

Resources

- Props for hot seating.
- Music, maps, photos.
- Postcards, diaries.
- Time tables, tickets.
- Guide books/directions.



Areas of Learning

- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.



Follow up in setting/school

- Role-play area of the railway carriage and driver's seat.
- Dressing up box of costumes from the Victorian era to the 1950s.
- Collection of photos of great/grandparents in 1950s and before.
- Junk modelling of trains.

abc..

Theme: Toys and Games of the Past



Organisation of activities:

- Whole group together for the initial activity.
- Split for the group activities, adult supporting each group.
- Whole group meets for feedback.

Suggested focus

- Childhood
- Change
- Victorians
- 100 years of toys

Skills and Activities

Listening	Story of 'Old Bear' to introduce idea of age, change and value. Split into 3 smaller groups.
Sorting/odd one out	Three contrasting activities with original/reproduction toys: 'odd one out', 'sorting materials', 'timeline' etc - pupils discuss outcomes at end of each activity.
Exploring/Playing	Victorian childhood: toys and games - hands on free play and exploration.
Awareness of change	Toys that don't change - tops, skipping ropes, marbles and board games.
Questioning	Feedback: Learning from toys - children becoming self aware of what they are learning through play.

Resources

- Toys.
- Storybook.
- Rules of games.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Thaumatrope - make your own kinetic Victorian toy - as seen and played with on their visit.



Theme: Food



Organisation of activities:

- Whole group together for introduction.
- Split into smaller groups for the next activity - all groups to do the same activity with an adult supporting.
- Whole group meets for feedback.

Suggested focus

- Change over time
- Tudor life

Skills and Activities

Discussing	Look at foods that were brought in. Discuss what food was available in Tudor times and what is available now.
Observing	Look at the different plates and vessels used by the Tudors and the materials used to make them.
Making	Split into smaller groups. Make a Tudor style clay vessel.
Touching	Adult shows food items - sugar, spices and more modern foods - sauces etc.
Smelling	Let children smell spices, chillies, sugar, chips, tomato sauce and baked beans.
Questioning	Ask children what smells they like/don't like.
Playing	Children play game of sorting food into groups - new and old.

Resources

- Spices in jars.
- Food items.
- Pictures of foods.
- Replica vessels.
- Clay and wipes.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Children to play Tudor games.
- Children come up with their own ideas for Tudor food.
- Make a display of spices.
- Discuss photos of food.

abc..

Theme: Homes



Organisation of activities:

- Whole group together for the story, by the dresser in the museum's house exhibit.
- Open the dresser to show some of the artefacts.
- Look at some of the other equipment you find in houses.
- Whole group discussion looking at equipment in the house.
- Split into groups for the activities.

Suggested focus

- Homes in the past
- Toys and games

Skills and Activities

Listening	An adult to read the story "Rachel's Washday".
Discussing	Expand on the story by looking at other things which belong in a house.
Touching	Handle the artefacts.
Comparing/Contrasting	Compare equipment like an iron and kettle, from the past with the present.
Observing	Look at sketches of some old equipment.
Questioning	A washday. Discuss the way we washed clothes before electricity.
Making	Split into smaller groups. Look at dolls made out of pegs. Make a peg doll.
Making	Make a peg coaster.
Movement with control	Wash clothes using soap, a scrubbing board and wash dolly.
Drawing	Draw something from the house or from the story.

Resources

- Book with the story.
- Artefacts from the home.
- Washing equipment.
- Art and craft equipment i.e. pegs, paints, paper.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Knowledge and Understanding of the World.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Make a display of peg dolls and coasters.
- Role-play area - wash house, flat irons.

abc..

Theme: Coal



Organisation of activities:

- Whole group for story.
- Split into smaller groups for activities, each group with an adult supporting.
- Whole group meets for feedback.

Suggested focus

- Heat, light
- Homes, work
- People who help us

Skills and Activities

Listening	Story or poem told by “pit pony” or “canary”, with sound effects.
Touching	Split into 3-4 smaller groups. Children look at and handle artefacts.
Sorting	Put different miners’ lights into a timeline.
Hand-eye co-ordination	Use “Wax Resist” technique for painting of a coal mine/miners.
Role-play	Dress-up and role-play of miners and mining.

Resources

- Story book/diorama.
- Artefacts.
- Sounds.
- Costumes.



Follow up in setting/school

- Role-play of activities in and around coal mines.
- Display “Wax Resist” painting of coal mine/miners.
- Make black wax etching of a coal mine.

abc...

Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Theme: Victorian Servants



Organisation of activities:

- Whole group discussion about the life of a servant in Victorian times.
- Split into smaller groups to undertake activities.
- Each group to have a different activity.
- Whole group meets for feedback.

Suggested focus

- Clothes
- Food, homes
- Social change
- Historical change

Skills and Activities

Discussing	Children discuss the tasks and life of servants in Victorian times and the different jobs of servants.
Strengthening hands/Drama/Playing/Role-play/Dexterity	They split into smaller groups to take on these tasks. House maid - cleaning and polishing. Lady's maid - washing clothes, ironing clothes, mending clothes. Scullery maid - washing dishes, scrubbing tables. Butler - polishing silver, carrying trays. Valet - cleaning shoes, tying ties, shoelaces.
Hand-eye Coordination	Nursery maid - washing and dressing the baby.
Making	Cook - making butter or bread if time allows.

Resources

- Clothes (for washing, ironing, mending).
- Top hat, bow tie, sewing kits.
- Cloths, shoe brushes, polish.
- Soap, washing board.
- Washing dolly, sink, water, towels.
- Forks, spoons, trays, crockery, baby dolls, shoes.
- Wheat grinder, food (wheat, flour, eggs, butter, milk).
- Jugs, scales, utensils, bowls, small sealable jars.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Clothes: make maids cap and top hat.
- Shorten trousers into shorts for boys.
- Get flat caps and waistcoats.
- Make apron.
- Food: bake dough into loaves, slice and use self-made butter.
- Choose children to serve and be served - then change over. Discuss.

abc..

Theme: Victorian Crime and Punishment



Organisation of activities:

- Introduction.
- Whole group to plan and act out an escape from the gaol.
- Split into smaller groups for role-play.
- Whole group meets for feedback.

Suggested focus

- Right and wrong
- Fair play
- Victorian life

Skills and Activities

Listening/Discussing/ Communication/Enquiring	Children discuss the activity as a whole group. They discuss the “crimes” that were punishable by imprisonment, the role-play and the things they will need for the escape. They talk about the planning and the ways in which they could communicate with one another if they’re in different cells.
Investigating	They use a plan of the gaol and look around the building.
Role-play	Children dress up in character and discuss the activity.
Suggesting	They split into smaller groups and plan and execute the activity, having been given a time scale. Draw an escape route.
Rhythm	Arrange pipe music signals.
Planning	Plan the escape.
Experimenting	Decide how they will move silently.
Playing	Escape - the museum and setting/school staff will be the prison warders.

Resources

- Costumes.
- Music pipes.
- Plans of the gaol.
- Pencils and paper.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Draw pictures of the gaol and the escape.
- Display photographs of the visit.

abc..

Theme: Museum grounds-local environmental study-Part 1



Organisation of activities:

- Mainly whole group activity; children follow a trail with the adults around the grounds discovering planned activities on the way. If time allows, revisit a chosen activity and have free play in the area.

Suggested focus

- Flowers, trees
- Seasonal topics:
 - Summer
 - Spring etc.
- Local studies, fairy tales

Skills and Activities

Observing/Listening	Children follow a trail around the museum grounds. At three chosen spots activities are arranged for the children to observe and participate in.
Sorting	The Woodland Elf: Children meet a woodland elf (member of staff playing the role) who is collecting “beautiful things” - ribbons that have been hung on the trees round about. They help the elf to sort the ribbons, e.g into colours and lengths.
Imagination/Suggesting	The elf shows the children her home - a small tent - and the way in which it has been “furnished”, with some basic camping equipment and perhaps some battery powered lights or candles, and a campfire (unlit).
Exploring/Analysis	The elf asks the children to find beautiful things to decorate the home, and to bring them back one at a time.
Observing	As they bring them back, the elf hangs them on the trees around her.

Resources

- Wings, elf costume (can be very simple - just a brightly coloured coat and leggings will do).
- Ribbons, camping equipment.
- Campfire, candles.
- Fairy lights.



Areas of Learning

- Creative Development.
- Language, Literacy and Communication Skills.
- Knowledge and Understanding of the World.
- Personal and Social Development, Well-being and Cultural Diversity.
- Mathematical Development.
- Physical Development.



Follow up in setting/school

- Draw the people they met in the woodland.
- Role-play in the elf's home.
- Display photographs from the visit.

abc..

Theme: Museum grounds-local environmental study-Part 2



Organisation of activities:

- Mainly whole group activity; children follow a trail with the adults around the grounds discovering planned activities on the way. If time allows, revisit a chosen activity and have free play in the area.

Suggested focus

- Flowers, trees
- Seasonal topics:
 - Summer
 - Spring etc.
- Local studies, fairy tales

Skills and Activities

Listening/Observing	Children follow a trail around the museum grounds. At three chosen spots activities are arranged for the children to observe and participate in.
Imagination	The Woodsman - The group meets a woodsman who lives in a tree.
Enquiring/Touching	The woodsman talks about the trees around them and shows them how to identify the differences between a few types of tree.
Questioning/Discussing	The woodsman talks about caring for the trees and their importance to the environment. (Depending on the needs of the group the woodsman could talk about the religious/magic aspect of trees).
Exploring/Matching/ Investigating	The woodsman gives the group (if it is a small group) four twigs/ small branches and asks them to find a tree that has the same twigs/ branches on it. (If it is the whole group split the group into twos or threes and give each group a small branch to match with a tree.)

Resources

- Woodsman costume (again basic, but a bit eccentric and colourful, perhaps with a very bright scarf and a coloured duffel coat).
- Twigs.
- Small branches.
- Labels on the samples naming the tree.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity.
- Physical Development.



Follow up in setting/school

- Draw the people they met in the woodland.
- Role-play in the woodsman's home.
- Display photographs from the visit.

abc..

Theme: Museum grounds-local environmental study-Part 3



Organisation of activities:

- Mainly whole group activity; children follow a trail around the grounds, with the adults, discovering planned activities on the way. If time allows, revisit a chosen activity and have free play in the area.

Suggested focus

- Flowers, trees
- Seasonal topics:
 - Summer
 - Spring etc.
- Local studies, fairy tales

Skills and Activities

Listening/Observing	Children follow a trail around the museum grounds. At three chosen spots activities are arranged for the children to observe, and participate in.
Song and rhyme	The Musician - The group meets a balladeer playing music (pipe or recorder, or violin - something that's easy to carry around and play on the move).
Dancing/Playing	The musician plays music for them to dance through the trees, and gives them percussion instruments to accompany him.
Singing/Dancing/Exploring	The musician then teaches them a simple song (or they can compose a simple song with him) and they sing this as they play and dance through the gardens.
Discussing/Questioning	Feedback - The group/s gather together in one place and discuss what they have done and who they have met.

Resources

- Costume: flowing coat - perhaps in velvet, and a soft floppy hat.
- Recorder/pipe.
- Percussion instruments.



Areas of Learning

- Creative Development.
- Knowledge and Understanding of the World.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Personal and Social Development, Well-being and Cultural Diversity
- Physical Development.



Follow up in setting/school

- Draw the people they met in the woodland.
- Play the music they composed in the woodland.
- Display photographs from the visit.



Areas of Learning

The visit to your centre will be supporting the Areas of Learning with the Framework for Children's Learning for 3 to 7-year olds in Wales. The activities you provide will probably support this in several different areas. The activities and skills that are relevant to the different Areas of Learning are indicated below.

Main Area of Learning

Personal and Social Development, Well-being and Cultural Diversity

Skills and activities

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase curriculum.

Visiting unfamiliar places and people develops these skills implicitly and explicitly.

In the visit you will be providing activities that:

- Develop children's social adaptability - ability to cope with unfamiliar environment and situations.
- Support their interpersonal skills - how they react and socialise with other people.
- Encourage their interpersonal skills - how they manage their own feelings and behaviour.
- Develop modes of behaviour - knowing how to behave in different circumstances.
- Provide them with expectations - they will know what is expected of them.

Other skills:

Well-being - developing confidence in their own opinions and having self-worth.

Cultural Diversity - understanding that different people do things in different ways.

Areas of Learning

Language, Literacy and Communication Skills:

- Speaking
- Listening
- Discussing
- Answering questions
- Asking questions
- Reading labels
- Drawing and labelling
- Story telling
- Role-play areas
- Songs and rhymes
- Quizzes

Activities:

- Story telling, recounting activities, telling one another.
- Giving opinions, answering questions (open), asking questions, making suggestions, giving likes and dislikes.
- Opportunities for dressing up and acting in character, hot-seating, role-play.

Mathematical Development

Skills:

- Counting/ordering
- Sorting/sequencing
- Number rhymes
- Balancing
- Weighing
- Measuring
- Counting games
- Matching
- Discrimination
- Odd one out
- Pelmanism
- Capacity

Activities:

- Sorting items into colour, or shape, or from the materials with which they are made.
- Sequencing - threading beads in a certain order.
- Sequencing - putting pictures into order in a story.
- Creating timelines from artefacts or photograph.

Knowledge and Understanding of the World

Skills and activities:

Observation
Questioning
Analysis
Researching
Touching
Doing
Experimenting
Enquiring
Suggesting
Location
Mapping
Awareness of change

Physical Development

Skills and activities:

Fine motor skills:

Movement with control
Drawing, painting, threading etc.
Tracing, cutting out
Hand-eye co-ordination
Strengthening hands/dexterity

Gross motor skills:

Climbing
Playing
Dancing
Running
Balancing
Steering

Creative Development

Skills and activities:

Drawing
Painting
Playing/listening to music
Singing
Rhythm
Dancing
Role-play
Drama
Story telling

Welsh Language Development

Skills and activities:

Understanding simple words and phrases.
Speaking simple words and phrases;
(greetings, answering personal questions,
weather, health etc.).
Using Welsh words incidentally.
Reading Welsh signs.
Aiming for bilingualism.
Using Welsh words and phrases whenever possible
during the visits.

Preparing for the visit

When settings/schools arrange a visit to a library, museum or records office, in order to gain the most benefit from the visit, **both parties should be clear about what will happen on the visit.**

In proposing the visit the setting/school should make clear to the place to be visited what they want from the visit. They should explain what theme the group is using and the skills they would like to be developed.

The museum, library or archive should contact the setting/school with the suggested programme for the visit, and should be specific, and firm, about the **contribution that will be expected from the setting/school staff** on the visit, e.g. the groups they will be supervising and what they will be doing with them.

Sometimes this can be difficult to arrange, due to the occasional difficulty of contacting the practitioner organising the visit. It might be possible to get the name of the practitioner at the start of the arrangement of the visit, and contact her or him directly by post or email. It might be more practical for the museum, library and archive to send a form to the visiting setting/school, which will ask for all the information needed for the visit.

The more specific the plans given to the settings/schools, the more the settings/schools will be able to prepare the children for the visit. The type of plan could be similar to those provided in this booklet.

Dear (Practitioner - address by name if possible),

You have arranged to visit _____ museum/library/archive on _____ (date).

The museum/library/archive will plan and provide all the activities and resources needed for the visit.

However the setting/school practitioners are expected to take part in the activities in a supervisory capacity in order for the children to gain the most from the activities, and by following up the visit on their return to setting/school.

In order for the museum/library/archive to provide you with suitable activities for your topic or theme, I would be grateful if you would provide all the information requested below.

When we have the information from you we will provide you with a detailed plan for the visit and any relevant preparations you may need to make.

General details:

Number of children attending:

Age range of children:

Ability range of children:

Number of practitioners attending:

Number of other supervising adults:

Topic or theme:

Theme or focus of visit:

Length of visit:

Specific requirements for the visit:

1. What is the objective of your visit?
2. What do want the children to learn?
3. How long will your visit last?
4. How many practitioners will be attending who can support the activities we do with the children?
5. Are there any specific activities you want the children to experience?
6. Do you need time for refreshment?

When we have this information we will send you a plan of the visit, detailing the organisation and activities.

Foundation Phase Policies and Practice in Settings/Schools

All settings/schools are expected to have a Foundation Phase policy, which explains how it is managed and organised.

The Foundation Phase Curriculum

The Foundation Phase curriculum is based on the development of children's skills and can be described as a child-centred curriculum. This ensures that the child's needs are paramount to the activities offered to him or her. It has seven Areas of Learning which are completely inter-related and which develop generic study skills which can lead into subject based learning in later years. The Areas of Learning are:

- Personal and Social Development, Wellbeing and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Vision

Learning in the Foundation Phase is as much about developing positive attitudes to learning as it is about developing the skills necessary for lifelong learning. It is child-centred and follows a curriculum based on the development of the child's personal, social, emotional and conceptual skills.

It starts from the child's own experiences and gradually expands these through play and active involvement and adult-led activities, enlarging the scope of the child's experiences and through this, his or her learning.

Aims

- To ensure children develop positive attitudes to learning.
- To ensure children achieve their full potential for their ages and stages of development.
- To ensure that child development is central to the Foundation Phase philosophy.
- To ensure the delivery of a child-centred curriculum that supports the children's learning.
- To ensure a supportive learning environment that encourages the philosophy of the Foundation Phase.

Objectives

- To have practitioners that are committed to the philosophy of the Foundation Phase.
- To ensure all members of the Foundation Phase staff are appropriately trained in Foundation Phase philosophy and that teaching, learning and management of the Foundation Phase is relevant to their own roles and responsibilities.
- To ensure the governing body plays a full role in the implementation of the Foundation Phase by providing training and familiarisation across the Phase.
- To encourage parents/carers to play a full part in the setting's/school's Foundation Phase by ensuring all are aware of the principles and philosophy governing the Foundation Phase.
- To ensure all Key Stage 2 practitioners understand and are committed to the philosophy of the Foundation Phase.

Teaching in the Foundation Phase

The children learn through a combination of child-initiated and adult-led activities which will stimulate and excite the children's interest and will also support the learning and developmental needs of the children throughout all the Areas of Learning. The child-initiated tasks are supported by adults who intervene when they feel learning can be developed by their intervention. The adult-led tasks are focused tasks specifically developed to support the child's learning. The adults continually observe the children during their activities and use these observations to decide on the tasks needed for future development.

The Areas of Learning are completely inter-related, and are integrated through all the planned activities. Conceptual learning is initially undertaken through discussion and practical/play activities. When the child is physically and conceptually ready, then the recording of learning will take place.

Additional Learning Needs

The Foundation Phase has an adult/child ratio that is more favourable than most other stages of learning. As a result of this, inclusion of children with all levels of ability is well supported. All pupils have their needs identified early and advantageous early intervention is supported.

Planning

The leader of the Foundation Phase will manage planning throughout the phase. In each year group the practitioners plan collaboratively, with the Foundation Phase leader overseeing the result. Each class will plan resources for:

Continuous provision, the basic practical resources for any Foundation Phase classroom.

Enhanced provision, which the practitioner has added to the continuous provision, to support more specific skills development and will probably be related to the class theme and/or the skill being developed.

Focused tasks, which are adult-led and which support development of skills that have been identified through ongoing observation and assessment.

Foundation Phase planning is managed in three stages:

Long Term Planning

This details what skills are to be developed over the year and provides overall skills development objectives for each year group for the whole year.

Medium Term Planning

This organises provision termly or half-termly. The planning is more detailed and the skills development is more specific in nature. This planning is developed by the practitioners, who respond to the needs of the children. It also ensures a balanced distribution of activities is undertaken each term.

Short Term Planning

This details the activities over the week. Provision and activities are planned in detail and specific objectives are set. Individual learning development goals may be set for each child. The practitioners collaborate in their planning to ensure parity in provision and to share expertise.

Classroom practice

Activities fall into two types:

Child-initiated

The practitioner will plan day-to-day resources to support the development of the skills the children need to learn. The children will then use these resources in their play activities and this use will encourage the development of specific skills. It will be necessary for the practitioner to ensure that one or more practitioner is available to intervene in the children's activities when necessary, to support and consolidate learning, or to move it on, as well as to ensure the children's behaviour is appropriate. It is important that practitioners are aware of the importance of allowing the children to invent and organise activities for themselves, so that they are encouraged to make discoveries for themselves, and are not afraid of making mistakes, or being wrong. Practitioners also need to be alert to the correct moment to intervene in the children's play, in order to move learning forward.

Adult-led

Adult-led activities will be planned to take place with different groups of children throughout the day. These activities will happen with different adults, and will be specific to the groups of children involved. These are the focused activities that support the skills that have been identified through assessment.

It is expected that no more than one focused activity will take place at a time, leaving other practitioners available for observation, assessment and intervention when necessary.

The Role of the Co-ordinator

The Foundation Phase leader needs to have the ability to lead people as well as to manage a system and develop learning across the Phase.

In collaboration with the head teacher, the Foundation Phase leader will organise the teaching and support staff in the ways s/he feels are best for the Phase and will manage their time in the class and for Planning, Preparation and Assessment (PPA) appropriately.

S/he will:

- ensure the appropriate development of the curriculum across the year groups in consultation with the staff, and monitor the provision of activities to ensure that the children fulfil their potential for their ages and stages of development.
- manage the processes of assessment and the ways in which the assessments are recorded.
- ensure the planned focused activities support the needs identified by assessment.
- ensure all the staff receive the appropriate training for their roles and support their development in the areas they feel they wish to improve, through appraisal and performance management.
- monitor classroom practice, planning, assessment and the development of children's skills.
- ensure that s/he is at all times aware of new initiatives and thinking in the Foundation Phase, and that s/he attends the necessary meetings and training organised for the Foundation Phase by the Local Authority and other agencies.
- play a full role in the management of the school as a member of the Senior Management Team.