

Learning Journey: Bath Bombs

Background and context

Where?	Country	ENGLAND
	Setting name	Annan The Froebel School (Kindergarten)
	Local environment	Rural, adjacent to woodland
	Location within setting	Kindergarten (Early Years aged 3-5)
Who? (Children)	Year group / age of children	Nursery and Reception (aged 3-5 years)
	Number of children in class	26
	Profile of children	Children are of mixed ethnic backgrounds although the majority are white British. The vast majority speak English as their first language. One child speaks French as her mother tongue. Two children have speech and language difficulties.
	Grouping	Mixed ability
Who? (Adults)	Number of adults	Four adults distributed between the classroom and outdoor environment as part of our freeflow setting.
	Role of adults	One Lead teacher, one Assistant teacher and two Early Years assistants.
	Role of main teacher in school	Class Teacher, member of Senior leadership team.
	Experience of main teacher	Teaching for eight years in Early Years classes within school settings.
	Qualifications of main teacher	Bachelor level degree and teaching qualification specialising in Early Years. Froebel Certificate in Education.
When?	Time scale of topic described in Curriculum materials	4 weeks
	Timing in year	Autumn Term
	Frequency	Reception aged children join two focused activities per day and the remainder of their time is spent engaging in freeflow play.
	Lesson timings	Focus activities are usually between ten and twenty minutes depending on children's interest and involvement. Children engage for longer periods of time if participated in activities of their own choosing. We are currently reviewing our focus activities and providing further enhanced provision linked to children's interests.
How?	Organisation of Learning space	One large indoor classroom divided into zones including an adjacent kitchen. One large garden incorporating a wooden area and gardening area.
	Planning	Adults collaborate and develop a mix of adult led focus activities (often stemming from observations and children's interests) and continuous provision and enhanced provision opportunities for free flow learning. Medium term and Long term plans for the year identify cross-curricular topics which often link to seasons and festivals. Children's interests are identified and developed in weekly plans.

What?	Topic	Our current topic is 'Light' and has incorporated elements of photography, stop-motion animation, light and colour, and light and dark including shadows.
	Links to national and local guidance	Development matters in the early years foundation stage (Early Education, 2012) Early years (under 5s) foundation stage framework (DfE, 2014)
	Links to school policy	<p>Froebelian ethos linked to the work of Freidrich Froebel.</p> <p><i>"To have discovered a quarter of the answer to his own question is of more value to the child than to hear the whole answer, half-understood from another"</i> (Freidrich Froebel)</p> <p>Inspire – We inspire children through memorable visits and trips, with specialist visitors and WOW experiences to fuel excitement and motivation. Quality active learning challenges children's thinking using real life and first-hand experiences.</p> <p>Discover – Children follow new pathways of enquiry building on what they already know to discover new knowledge and develop new skills and understanding. Children are challenged with problems to solve and are inspired with imaginative and creative opportunities. They are faced with rich learning requiring their deepest thinking.</p> <p>Create – They compose, make, build, investigate, explore, write for different purposes, read across the curriculum and take part in practical activities. They take on roles and responsibilities developing skills of negotiation, leadership and co-operation.</p> <p>Communicate – Children become the performers, the experts, the informers. They share their achievements with others; publishing their work to an audience in written form, art work, drama, dance ICT or a presentation or classroom exhibition. Children evaluate their work through talk and reflection.</p>



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