

## **Learning Journey: Electricity**

## **Background and context**

Setting name	Where?	Country	England
Location within setting			
Who? children?  Year group / age of children Number of children Number of children  Reception 4 to 5 years old children  Number of children  Children are mostly white and middle class. They are enthusiastic to learn and have good communication and language skills  Grouping Individual 1:1  Who? (Adults)  Role of adults Role of main teacher in school Experience of lead teacher Qualifications of main teacher Gualifications of main teacher Time scale of topic described in Curriculum materials Timing in year Frequency  Lesson timings  Organisation of Learning space  What?  Topic  Links to national and local guidance  Pichildren are mostly white and middle class. Children are mostly white and middle class. They are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills  1 they are enthusiastic to learn and have good communication and have good communication and language skills  1 they are enthusiastic to learn and have good communication and language skills		Local environment	
Who children		Location within setting	
Children   Number of children in class   Profile of children   31			1 /
Number of children in class   Profile of children   Children are mostly white and middle class. They are enthusiastic to learn and have good communication and language skills			Reception 4 to 5 years old
Class   Profile of children   Children are mostly white and middle class. They are enthusiastic to learn and have good communication and language skills   Individual 1:1	children?		
Profile of children			31
They are enthusiastic to learn and have good communication and language skills  Grouping Individual 1:1  Who? (Adults)  Role of adults 2 adults in class. Teacher working 1:1 with child during activity.  Role of main teacher in school Experience of lead teacher Qualifications of main teacher in school  Experience of lead teacher 8 years as a teacher with 4 years in EYFS. PGCE in primary education  When? Mini topic stimulus for electricity topic available for a week for children to explore.  Time scale of topic described in Curriculum materials  Timing in year Spring term  Frequency Equipment available on 'exploring table' for a week.  Lesson timings Varied as led by children's interests and questions  How? Organisation of Learning space Class room with free flow activities including an exploring table as part of continuous provision.  Planning Flexible and led by children's interest.  Topic Electricity  Development Matters (2012) Characteristics of Effective learning and EYFS Framework (2014)			
Communication and language skills		Profile of children	
Grouping   Individual 1:1			
Number of adults   2 adults in class. Teacher working 1:1 with child during activity.		On a condition	
(Adults)  Role of adults Role of main teacher in school Experience of lead teacher Qualifications of main teacher described in Curriculum materials Timing in year Frequency Lesson timings  Organisation of Learning space Planning  Phanning  Child during activity.  1 teacher and 1 nursery nurse EYFS lead and science subject lead EYFS lead and science subject lead  EYFS lead and science subject lead  EYFS.  Byears as a teacher with 4 years in EYFS.  ByeCE in primary education  Mini topic stimulus for electricity topic available for a week for children to explore.  Equipment available on 'exploring table' for a week.  Uvaried as led by children's interests and questions  Class room with free flow activities including an exploring table as part of continuous provision.  Planning Flexible and led by children's interest.  What?  Topic Links to national and local guidance  Class room With free flow activities including an exploring table as part of continuous provision.  Development Matters (2012) Characteristics of Effective learning and EYFS Framework (2014)	14/1 - 0		
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School   Experience of lead teacher   8 years as a teacher with 4 years in EYFS.   Qualifications of main teacher   PGCE in primary education			
Experience of lead teacher   8 years as a teacher with 4 years in EYFS.			ETFS lead and science subject lead
When?  Time scale of topic described in Curriculum materials  Timing in year  Frequency  Class of timings  Torganisation of Learning space  PGCE in primary education  Mini topic stimulus for electricity topic available for a week for children to explore.  Spring term  Equipment available on 'exploring table' for a week.  Varied as led by children's interests and questions  Class room with free flow activities including an exploring table as part of continuous provision.  Planning  Flexible and led by children's interest.  What?  Topic  Electricity  Links to national and local guidance  Development Matters (2012) Characteristics of Effective learning and EYFS Framework (2014)			8 years as a teacher with 4 years in EVES
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Links to national and local guidance  Development Matters (2012) Characteristics of Effective learning and EYFS Framework (2014)			
guidance of Effective learning and EYFS Framework (2014)	What?		,
(2014)			
		guidance	
LINKS TO SCHOOL POLICY		Links to school policy	



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