

Learning Journey: On the go

Background and context



Where?	Country	ENGLAND
	Setting name	Rusper Primary School
	Local environment	Small village school
	Location within setting	Key Stage 1
Who? (Children)	Year group / age of children	Reception/Year 1/Year 2
	Number of children in class	21 and 24
	Profile of children	Children are in mixed year groups. Our school has a higher than average amount of SEN (special education needs) pupils.
	Grouping	Mixed ability
Who? (Adults)	Number of adults	2 adults (sometimes 3)
	Role of adults	1 teacher 1 teaching assistant (sometimes a 1:1 support teaching assistant)
	Role of main teacher in school	During the project NQT. Currently science subject leader.
	Experience of main teacher	Newly qualified with a primary education teaching degree with a science specialism.
	Qualifications of main teacher	See above.
When?	Time scale of topic described in Curriculum materials	Over 4 weeks
	Timing in year	Spring term
	Frequency	Whole group activities weekly, daily independent activities and access to 'question areas'. Weekly reflection time.
	Lesson timings	Lessons for Year 1 and 2 were 45 minutes. No set timings for Reception.
How?	Organisation of Learning space	1 indoor space and 2 outdoor spaces.
	Planning	For reception, the adults collaborated and developed a mix of adult led and free flow child directed activities. Long term plans for the year identify cross-curricular topics. Children's interests are identified and developed in weekly plans. For Year 1 and 2, weekly plans are developed based on long term planning and then adapted weekly to follow where the learning is heading.
What?	Topic	'On the Go' (Cars/transport)
	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) National Curriculum (2014)
	Links to school policy	Working Scientifically Key Skills progression



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