

## Learning Journey: Super Soup

### Background and context



<b>Where?</b>	<b>Country</b>	Belgium
	<b>Setting name</b>	Basisschool Sint-Franciscus
	<b>Local environment</b>	Rural school in a natural environment
	<b>Location within setting</b>	The main school is a pre-school & primary school The school were Veerle works is a local department: a small school in a natural environment, with only early years classes
<b>Who? (Children)</b>	<b>Year group / age of children</b>	4-6 year olds
	<b>Number of children in class</b>	About 20 children in the class
	<b>Profile of children</b>	Children are not used to explore and experiment, but both lead teachers started working with research books, questions of children,...
	<b>Grouping</b>	Mixed ability
<b>Who? (Adults)</b>	<b>Number of adults</b>	1 teacher
	<b>Role of adults in the class</b>	Class teacher
	<b>Role of lead teacher in school</b>	Pre-primary teacher
	<b>Experience of lead teacher</b>	Teaching over 30 years in early years education. She followed several courses, e.g. on cooperative learning
	<b>Qualifications of lead teacher</b>	Bachelor level degree and teaching qualification for early years education
<b>When?</b>	<b>Time scale of topic described in Curriculum materials</b>	Several activities, spread over 4 days
	<b>Timing in year</b>	Winter
	<b>Frequency</b>	Several activities, spread over 4 days, partly whole class activity, partly in groups of 4
	<b>Lesson timings</b>	± 50 minutes
<b>How?</b>	<b>Organisation of Learning space</b>	Indoor area
	<b>Planning</b>	The teacher develops a mix of adult led and free flow child directed activities.
<b>What?</b>	<b>Topic</b>	Making soup
	<b>Links to national and local guidance</b>	<ul style="list-style-type: none"> <li>- Explore and investigate accurately.</li> <li>- Exploration with all the senses</li> <li>- Being able to look for ways to explore what surprises them</li> <li>- Being able to observe what happens</li> </ul>

		<ul style="list-style-type: none"> <li>- Being able to link different experiences to each other.</li> <li>- Being able to draw conclusions out of what you see</li> <li>- Being able to communicate and present their experiences to each other.</li> </ul>
	<b>Links to school policy</b>	There is no explicit attention to STEM and creativity in science in the school.



© 2017 CREATIVITY IN EARLY YEARS SCIENCE EDUCATION Consortium

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.