

ACTIVE WORLDS – TRANSPORT



Product Code
EY00257

Aims and Objectives:

- Children learn best when they are actively involved, enjoying what they are doing. Active Worlds enable children to experience learning through a multi-sensory approach. They provide learning opportunities for a wide range of curriculum areas, where children can freely explore materials within the confines of the Active World Tray.
- There will be elements of consolidation, exploration, investigation, and fun in every activity.
- All the activities can be free play, where the children explore independently, or adult directed, where children are given specific tasks to undertake.

The Early Years Foundation Stage document states that: Through play, in a secure but challenging environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them to make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to understand the need for rules;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems.

Links with Foundation Stage:

Links can be made with every area of the Foundation Stage. We have merely highlighted those links with the area Knowledge and Understanding of the World. Others are included generally in the next section.

Knowledge and Understanding of the World:

- Can investigate objects and materials by using all their senses as appropriate.
 - *E.g. Use artificial grass, water in a shallow dish, sand, gravel on the train track, to explore textures and properties.*
- Can find out about and identify some features of living things, objects and events they observe.

ACTIVE WORLDS – TRANSPORT

- *E.g. Can experience a themed play area and use the appropriate vocabulary – e.g. identifying each of the different types of transport, and learning about the different ways they move; naming the different street furniture they can see.*
- Can look closely at similarities, differences, patterns and change.
 - *Explore making marks with different types of transport – lorries, cars, motorbikes*
 - *Look closely at the different marks on the roads and the car parks*
 - *Encourage children to look at the differences and similarities between the different forms of transport – e.g. the number of wheels, or the differences in the transport that goes up in the air.*
- Can ask questions about why things happen and how things work.
 - *Why does the bicycle stop when the brakes are pressed?*
 - *Encourage children to speculate on how the wind makes the yacht or the hot air balloon move, or what would happen if the train didn't have a train track to go on*
 - *Why does a boat float?*
 - *Think about the benefits of using public transport, or the bicycle – begin to talk with children about 'greener' choices.*
- Can build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.
 - *E.g. build street furniture, houses, cars etc, using commercial building sets as well as 'junk' materials. Ask the children to suggest their own resources.*
- Can select tools and techniques they need to shape, assemble and join the materials they are using.
 - *Design and build another type of transport that isn't already shown on the mat – e.g. a scooter or a caravan.*
- Can find out about past and present events in their own lives and in those of their families and other people they know.
 - *Ask children to bring in pictures or information about types of transport that their family has; talk to grandparents about the types of transport they used when they were little.*

Ideas for use and links with National Curriculum areas:

Problem Solving, Reasoning and Numeracy: Opportunities for sorting (types of transport, whether it is used on land, sea or air); counting (how many cars, boats, wheels on the train etc); measuring (which road is the longest); comparing (sizes of cars, boats); using mathematical vocabulary (shortest, longest, biggest, smallest); shape and space (finding shapes in the environment); describe position (where things are in relation to each other, behind, in front, on top of); prediction (what will happen if there's no wind, or if the brakes fail on the car?)

Personal and Social: Is interested, excited and motivated to learn through this hands on experiential approach. Can work as part of a group taking turns, sharing and collaborating.

Creative Development: Exploring colour, texture, shape form and space. Use their imagination to create different role play stories. Imagine all the different journeys that the people might be making. Who is travelling? Where are they going? Why are they going there?

Communication, Language and Literacy: Uses language to imagine and recreate roles and experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Interacts with others, negotiating plans and activities and taking turns in conversations. Extend their vocabulary through contextual experiences. Attempt writing for various purposes – e.g. writing a story about the different journeys you imagined; making a danger sign for the boating lake; make an advertising slogan for the balloon trips. Initial sound hunt e.g. find something with the 't' phoneme; create narratives; listen and follow instructions; name and label.

Physical Development: Use a range of small and large equipment; handle tools, objects construction and malleable materials safely and with increasing control.



ACTIVE WORLDS – TRANSPORT

Geography: Learn more about people, places and environment; use geographical vocabulary; create landscapes comparing and contrasting; make observations and record findings;

Resources: (Here are some ideas of what could be used – this is just the beginning!)

Cars, boats, lorries, trains etc

Pea gravel

Street furniture

Artificial grass

Sand

People

Improvisation – Make your own resources!

Rice/bulgar wheat for gravel; dried peas and beans for pebbles

Shoe boxes/cereal boxes/tissue etc – buildings

Shallow tray for the boating lake

Make your own hot air balloon – paper mache around a balloon

