



Cramlington Village Primary School
EYFS REAL projects template: Spring Term 2018

Project Name	Project summary What you're going to do and why	Essential question This should be inspiring, not able to be 'googled', requiring you to conduct in depth research and relate to a real world issue	Final project outcome Deadline date? How you will promote? Who will be invited?
All around the World	Exploring our local area and place within the British Isles, including land and sea. Following travelling teddy: exploring what's in the wilderness in...?	What's in the Wilderness around us?	Technology resource- to share with parents and other schools. Developing our outdoor area- role play area in the outdoors. Our completed pie corbett story- developing throughout the term.

Wow moment This needs to happen within the first week of term - preferably on the first day	Key staff	Key contact numbers/websites/resources	Classroom environment What will you be doing to your classroom? What resources do you need	Key text
Launch Day- Visiting Rising sun Country Park(inviting parents to come along with the children) Investigating wildlife and local area.	Abigail Leaver, Danielle Mowbray, Fay Thompson.	Rising Sun Country Park- 0191 643 2241 http://www.visitnorthtyneside.com/dbimqs/risingsunleaflet.pdf	Role Play Area in the outdoors- the children will be designing and creating their own area. Display area within our classroom- for work towards our own technology resource.	Pie Corbett Story- making our story with the children. Develop based on what we have looked at each week.

Key milestones to achieve the final project Include specific dates	Products What are you going to do/write/create/build?	Learning goals What key parts of the curriculum will this include? (long term plan holds all of the curriculum content) What skills will be practised?	Exhibition venue Where will this take place?	Exhibition plan How will you promote the exhibition? How will you exhibit your work? Who will you be inviting?
Launch Day- Visiting Rising sun Country Park (inviting parents to come along with the children) Investigating wildlife and local area.	Exploring our local area- Rising sun country park. Invitation to parents to come along- launch day for the topic.	<u>Links with Understanding of the World:</u> <ul style="list-style-type: none"> - Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 months). - Talks about why things happen and how things work (30-50 months). - Looks closely at similarities, differences, patterns and change (40-60 months). - Children know about similarities and differences in relation to places, objects, materials and living things (ELG). 	Rising Sun Country Park	Invitation to Parents
Role Play Area in the Outdoors- setting up an outdoor camping area. Designing the area with the children- including a tent and exploring area.	The children to support the design of our new outdoor role play area- including our own camping area. Links with Forest School- whole class groups in Spring Term.	<u>Links with PSED</u> <ul style="list-style-type: none"> - Explains own knowledge and understanding, and asks appropriate questions of others. <u>Links with Communication and Language:</u> <ul style="list-style-type: none"> - Listens and responds to ideas expressed by others in conversation or discussion. - Uses language to imagine and recreate roles and experiences in play situations. <u>Links with Understanding of the World:</u> <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. <u>Links with Expressive Arts and Design: Being Imaginative:</u> <ul style="list-style-type: none"> - Creating simple representations of objects and people. - Works appropriately within a group to act out a narrative. <u>Physical Development- Health and Self Care:</u> <ul style="list-style-type: none"> - Understanding good hygiene practices - Showing understanding of using new equipment 	In school- working with the children from the week beginning of 8th January.	The children will be designing our new role play area- creating our own plans.
Explorer Links- introduction to our explorer character (travelling teddy). Children to receive and send letter and parcels to our own explorer.	The children will be creating and receiving their own parcels and letter from travelling teddy. Problems introduced by traveling teddy- how can they be solved by the children.	<u>Links with Literacy:</u> <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Attempts to write short sentences in meaningful 	In school- ongoing from 8th January	Explorer ted will be visiting the children each week with a new challenge.

		<p>contexts.</p> <ul style="list-style-type: none"> - <p><u>Links with Communication and Language:</u></p> <ul style="list-style-type: none"> - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. 		
Pie Corbett Story- building up our story throughout the term. The children will be reviewing each week to include within our Pie Corbett story.	The children will be developing ideas from each week to be able to add to our story. For example 'what in the wilderness has travelling teddy seen?' Building up our story each week.	<p><u>Links with Literacy:</u></p> <ul style="list-style-type: none"> - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Begins to read words and simple sentences. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <p><u>Links with Communication and Language:</u></p> <ul style="list-style-type: none"> - Follow directions and focussed attention - Responding to instructions - Uses talk to connect ideas and explain what is happening. 	In school- ongoing from 8th January Adding to our story each week- based on our 'what's in the wilderness this week..?'	Performing to parents- invitation to parents.
On going throughout the term- designing and creating our own technology resource. For use by our own class, parents and other schools.	What's in the wilderness in...? Each week the children will be add to our resources. Creating a simple representation of a map to add to each week. The children will be giving examples and providing resources to include.	<p><u>Links with Technology:</u></p> <ul style="list-style-type: none"> - Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. <p><u>Links with Understanding of the World:</u></p> <ul style="list-style-type: none"> - Comments and ask questions based on their local environment. <p><u>Links with Literacy:</u></p> <ul style="list-style-type: none"> - Writes own name and other things such as labels,captions. - Attempts to write short sentences in meaningful contexts. <p><u>Links with Numeracy:</u></p> <ul style="list-style-type: none"> - Can describe their relative position such as 'behind' or 'next to'. 	In school- developing our own resources to use in school and with others. Developing questions for Year 6- helping to develop our resources.	Inviting other to use of resource- sharing with parents.
Visiting Farm- travelling teddy inviting us to see lambs.	The children will be visiting a farm to explore and look at lambing. Why has explorer ted asked us to come?	<p><u>Links with Understanding of the World:</u></p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. - Shows interest in the lives of people who are familiar to them. <p><u>Links with People and Communities:</u></p> <ul style="list-style-type: none"> - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family or friends. 	Visiting Farm - reviewing when back in school.	-

Week Beginning 8th January- 5th February

Key milestones to achieve the final project Include specific dates	Products What are you going to do/write/create/build?	Learning goals What key parts of the curriculum will this include? (long term plan holds all of the curriculum content) What skills will be practised?	Exhibition venue Where will this take place?	Exhibition plan How will you promote the exhibition? How will you exhibit your work? Who will you be inviting?
Living Eggs- the children will be hatching eggs in the classroom. Learning how to look after our class eggs and ensuring that the eggs are taken care of.	Receiving our Living Eggs from the week beginning- 26th February. Children to design an area in which the chicks can stay? Explorer ted to challenge the children to looking after the chicks.	<p><u>Links with Understanding of the World:</u></p> <ul style="list-style-type: none"> - Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 months). - Talks about why things happen and how things work (30-50 months). - Looks closely at similarities, differences, patterns and change (40-60 months). - Children know about similarities and differences in relation to places, objects, materials and living things (ELG). 	In school- contacted Living Eggs. Arrival week beginning 26th February.	-
Continuing throughout the term- designing and creating our own technology resource. For use by our own class, parents and other schools.	What's in the wilderness in...? Each week the children will be add to our resources. Creating a simple representation of a map to add to each week. The children will be giving examples and providing resources to include.	<p><u>Links with Technology:</u></p> <ul style="list-style-type: none"> - Completes a simple program on a computer. - Uses ICT hardware to interact with age-appropriate computer software. <p><u>Links with Understanding of the World:</u></p> <ul style="list-style-type: none"> - Comments and ask questions based on their local 	In school- developing our own resources to use in school and with others. Developing questions for Year 6- helping to develop our resources.	Inviting other to use of resource- sharing with parents. Inviting parents to come and see our resources, sharing the experiences throughout from the term.

		<p>environment.</p> <p><u>Links with Literacy:</u></p> <ul style="list-style-type: none"> - Writes own name and other things such as labels,captions. - Attempts to write short sentences in meaningful contexts. 		
<p>Creating our own wilderness recipe guide: creating a book of our favorite recipes- tradition in Northumberland. Links with Forest School</p>	<p>The children will be creating a recipe guide book with recipes that we have created this term.</p>	<p><u>Links with Physical Development- Health and Self Care:</u></p> <ul style="list-style-type: none"> - Understanding good hygiene practices - Showing understanding of using new equipment <p><u>Links with Understanding the World- The World:</u></p> <ul style="list-style-type: none"> - Similarities and difference- how things change. <p><u>Links with Literacy- Reading:</u></p> <ul style="list-style-type: none"> - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>Creating throughout this term with the children- to be giving to parents at the end of the project.</p>	<p>Posters to advertise our book- sharing our book with parents.</p>

Week Beginning 26th February- 26th March