



Cramlington Village Primary School
REAL projects template: Nursery and Reception Summer term
Autumn 2019

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?
Inventions	Little Miss Inventor!	Can we beat the best inventors?	Invention book and gallery of inventions. Record our songs and publish using spark video. Shared with parents and other children.

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
<p><u>Inventor workshop</u> at discovery museum</p> <p><u>Musical inventions</u></p> <p>Dr Brendon Renwick (parent workshop??)</p>	<p><u>Rebecca Simmons</u></p> <p><u>Danielle Mowbray</u></p> <p><u>Christy Shirley</u></p>	<p>Reception children to visit inventor space at the discovery museum. Sounds workshop and inventors play space.</p> 	<p>Inventors laboratory Post office Potions lab Display area for the inventors workshop ideas. Musical inventions area</p> <p>Classroom environment</p> <ul style="list-style-type: none"> - Home corner: Inventor station - Investigation area: Tinker tray - Junk modelling area: extended into the home corner to add to the inventor station. - Post Office for letter writing - Outdoor area: Invention station - phones , wires, connector, playdough, bottles, magnifier, binoculars, magnets, lap tops, kennex, 	<p>Little miss Inventor The most magnificent thing If I built a car If I built a house Audrey the inventor</p> 

Calendar	Learning outcome	Key milestones to achieve the final project	Products What are you going to do/write/create/build?	Learning goals What key parts of the curriculum will this include? What skills will be practised?
Week 1 2.9.2019	Who is an inventor? What do they do?	Launch day: Little Miss Inventor and her lab! Has arrived in reception!	WOW: Visit - Reception Discovery Museum - The inventors sound workshop 3.9.2019 FOCUS: Little Miss Inventor discussing inventors, what is an inventor, children's ideas Introduce talk for writing text. Classroom environment - Home corner: Inventor station - Investigation area: Tinker tray - Junk modelling area: extended into the home corner to add to the inventor station. - Post Office for letter writing - Outdoor area: Invention station	EYFS C&L 30-50 •Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions.
Week 2 9.9.2019	The Chatterboxes How can Little Miss Inventor help the mr and miss chatterbox?	FOCUS: Sound and Communication	Design telephones - technology zone Make telephones - tubes, tunnels, pipes, funnels, boxes String telephones with tins and string outdoors Exploring different telephones - mobiles, old phones museum Alexander Graham Bell Make telephones- pipes, tubes, string, funnels Sounds - outdoor area tubes and funnels long and short how does the sound change how can we make it louder? Does sound travel around the corner?	Speaking 30-50 •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Speaking 40-60 •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play
Week 3 16.9.2019	FOCUS: Musical Instruments - exploring sound Making music instruments	Mr Noisy's band can we make instruments to join the band? Shaker drums tambourines rainsticks?	Musical instruments Mr Noisy's band Design templates- in creation station Sound- how do sounds change?	Reading 30-50 • Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and

			<p>Different sizes of tubes</p> <p>Musical inventions to add to our stories</p> <p>Can we accompany our stories using instruments?</p>	<p>stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>
<p>Week 4 23.9.2019</p>	<p>FOCUS: Making their own music</p>	<p>Mr Noisy's band - using the instruments the children made to create their own music.</p>	<p>Exploring beats and rhythms</p> <p>Songs and rhymes and accompaniments with instruments</p> <p>Use own instruments to create accompaniments to songs</p>	<p>Reading 40-60</p> <p>• Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers</p>
<p>Week 5 30.9.2019</p>	<p>FOCUS: art work Jackson Pollock artwork in the style of</p>	<p>Communicating our ideas and thoughts through music and art.</p>	<p>Jackson Pollock dripped and poured paint freely over canvas. He was able to put all his feelings onto the paper which made amazing patterns!</p> <p>Explore different genres of music, jazz, marching band, classical music.</p> <p>Different genres and how this makes them feel.</p> <p>Dancey upbeat music - happy Classical - relaxed</p>	<p>Moving and handling 40-60</p> <p>•Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>
<p>Week 6 7.10.19</p> <p>Week 7 14.10.19</p>	<p>FOCUS: coding Instructions ordering sentences and cooking</p>	<p>Mr Muddle- needs to have clear information.</p>	<p>Sorting instructions for recipes or step by step e.g how to make a cake/sandwich</p> <p>Following instructions to make food and follow recipes.</p> <p>Giving instructions to the Beebot.</p> <p>Outdoor programming and coding with large arrows and direction</p>	<p>SSM 30-50</p> <p>•Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>SSM 40-60</p> <p>•Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.</p>