

Our initial thoughts and ideas about our group (2.2.17)

Some children in the afternoon have expressed an interest in learning something new as a group, something that everyone would like to be involved in. As part of this discussion they identified:

- Who was in the group- possible group name?
 - What a learning group is
- What the learning group rules would be



The House Learning Group

Our rules

1. To share with each other
2. To practice how to do things
3. To listen to everyone
4. To take turns

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a

Deciding what to learn more about

(9.2.17)

The children started with some thoughts about what they have already learned in their time at nursery. The discussion steered towards talking about their houses and familiar stories with houses.

"I can write my name" - Lauren

"That's me on my peg" - Callie

"I have got a new house" - Chloe

"The big bad wolf will blow house down" - Joe

"A house that you would like - with a black door and it's for sale"
Skye-lily

"The door is a rectangle and the roof a triangle"
Naomi

"You need a door so children would get out and the mum would get them"
Helena

"A roof. My Daddy in the house"
Alfie

"Something you live in. you need a roof"
Jamie

"My house is made of bricks"
Nina

"Something you build with a roof on"
Emily

"The big bad wolf blows your house down"
Joe

"It's something you live in"
Lauren

"A house has curtains so you can't see anybody"
Chloe

"You live in a house."
Callie

This presented the big question :

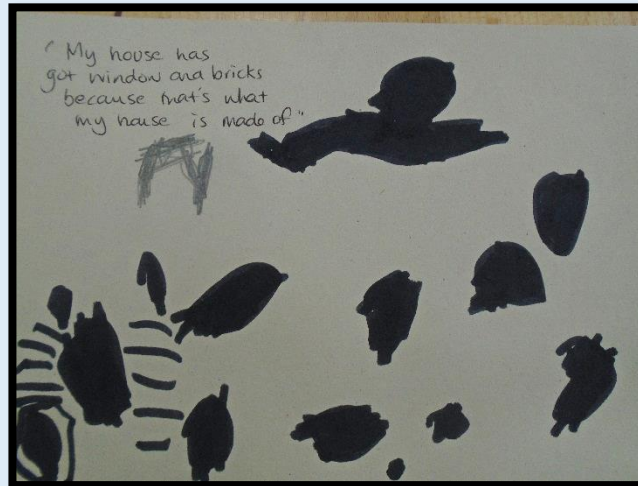
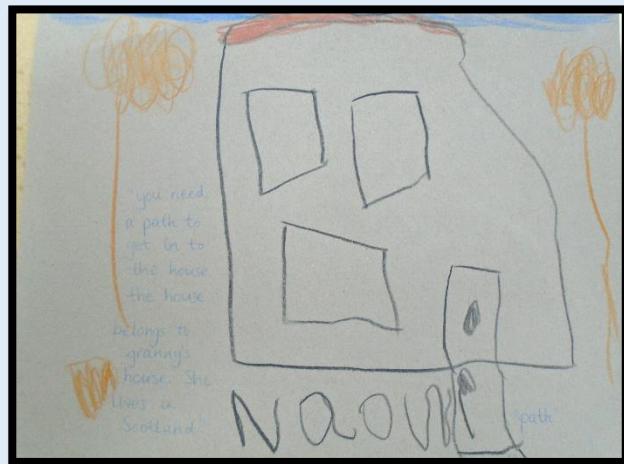
What is a house?

Our initial drawings

To get a better picture of what thoughts and ideas the children have about houses, the children drew their own drawings. Drawings are a good way for the children to compare and contrast each others ideas and gather new ideas. This will inform and build on what the children would could do next.

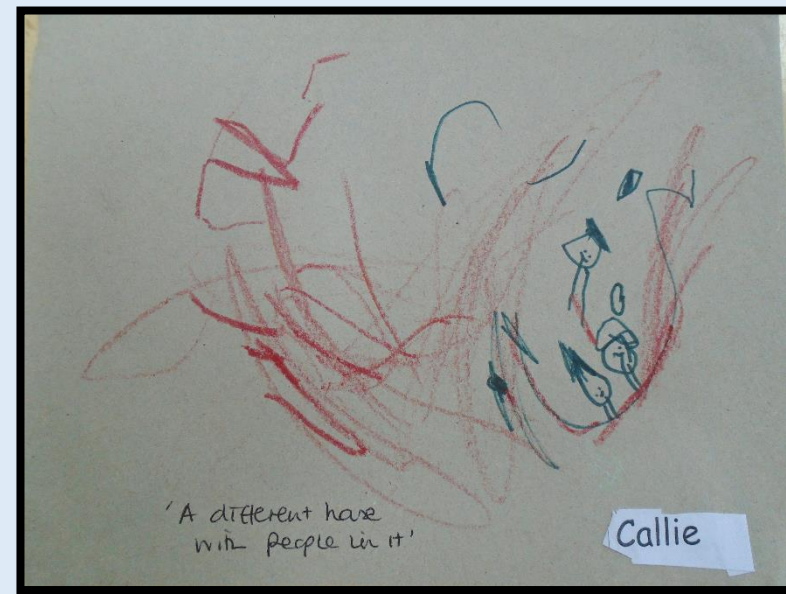
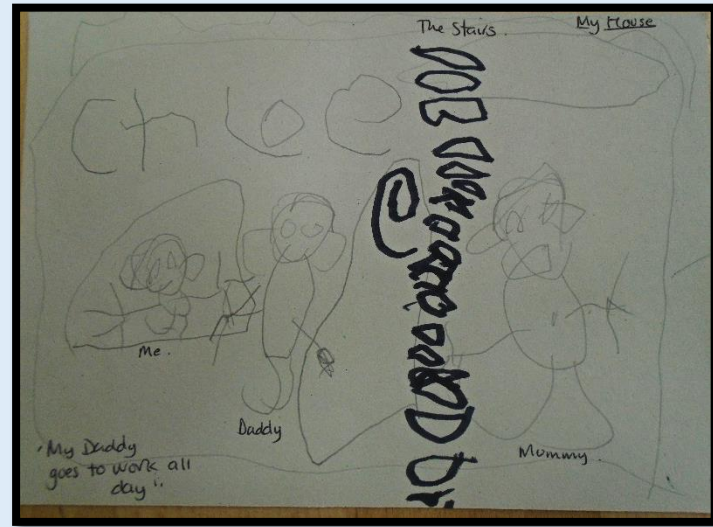
What am I learning?

- Show and tell my thoughts through drawing
- Take ownership of the group and feel in control of my learning experiences.
- Developing confidence in talking listening in a group .

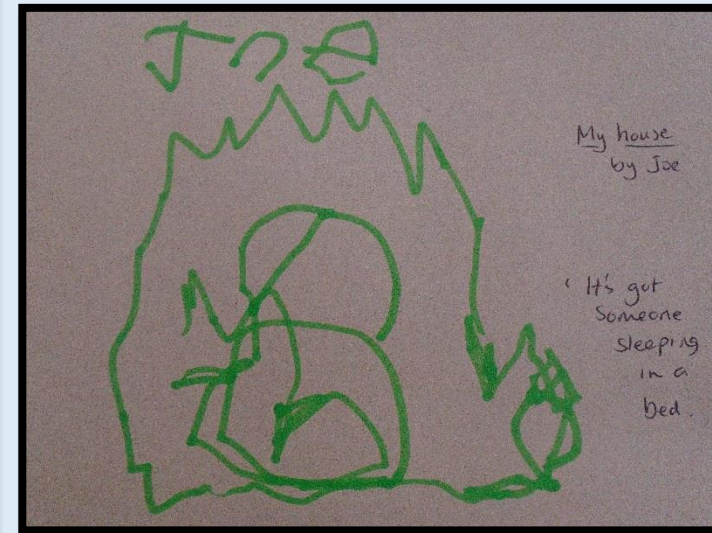
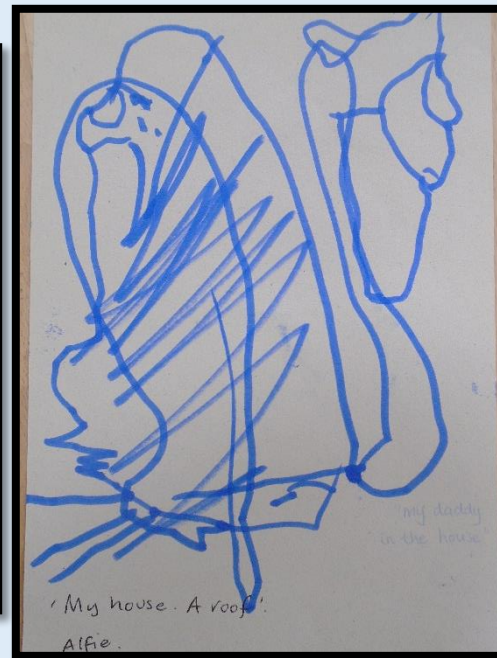
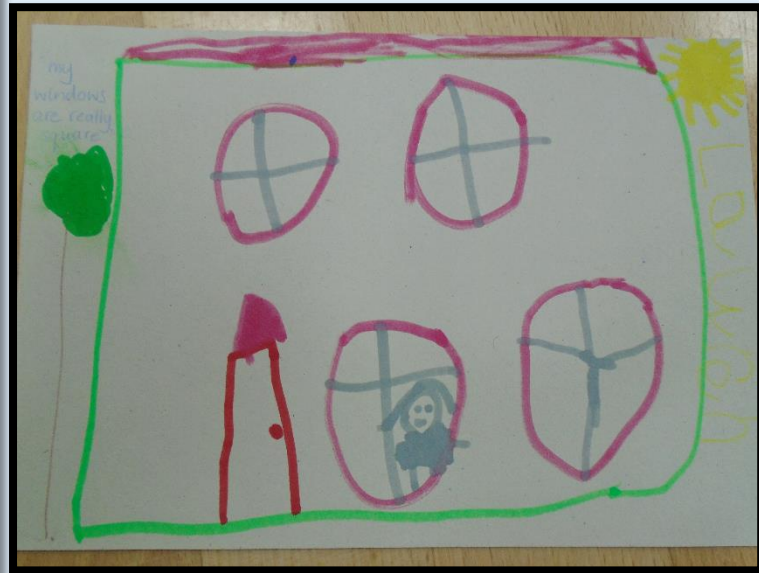


Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a
As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings

LIT 0-010a



More initial drawings...



A closer look at 'A house' (23.2.17)

Using a model house, the children talked more about what we have in our house at home and why.

What am I learning?

- A house keeps us safe
- Sleep gives us energy and keeps us healthy
 - We have to keep clean to be healthy
- We need to eat to stop you being hungry
 - and to stay alive

"You have a shower to make people clean when they're dirty"
Skye-Lily

"Or a bath to keep clean"
Jamie

"We need toilet and wash your hands"
Joe

"Germs make you sick"
Nina

"You need to cook. You get hungry if you don't eat"
Emily

"and you die"
Naomi



"Stairs are good to get up to your bed. My granny doesn't have stairs"
Helena

"We need to sleep. It's good for you. It gives you energy"
Naomi

"You sleep when it's night-time"
Nina

"I have a den under my bed"
Jamie

"You need other beds for the kids"
Chloe

Making decisions.....(2.3.17)

The group were divided in their interests as some children talked more about the features of the house and others talked about what houses are made of.

The children took a 'vote' on what they wanted to learn more about as a group.

The children counted:

10 children with their hand up for finding out more about

"What is a house made of?"

1 child for *What do you need inside a house?*

They could identify that 10 was more than 1 and so they would find out more about

What is a house made of?

But the group looked back at their 'contract rules' which said that the group should 'listen to everyone,' so decided that learning about interior could be done later as well.



I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me!

MNU 0-01a

Becoming researchers (9.3.17)

To get started the group talked about what resources would help them find out more about
What a house is made of?

How can we find out?

"The computer" Emily

"Ipad" Nina

"The library"- Lauren

"Books"- Joe

"My Granny's book shelf"-
Helena

"The wooden
house has
loads of wood
in it!"
Callie

"You could take
the caravan
house all about
with you"
Skye-lily

"That's a
stick
house!"
Joe

"A stick
house has
stilts on top
of the
water!"
Chloe

"That's like
a tent!"
Jamie

"Building
houses looks
hard"
Naomi

"Horses pull
that one!"
Nina

"The earth
house has a
wooden
frame to
keep it up"
Lauren

"The earth
house might
sink to the
bottom"
Helena



I can use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things

Making Models

(16.3.17/23.3.17)

The children in the group have now acquired new information and language. Making models is a creative way for the children to *apply existing* and *new* knowledge and interests to a learning experience. The children went on to make decisions about what favourite house they would like to make a model of and what resources and skills might need.

What am I learning?

- How to select and use fixing materials and tools for a purpose
- Using various media to make 3D models
- Work together- sharing, helping and listening

"Stick the house together- sticky tape."
Joe

"Put it on there"
Alfie



The stilt house



"It's really wobbly. We need to use more tape"
Jamie

"The stilts keep it up so they doesn't get wet"
Lauren



The caravan house



"I've been camping before and a caravan!"
Naomi

"I like the tent house. It needs a door!"
Chloe

"We have to put wheels on the caravan so you can take it with you!"
Skye- Lily

"It needs chairs and a driver."
Nina



The tent house



"The ribbon will make it pretty and the sticks keep it up!"
Emily

"We make it wet and then dry so it will stick. I think it's got glue in it!"
Helena



The children continued to experiment and make changes to their models over the week through free play. This allowed the children time to consolidate what they knew, share them, use different materials and generally have the freedom to personalise their work.

Painting and decorating



"Sticking more sticks on" Alfie



Sawing to make 'stilts'



Reflecting on what we have learned.....

(30.3.17)

At the start of each session the children became familiar with reflecting on what they had done previously and what they had learned about houses along the way. They look back at their original questions and philosophies and achievements. In doing this the group decided they wanted to know more about caravans.....

"You have to sleep at night time to give you energy"
Nina

"You need to keep safe"
Joe

"You need a kitchen to eat and be healthy"
Naomi

"Houses all over the world"
Callie

"You need to keep cleanness on you"
Jamie

"Houses can be different. I did a tent house"
Emily

"My daddy's going to drive it!"
Lauren

I didn't do a caravan but my Nana's got one. Charlie sleeps in my room"
Chloe

"I'm going on holiday in a camper van!"
Lauren

"My nana's caravan doesn't drive"
Chloe

"Caravan's is like when you have horses pull it"
Helena



Getting to see a real life Camper Van !!!!!!!

(30.3.17)



Being Artists....(4.5.17)

They looked back and realised they had looked at how *houses can be different* but they had not looked closely at the *materials used to make them*. As they talked about the two questions the children realised they had similarities and differences in their thoughts and ideas.

There paintings showed this also.....

Helena
"A roof keeps
it cosy"

Lauren
"I'm doing a tent
house too. It's
got different
materials"

Leo
"I'm making a
brick house"

Skye- Lily -
"You need puff....
It's air. It comes
through the
windows"

Nina
"Blocks are
bricks and
stone"

Jamie-
"Mine has walls
to keep it up
but it's got
water too"

Naomi
"You have to
have a door
with steps
going up to it"

Lauren
"Most houses
have doors or
something to
you can step in"

Joe
"I'm making
a window"





The Fort Brick House

By Naomi

Aged: 4 years 3 months

"It has finishing touches. It never breaks because it's got cement and is super strong"



A Stick House

By Emily

Aged: 5 years 2 months

"It has sticks on the top for it's roof"



A stick house

By Skye-Lily

Aged: 4 years 9 months

"It needs sticks for the roof"



A Water House

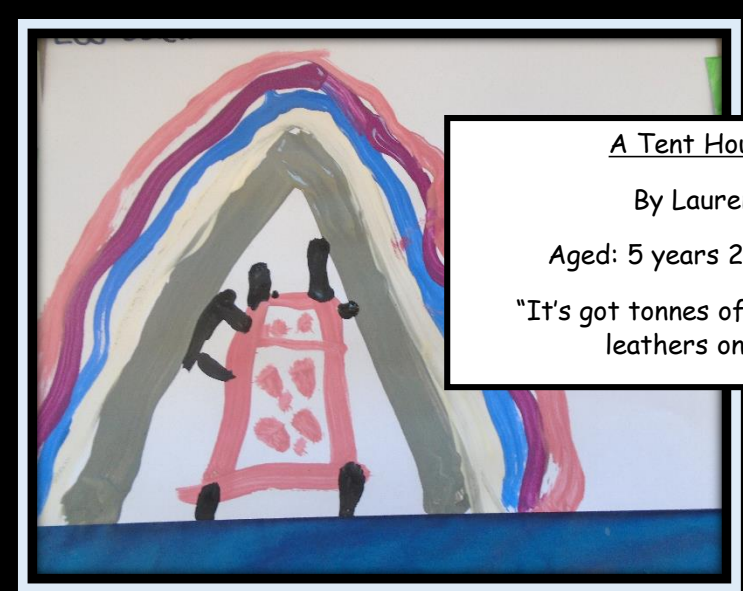
By Alfie

Aged: 4 years 5 months

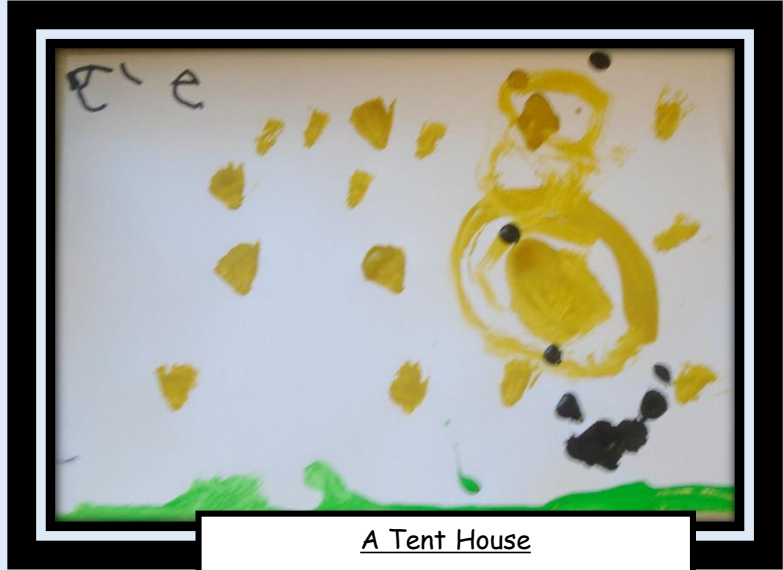
"It's got grass"



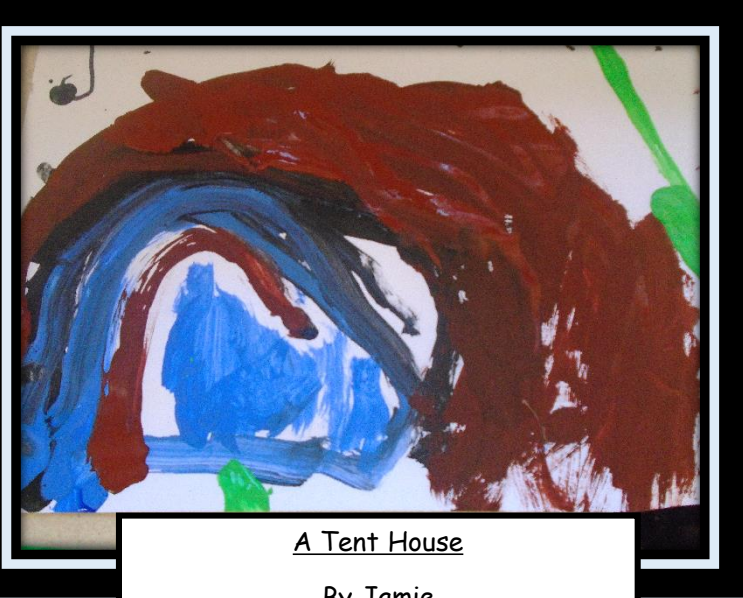
A Brick House
By Leo
Aged: 4 years 7 months
"It's got room, a swimming pool and the sides of the house is bricks"



A Tent House
By Lauren
Aged: 5 years 2 months
"It's got tonnes of different leathers on it"



A Tent House
By Joe
Aged: 5 years 2 months
"It has a window at the top and a door"



A Tent House
By Jamie
Aged: 4 years 9 months
"It has a water tank because there are fish to catch. It drops down to the ocean with a big pipe"



A Stone House
By Nina
Aged: 4 years 2 months
"It's like my house. It's got lots of kisses. It stays up for 19 weeks!"

Being Presenters ... (May 2017)

Lauren came back from her Easter holidays with much to say about her family's camper van holiday. It was great to see how involved and interested the group was and how much more confident they all were in talking and listening as a group. Inspired by the learning group experiences, Chloe was also excited about sharing her experiences in her Nana's caravan and share pictures of Brodie's tent.



Helena- "I think that rail is to stop you from falling off"



Chloe- "The caravan people put it in"



Lauren- "My dad slept in the high bed and the sofa turned into another bed"

Skye-Lily"- That's like the camper van we danced in"

Jamie- "How did you get the sofa in there?"

Sharing our learning.....

As the learning group became more confident and actively involved in learning more about houses, it became apparent that the children were transferring their learning into their free play experiences as well, involving more children and inspiring others.

Going forward the children decided that that's how they wanted to keep on learning about houses - with their friends across all the nursery areas.

"Glue is sticky but not when it's dry. It makes it still "
Nina

"The clay goes hard and it makes it stay up. It's a water house""
Chloe

"He's going in a campervan "
Jordan

"He's going on his holidays"
Frankie

"It's a raspberry tree house "
Gabriella

