**End of Project Report**

**Ash Class**

**Project**

During this term the children have been working towards answering the Essential Question of “What could I be when I grow up?”

This has included:

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| Personal, Social and Emotional Development | Being more outgoing towards unfamiliar people and more confident in new social situations when meeting the RNLI, a veterinary nurse, an ice cream seller and a PCSO.  Showing an understanding of boundaries and routines when talking about right and wrong behaviour.  Solving problems when tackling new challenges such as solving a crime. |
| Physical Development | Giving meaning to marks that they make when drawing the burglar.  Ascribing marks they see in different places when writing a list for the veterinary nurse.  Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Experiencing different ways of moving when looking for clues. |
| Communication and Language | Listening to stories relating to different job roles with increasing attention and recall.  Beginning to understand ‘why’ and ‘how’ questions when solving a crime.  Understanding more complex sentences when listening to visitors.  Using simple sentences when speaking when sharing news from our project files. |
| Literacy | Listening to a range of texts about different jobs.  Listening and joining in with stories and poems, one-to-one and also in small groups.  Orally blending CVC words when putting toppings on the ice cream.  Giving meaning to marks when taking fingerprints. |
| Mathematics | Counting out 6 coins when buying an ice cream.  Using the language of more/ fewer when comparing sprinkles on ice creams.  Counting in a range of practical contexts.  Investigating 3D shapes for Nemo the hamster.  Using the language of time when timing a race between Nemo the Hamster and Sprout the tortoise. |
| Understanding the World | Showing interest in different occupations and ways of life.  Showing care and concern for living things and the environment.  Talking about some of the natural things they have observed when being a gardener.  Making comments and asking questions about Sprout the tortoise and Nemo the hamster.  Finding out about different cultures and traditions when looking at different families. |
| Expressive Arts and Design | Constructing with a purpose in mind when building enclosures for the poorly pets.  Manipulating materials to achieve a planned effect when making a lifeboat.  Singing a variety of songs relating to the project.  Making rattles to make loud and quiet sounds. |

**Experiences to enhance the learning have been:**

The final project has been a stay and play session. This was an opportunity for children to share their learning about different job roles with their parents. The children then decided what they could be when they grow up.

During the project we have had visits from Andy the PCSO who helped us solve the crime of ‘who stole the tractor’. We also had visits from the RNLI, an ice cream seller, a veterinary nurse and a mum and baby.

In addition to the projects running your child has also been taught ‘stand-alone’ lessons including: Number Work, Letters and Sounds sessions, Physical Development, Expressive Arts and Design, Singing and Stories.