

A Space for Learning;

Developing a Modelling Area for Early Years

Julia Thompson

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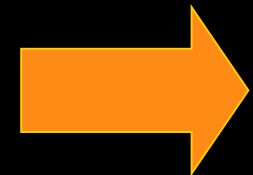
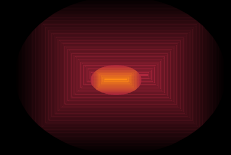
Objectives



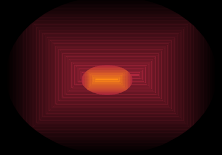
To consider the development of the environment to support learning in Design and Technology in the Foundation Stage

To consider the balance between adult focus and child initiated activities

Transforming the area



Transforming the area



Transforming the area



The 6 forms in the environment



- 1. Rigid sheets**
- 2. Flexible sheets**
- 3. Rods**
- 4. Threads**
- 5. Units**
- 6. Containers**

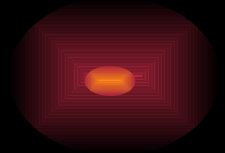
Group Activity



- **Sorting the materials provided according to the 6 forms in the environment:**

Rigid sheets	Flexible sheets	Rods
Threads	Units	Containers

'It's fun here'



Exploration of the materials



Proximity positioning



Even spacing



Random positioning

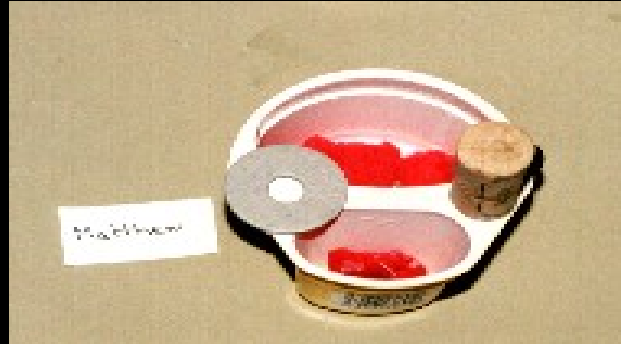


Proximity positioning

Exploration of the materials



Linear positioning



Boundary or container shape positioning



Enclosure



Horizontal positioning

Exploration of the materials



Vertical positioning



Parallel lines positioning



Seriation

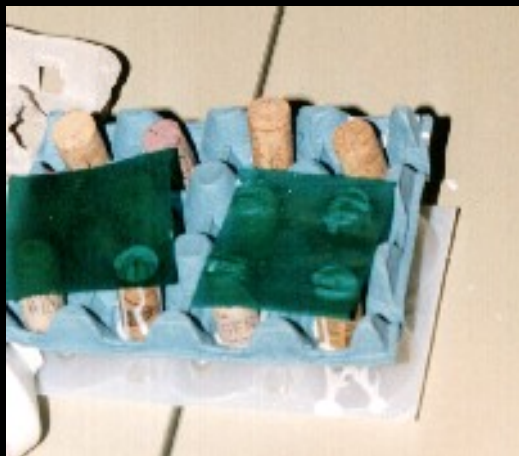
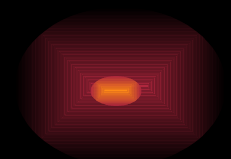


Symmetry

Exploration of the materials



Grids



1 to 1 / 2 / 3 / 4
correspondence

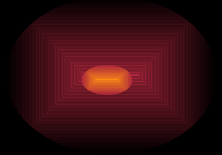


Representative or identifiable or named models

What a corker!



How can I join these together?



**“I made
this one
earlier”**



It's a hat!



- **Child initiated**
- **Independent**
- **Choice of materials**
- **Previous experience with materials**
- **Time**

“I want to make a paddle steamer”



- **Child initiated**
- **Adult supported**
- **Planning**
- **Selection of materials**
- **Techniques**



**Design and
Technology
outdoors**

Modelling environment 1



Modelling environment 1



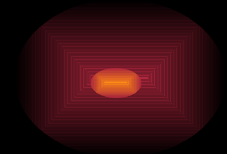
Modelling environment 2



Modelling environment 2



Modelling environment 2



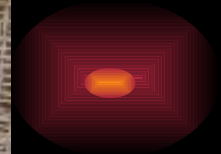
Modelling environment 2



Modelling environment 3



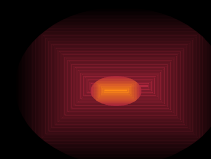
Modelling environment 3



Modelling environment 3



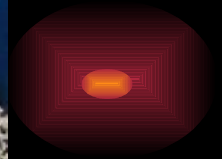
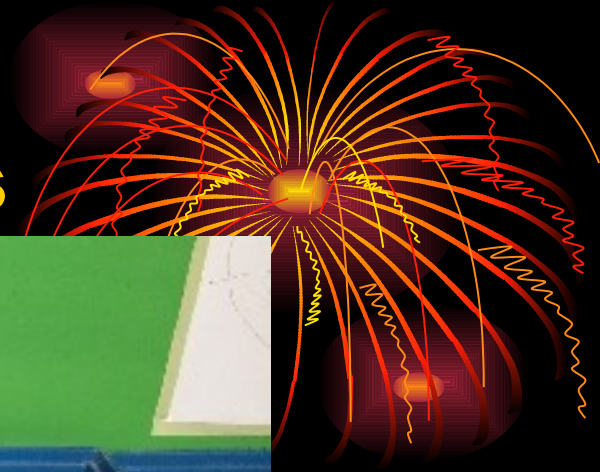
Modelling environment 3



Presentation of resources



Presentation of resources



Presentation of resources



Presentation of resources



Presentation of resources



Presentation of resources



Presentation of resources



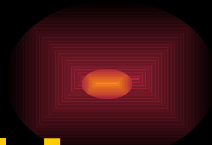
EYFS

**Knowledge and Understanding
of the World**



Designing and Making:

Is about the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.



EYFS



Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real – life situations; undertake practical ‘experiments; and work with a range of materials.

Early Learning Goals (EYFS 2007)



- **Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.**
- **Select the tools and techniques they need to shape, assemble and join materials they are using**

Learning and Development: Active Learning (EYFS 2007)

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.



Learning and Development: Creativity and Critical thinking (EYFS 2007)



When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

