









How our planning has changed over 14 years...

Kings College Preschool		
Date: 14 Feb 2011	Monday	Goals & Objectives:
 Group time <i>Story: The Camel ride</i> <i>Discussion of different types of transport</i>		
 Language & Literature <i>Books in reading corner about -feelings, frogs</i> <i>Emotions cards at mirror table.</i>		Victorian Early Years Learning and Development Framework (VELS) Outcomes:
 Art & Craft <i>-Sticking dots on frogs</i>		Identity - Children can identify themselves by saying their name. <i>- Children to hear other children's names</i>
 Manipulative <i>Puzzles -frogs</i> <i>-fishing puzzles</i> <i>Play dough</i> <i>Threading</i>		Wellbeing - Children to settle into preschool routine, feel safe, and supported by staff. <i>- Through interactions between children and staff</i>
 Construction <i>Blocks with cars.</i> <i>Tap, Tap, Hammer</i>		Community- For children to sense a belonging to the environment though language. <i>- Children to recall where their belongings live at preschool. (Name and photo at locker)</i>
 Science/ Maths <i>Learning about frog's lifecycle.</i> <i>-eggs</i> <i>-tadpoles</i> <i>-frogs</i>		Learning- For children to investigate, explore and discover their environment. <i>- For children to construct items using the materials available.</i>
 Music & Movement <i>-Song Alice the camel</i> <i>-Ball rolling in circle, children saying their name.</i>		
 Dramatic Play <i>Home corner.</i> <i>-tea set</i> <i>-babies</i> <i>-cooking equipment</i>		<u>Transition</u> <i>I'm looking for someone wearing?</i>

This plan from 2011 is for one day, and links different experiences to outcomes. The experiences are prescribed according to a set structure with group time, books, art & craft, manipulatives, construction, science & maths, music and movement, and dramatic play. In terms of the planning cycle it does not include information about the children or analyse/describe learning taking place. Planning and implementing are evident but do not include the child's voice. No meaningful evaluation was included.

This plan reflects a highly teacher-directed program.

This plan is from 2016. It was created for schools, and was modified for us to use at kinder. Sections 7-9 describe planning, implementing and evaluating. Section 3 ensures the child’s voice is included. Sections 4 and 5 could be limiting, as they ask the educator to predict what the children will draw from the experience, which I found meant that I was looking for certain learning to take place, rather than following the children’s learning. Section 1 could be limiting as it confines a whole group kinder plan to one main topic - a drawback of using a template designed for school subjects. I find defining the success criteria to be limiting as well, success can look different for each child. This plan was also a lot of work as it didn’t cover much scope - one plan for each main area of interest. This led me as an educator to emphasise one main area for the whole group, even if it wasn’t an area of interest for all of them.

Class Code:

Date:

Unit Topic:

<div><div>1. THE MAIN QUESTION</div><div>What is light?</div></div>	
<div><div>2. BIBLICAL PERSPECTIVE</div><div>Articulate the connections between the biblical story and the unit</div><div>Jesus says "I am the Light of the world" (John 8:12) . What is light? Why do we need light? What does light remind us of?</div><div>LIGHT:<ul style="list-style-type: none">• makes things visible• is a form of energy• is needed to see in the dark• gives us warmth</div><div>* get more ideas from children - what do they use light for?</div><div>Looking at physical light and why we need it can help us to understand the meaning of Jesus being the Light of the world. In this sense it is spiritual light, which in the same way makes things visible, is a source of power, is needed to see in the dark and gives us warmth and comfort.</div></div>	
<div><div>3. CHILDREN'S CURRENT IDEAS, INTERESTS AND QUESTIONS</div><div>electricity - making a circuit</div><div>photosynthesis video/song</div><div>leaves - last plan focus</div><div>worms</div><div>dramatic play in groups - shops, kitchens outside</div><div>Children were very engaged in story of 'tap the magic tree' - especially the pages with apples, and have brought up apples in discussions about leaves</div></div>	
<div><div>4. ENDURING UNDERSTANDINGS</div><div>Identify the enduring understandings</div><div>Plants need light, water and air to stay alive and to grow</div><div>Some plants grow flowers, vegetables or fruit (focus on apples)</div><div>Plants mix light and chlorophyll that's in their leaves to make food for themselves - photosynthesis</div><div>Just like plants, people need light.</div><div>God gave us light with the sun and the stars - natural light</div><div>He also gave us our amazing brains to be able to learn how to make other kinds of light</div><div>Jesus is the light of the world<ul style="list-style-type: none">- Light can help us feel safe, and so can Jesus- Jesus loves us, he is good, just like light</div><div>Identify misunderstandings</div><div>Misunderstandings could arise over types of light - is the sun a light? It doesn't use electricity</div><div>Misunderstanding Jesus as "light"</div></div>	<div><div>5. ESSENTIAL QUESTIONS</div><div>Shape the essential questions</div><div>What is light?</div><div>Why do plants need light?</div><div>Why do we need light?</div><div>Why did Jesus say he was the light of the world?</div></div>

6A. KNOWLEDGE/ Learning Intentions <small>Note the relevant key knowledge and skills</small> photosynthesis light as a form of energy plant cycle different sources of light	6B SKILLS/ Success Criteria <small>What should children be able to do</small> Cut straight lines Form a ball out of clay Work as a group to create large scale artwork Conduct a photosynthesis experiment and discuss results Plant seeds
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7. PRESCRIBED CURRICULUM: Early Years Learning Framework/Victorian Early Years Learning and Development Framework. <small>List the relevant content heading and descriptors</small>	8.Activities/Experiences/Interactions <small>(Include adaptations for Additional Needs, GnT, ESL/EAL, Medical needs)</small>	9. Assessment and Evaluation <small>What were the children able to do, understand? What were the gaps in skill and understanding?</small>
IDENTITY: Children feel safe, secure and supported Children feel recognised and respected for who they are Children celebrate and share their achievements Children show interest in other children and in being part of a group.	Paint folio covers Circle time	Children were excited to see their folio covers - Mrs Missen brought a sense of excitement to the activity. Circle time is still working as intended, providing some thoughtful, interesting and humorous responses. Difference between now and the start of the year is apparent, children are listening and sharing and taking turns with barely any reminders needed.
COMMUNITY: Children develop a sense of belonging to groups and communities and understand reciprocal rights and responsibilities. Children cooperate and negotiate roles in play experiences Children broaden their understanding of the world in which they live Children begin to show concern for others	Dolls house Home corner Collaborative art work - what do plants need to grow? Cellophane collage on windows	Home corner has been very popular and is encouraging different children to play together.
WELLBEING: Children become strong in their social, emotional and spiritual wellbeing. Children work collaboratively with others Children show an increasing capacity to understand, self-regulate and manage their emotions Children recognise the contributions they make to shared projects and experiences Children manipulate equipment and manage tools with increasing competence and skill	cutting - lanterns cellophane to bring in the light get children's ideas on how to find the light where does light come from? Fine motor - continue to have threading table outdoors Form clay into balls to make apples - paint Fruit threading Happy/Sad chart	Used ipad to find light - children looked for it outside and took photos. Realised clay would take more sessions than I had - used wooden door handles for children to paint. Happy/Sad chart continues to be a good catalyst for discussions about feelings and emotions.
LEARNING: Children are confident and involved learners Children use play to investigate, imagine and explore ideas Children use reflective thinking to consider why things happen and what can be learnt from these experiences Children use their senses to explore natural and built environments	document their exploration of electricity with play dough - quotes, photos, drawings photosynthesis experiment - continue following children's interest make a spectroscope (if equipment is available) Number symbols	Decided to turn this into a book about light, with other photos and comments. Angus told Mrs Raven what to write on the sign for our experiment - "no touching, photosynthesis experiment". Children predicted that the plant would die with no sun.
COMMUNICATION: Children are effective communicators Children contribute their ideas and experiences in play, small and large group discussions Children demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers Children view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions Children use language and engage in play to imagine and create roles, scripts and ideas	Shop set up outside Books: Tap the magic tree Apple book - plant apple seeds outside Photosynthesis	

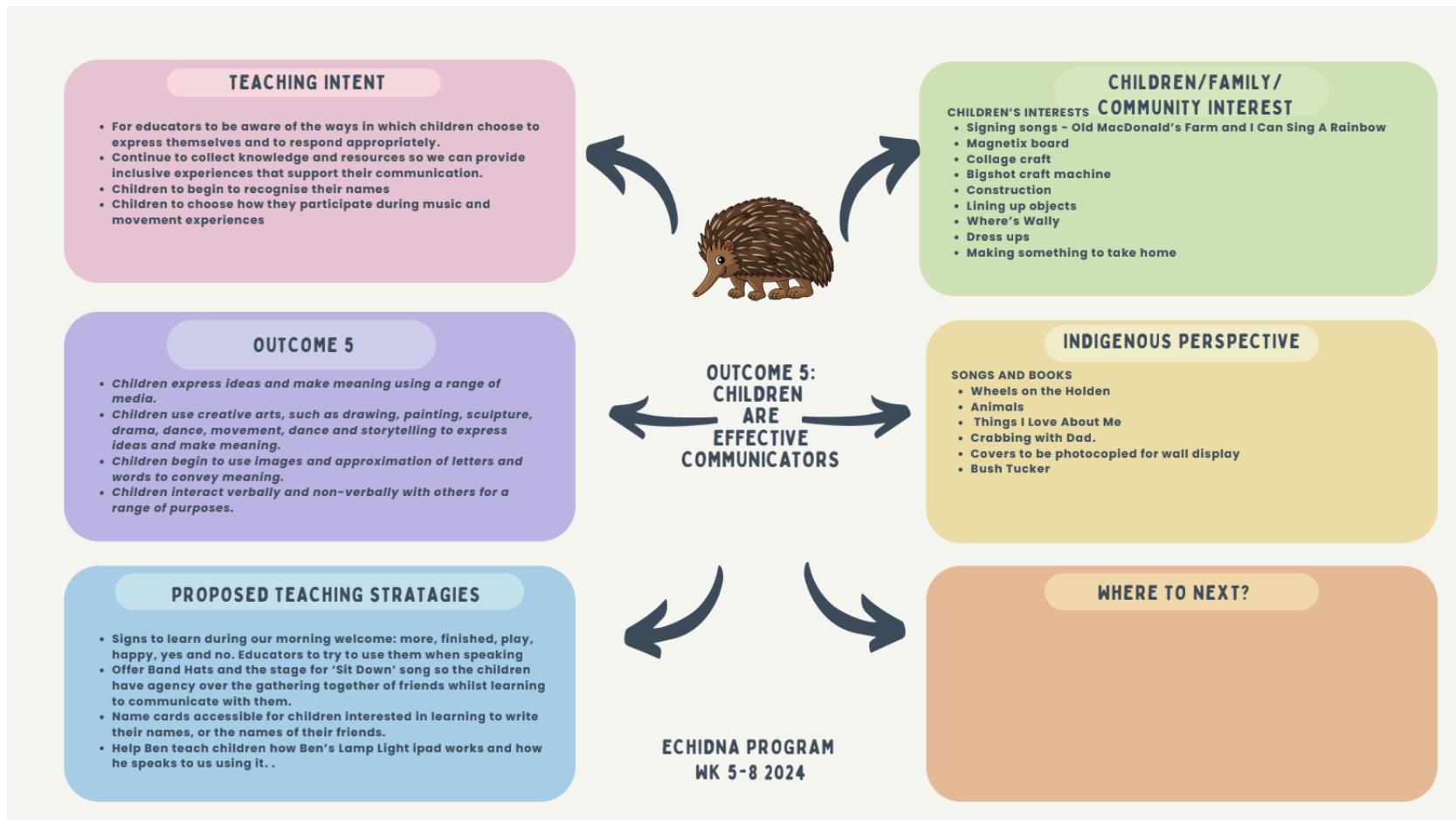
In 2017 I (Beth) attended placement at another kinder, and shared the way they did their planning with my colleagues. This plan was able to extend for a few weeks with modifications, and included each element of the planning cycle, although on reflection it did not start with an observation and analysing learning. The observations are included in the children's input column, with analysing learning occurring in the evaluation. We modified our plan to include a biblical perspective, as we had included in our previous planning template. In 2022 we added an Indigenous perspectives column, to encourage educators to ensure they were embedding this within the program. Later in 2022 we changed children's/family input to children's interest, family/community input. Some feedback in early 2023 from an assessor was that it would be good for us to describe exactly what value the experiences in the very last section (in white) hold.

TERM 1 - WEEKS 8-10 2023

Teaching Intent	Intended Outcomes/ Links to VEYLDF	Proposed Teaching Strategies	Biblical Perspective	Indigenous Perspectives	Children's Interest Family Input	Evaluation/ Where to next
<p><i>For children to continue to settle into the kinder routine and experience emotional security, manage the length of the session and engage in the program.</i></p> <p><i>For children to continue to build secure attachments with one and then more familiar educators, and to communicate their needs for comfort and wellbeing.</i></p> <p><i>For children to continue to learn the names of other children in the group, and to play alone or with others.</i></p>	<p>Outcome 1: Children have a strong sense of identity Identity is aligned with belonging, the sense of feeling included and secure in the social settings that are part of everyday life.</p>	<ul style="list-style-type: none"> Hairdresser area Fidgets and calming resources in quiet space. Show children how to use different resources to help with proprioception. Visual schedule cues - continue to encourage children to take ownership Opportunities for rest in quiet space Outdoor resting space Seek educator feedback on routines Finish off Self-portraits Educators, parents and children work together at separation time. Two educators do different activities to help with separation (mix of busy/quiet to fit personalities) while one educator greets all parents and children. 	<p>The Easter story is at the heart of Christianity.</p> <p>On Good Friday, Jesus Christ was executed by crucifixion. His body was taken down from the cross, and buried in a cave.</p> <p>The tomb was guarded and an enormous stone was put over the entrance, so that no-one could steal the body.</p> <p>On the following Sunday, some women visited the grave and found that the stone had been moved, and that the tomb was empty.</p>	<p>Continue learning Indigenous songs and what the words mean. Sing "Inanay" for parents at end of term get-together.</p>	<p>Children have been using the floor book, thus far more of a reflective tool for them, as they look back on photos and annotate, draw and verbalise what was happening and how they felt.</p> <p>Fred has been bringing in lots of wildlife, and the group continue to be interested in bugs, frogs, etc. Fred brought in some honey comb and honey from his cousin's farm, as well as beekeeper suit, and some home made jam.</p> <p>We will extend on children's interest in making bread by making hot cross buns and having them with the honey and jam. We will also have some bee books out that Fred's mum brought in, and learn about bees and honey.</p>	<p>Visual cues have been helpful, several children are now able to predict/remember what comes next.</p> <p>Through critical reflection, educators worked out a way of making sure children are supported to separate while every child and family are greeted, by adjusting one of our routines and having two "Stations" children can go to with one educator at each one where they are helped to separate. Children often have a preferred educator or activity and parents know which educator to take them to. A third educator is able to greet all parents and children. Based on children's interests, we worked with children to turn home corner into a hairdresser. This was always a busy space, with lots of different dramatic play scenarios.</p> <p>Where to next: Continue to extend children's interest in dramatic play, and their use of "ordering" and writing in the hairdressers by making the space into a bakery. This also links to children's interests in cooking and baking.</p>
<p><i>For children to recognise that they have a right to belong in many communities, including: home, kinder, our local community.</i></p> <p><i>For children to develop cooperative play skills, including turn-taking, sharing and negotiating.</i></p> <p><i>For children to have an opportunity to develop confidence within their new classroom and group, to each have opportunities to participate equally within their levels of comfort.</i></p>	<p>Outcome 2: Children are connected to and contribute to their world Children who are strongly connected to their world participate in shared everyday routines, events and experiences, and use opportunities to contribute to decisions.</p> <p>Consulting with families and children in order to understand their cultural and everyday traditions and routines informs practice. Providing equitable opportunities for children with diverse capabilities and life circumstances supports engagement and connection, enabling them to contribute positively to their world.</p>	<p>Possum group Floorbook / program diary.</p> <p>Group games and other opportunities for turn taking. Use class lists and pull names out as a way of choosing fairly, and teaching fairness through modelling.</p> <p>Frame wall for children to display their own art.</p> <p>Circle time - continue to ask questions with options of verbal or non-verbal responses.</p> <p>Incorporating children's interests into the program: New art/craft area set up Board games involving numbers Dress ups Trucks, bikes and dinosaurs outside Lego/duplo Sensory - play dough, kinetic sand, water</p>	<p>Jesus himself was seen that day, and for days afterwards by many people. His followers realised that God had raised Jesus from the dead.</p>			<p>The bread making has been so good for community building. We had a local organisation "Yo-Dough" buy a breadmaker for our kinder, and have had other kinder and community members donate breadmakers.</p> <p>No child has turned back the opportunity to make bread, they are all very keen for their turn! When they have asked for a turn, Judi has encouraged them to write their name on a piece of paper and stick it on the wall so she knows who is next. This encourages their agency, independence and literacy development.</p> <p>We are continuing to facilitate children's play, mainly by modelling in the moment.</p> <p>Where to next: extend the breadmaking experience to our other 4 year old group by sharing resources and knowledge. We also finished the term with children making hot cross buns. Continue making bread with the children yet to have a turn.</p>

		<p>Bread making</p> <p>Facilitating play - helping children join in play</p>				<p>Model some scripts for joining in play with puppets at group time.</p>
<p>For children to develop their gross motor skills through active play outside.</p> <p>For rest times to be an enjoyable and productive time where children can learn the benefits and contrast between rest and active play.</p>	<p>Outcome 3: Children have a strong sense of wellbeing</p> <p><i>Children continually acquire, refine and consolidate their motor functions and skills and integrate their skills across domains. The growth of strong spatial awareness across the early years is also known to positively influence the development of children's mathematical capabilities. Outdoor play promotes children's physical and cognitive development and their ability to assess risk.</i></p>	<p>Obstacle course outside, give children agency over the equipment - how it is set up, where it is set up. While we see benefits of indoor/outdoor programming, ensure there is some time each day where everyone goes outside.</p> <p>Continue to use books at rest time - don't have set times but base it on how children are responding. Short time of looking at books and chatting as children settle, music playing.</p> <p>Story time where Ms Parker tells a story that involves all of the kinder children - this is the time they lie still and quiet because they want to hear their name.</p> <p>Exercises learned from an OT last year about progressive muscle relaxation. Remind children why we rest.</p>				<p>Rest times are going well, less of a source of stress than at the beginning of the year. No longer having children say they don't need a rest (possibly confused with sleep, daycare)</p> <p>Obstacle course has been very popular, allowing children to take risks and place things up high, or in different ways.</p> <p>Where to next: follow up plan from last year about having a rope ladder attached to tree, other ideas of risky play outside, wooden ladder propped against tree for climbing.</p>
<p>For children to engage in experiences that develop their problem-solving skills.</p> <p>For children to share their interests with educators.</p>	<p>Outcome 4: Children are confident and involved learners</p> <p><i>Children's involvement in learning changes what they know, what they can do, what they value, and transforms their learning. When provided with many opportunities and a rich supply of natural and manufactured materials and tools, children create, build, sculpt, draw, paint and construct, and they enjoy taking part in sustained shared conversations focused on their interests.</i></p>	<p>Craft table - different range of resources, continue to vary these</p> <p>Loose parts play</p> <p>Problem solving in play scenarios too - when children come with a problem, help them to solve it, model scripts and give them a chance to solve independently but let them know you'll step in if needed.</p> <p>Circle time questions to facilitate a safe sharing environment, no answers are wrong, even silly ones - "poo".</p>				<p>Craft table has been so interesting to watch, seeing how children use different tools and thoughts to achieve their goals. Loose parts play has also been interesting, it is so open ended and children explore the parts and work out different things to do with them.</p> <p>Where to next: Incorporating more problem-solving into the play of children who don't come to craft table as much. Eg out in the mudpit or looking for bugs. Could we give them a problem to solve? Play world scenario?</p>
<p>Speaking and listening</p> <p>For children to develop verbal language skills through listening and sharing.</p>	<p>Outcome 5: Children are effective communicators</p> <p><i>As children learn and develop, access to print-rich environments, and contact with adults who model and respond to children's oral and written messages, continue to strengthen the progression of learning.</i></p> <p><i>Using music and movement aids children's knowledge acquisition and memory. When children have opportunities to move creatively and with music, their brains are activated for learning.</i></p>	<p>Mini concert for parents</p> <p>Stories and songs related to children's interests, to emotional recognition, and with opportunities for each child to contribute and be recognised as individuals and as part of a wider group.</p> <p>Ngata and Hello: How do we say hello in different ways?</p> <p>New art area for free expression</p> <p>Children's drawings and symbolic writing in floor books: Communicating our learning. Recognising our learning through reflection and visuals/discussion.</p> <p>Book bag</p>				<p>The concert/Easter egg hunt worked well, we changed the time from previous years to ensure as many family members as possible could make it, having it right before the usual picking up time. It was very casual with children sitting down and singing with family members joining in, no pressure on children to perform. It provided an opportunity for families to catch up with each other and us, as we had an easter egg hunt straight after that they could help their children with.</p> <p>Where to next:</p> <p>Many parents have indicated their child is interested in starting to write. We can add things to play areas such as whiteboards, clipboards, words written around the room for children to be able to have a go of writing if they want to.</p>
<p>Some experiences are of ongoing value and will continue to be available throughout the program. These include:</p> <p>Painting, drawing, pasting, free craft, play dough, dramatic play, building and construction, puzzles, games , books, sand play, water play, climbing and swings.</p>						

In early 2024, Judi developed a new template which included all of the elements on our plan above, but in a more circular format. She designed it to look more appealing and easy to read for families: *"I want to get parents as enthused, engaged, contributing to and involved in their child's learning as I am. I'm aiming high"*. Each outcome has its own page, with an overarching biblical perspective included on a separate page. Judi questioned the need for an Indigenous perspective category. *"Do we need a column for this if we are truly embedding the perspective into our curriculum? Could not the perspectives be naturally included into the teaching intent and all the other areas of the program?"* Judi explained that *"The general idea from Koori Curriculum is that we should be able to see perspectives 'sprinkled' throughout the program and room all the time."* This was great to reflect on, as we had originally included the column with the aim of including Indigenous perspectives as we recognised this as an area of growth for us. Now we have grown in this area, are we ready to lose the column and really authentically embed this? I want to add here that both times we had a shake up of our planning system were due to an enthusiastic uni student. It is important to stay engaged as a learner, to continue questioning, reflecting, and not settling for familiarity.



I was very enthused with Judi's idea and we continued to reflect together. We had recently updated our individual planning templates to align more with the planning cycle. Could we do this with whole group planning as well? We discussed that we still wanted to show each outcome clearly. We discussed that children's interest, parent and community involvement could still be included in the observe/collect information box. Alternatively (where difficult to fit in) we could include it on the same page as our biblical perspectives, as factors that influence our planning and teaching. Our intended outcomes box replaces the teaching intent, and in line with the cycle, occurs after some observations. For our first plan of the year we discussed that we could put in information learned from children's profiles, filled out by families.

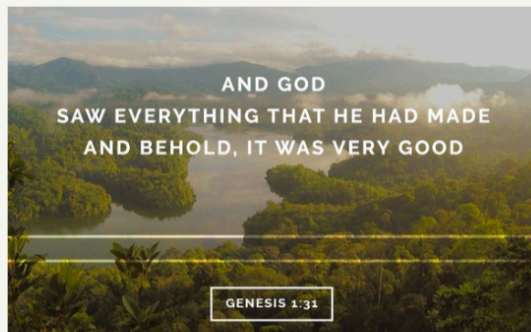


Each outcome has its own page, with an extra page for program influences.

While Judi and I have been finding this format very helpful (Judi is still tweaking hers), we do not expect other teachers to change their planning format based on what works for us. Some teachers are using the 2017 style plan which goes in columns as it makes more sense for them.

PROGRAM INFLUENCES

BIBLICAL PERSPECTIVE



As educators we are privileged to be trusted with the knowledge and questions that children share with us. We can validate the importance of these things and help children draw connections to other concepts. Children have had lots of questions around different bugs, camping, and the plants we are growing. They monitor the strawberries and give them extra water if they think they need it. We have talked about the heavy rain we have had lately. We have considered the perspectives of different life that might need the rain. We have been thinking of things we can do to help care for our environment, and have been using our new bins responsibly. With the initiation of Bush Kinder we aim to help children connect even more with their outdoor environment, and learn Indigenous perspectives on caring for country, as well as gratefulness for the land we live, work and play on.

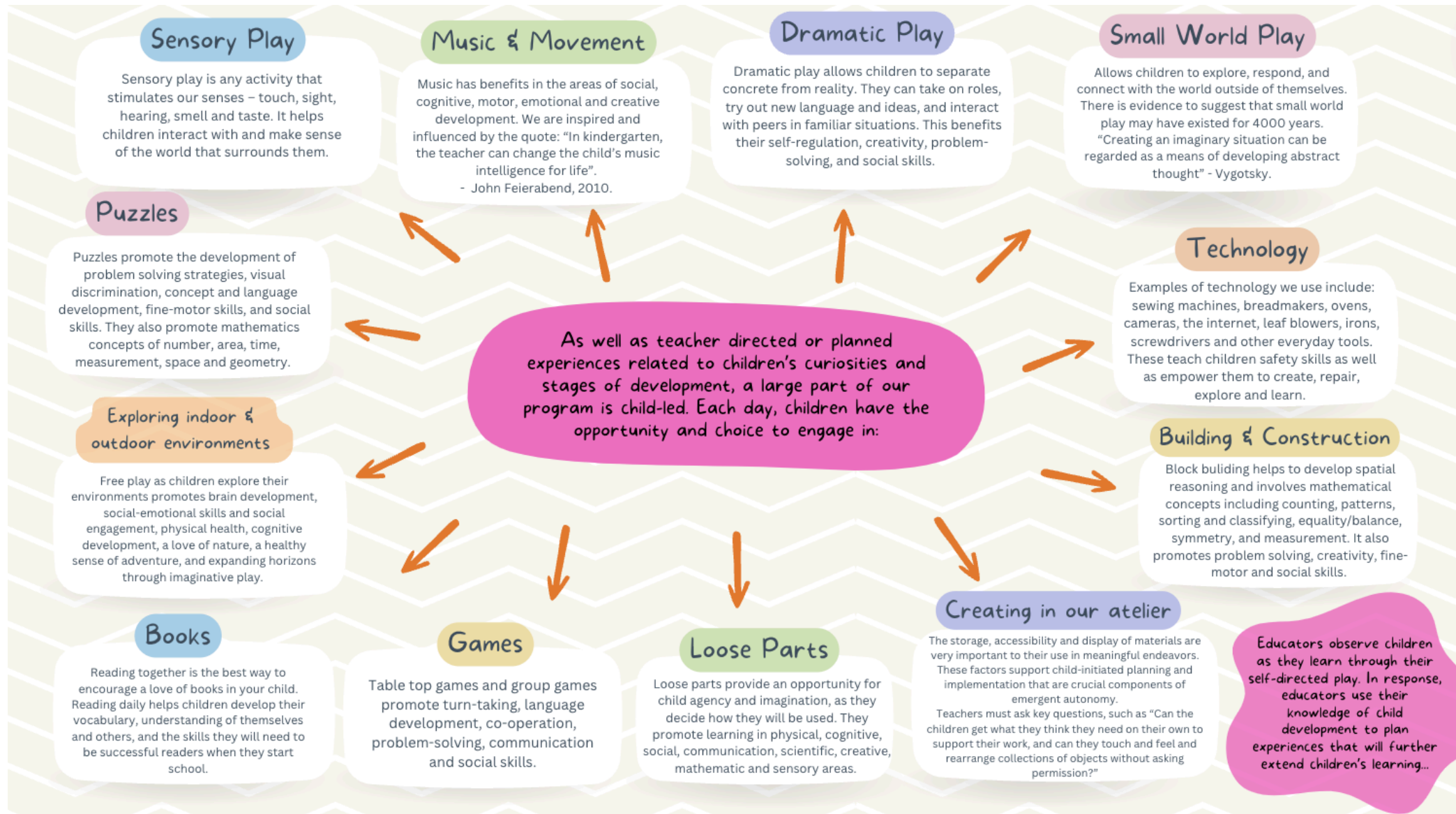
The Victorian Early Years Learning and Development Framework encourages caring for the environment. Our Christian faith also encourages us to care for our environment, as stewards of God's creation.

FAMILY/COMMUNITY INPUT



- Parent teacher catch-ups this term to inform our programming
- Mary Poppins is playing at the Lighthouse Theatre. Our very own Mrs Ezzy and most of her family are involved - colouring competition to win tickets, also letting families know about this opportunity of live theatre.
- Family and community business cards on display
- School community - assemblies, musical instruments/orchestra, cooking, library, gym - families invited
- Grandparents/Special Friends Day
- Share information about Swap It with children and families
- Sharing updated QIP with families, valuing contributions
- Sharing policies with families and receiving input
- Melbourne Museum - dinosaur exhibition
- Baking bread for children to give to their families
- National Aboriginal and Torres Strait Islander Children's Day - books to read - bush kinder
- Science Week - species survival - Aboriginal perspective w/ 'Looking after country with fire' - bush kinder

We also worked together to develop a poster to go near our plan, which describes in better detail the child-led experiences that are always on offer at our kinder, and gives more of a reason as to why we offer them.



We found research links that were free to read in case families wanted more information about the evidence-base for including these components in our program.

Sensory Play

Wilson, G., & Campus, M. (2022). "My Really Sticky Hands"—The Importance of Tactile Sensory Play for Under 3s. National Early Years Research Day Proceedings, 32.

Dramatic Play

ÖZCAN, Ö., & İVRENDİ, A. (2024). Relationship between Socio-Dramatic Play and Self-Regulation Skills in Early Childhood. *Kastamonu Eğitim Dergisi*, 32(1), 38-50.

Puzzles

Fleer, M. (1989). Jigsaw Puzzles. Australian Early Childhood Resource Booklets, No. 3. Australian Early Childhood Association, Inc., Australian Capital Territory, Australia.

Small World Play

Renshaw, K. L., & Parson, J. A. (2021). It's a small world: Projective play. Clinical applications of the therapeutic powers of play: Case studies in child and adolescent psychotherapy, 72-86.

Blocks & Construction

Loizou, E. (2021). Small blocks and building materials. *The Ultimate Handbook of Developmentally Appropriate Toys*, 49-60.

Kocabas, S., Zhu, Y., & Bofferd, L. (2023). Spatial Reasoning and Debugging With Lego Structures. In *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023*, pp. 1422-1425. International Society of the Learning Sciences.

Music & Movement

Feierabend, J. (1990). Music in early childhood. *Design for Arts in Education*, 9(6), 15-20.

Books

Hoyne, C., & Egan, S. M. (2019). Shared book reading in early childhood: A review of influential factors and developmental benefits. *An Leabhbh Og*, 12(1), 77-92.

<https://www.yourlibrary.com.au/1000-books/>

Technology

We like this quote by Ursula K. Le Guin:

We have been so desensitized by a hundred and fifty years of ceaselessly expanding technical prowess that we think nothing less complex and showy than a computer or a jet bomber deserves to be called "technology" at all. As if linen were the same thing as flax — as if paper, ink, wheels, knives, clocks, chairs, aspirin pills, were natural objects, born with us like our teeth and fingers — as if steel saucepans with copper bottoms and fleece vests spun from recycled glass grew on trees, and we just picked them when they were ripe...

Games

Sulistyaningtyas, R. E., & Fauziah, P. Y. (2019, June). The implementation of traditional games for early childhood education. In *3rd International Conference on Current Issues in Education (ICCIE 2018)* (pp. 431-435). Atlantis Press.

Exploring Indoor & Outdoor Environments

Nilsson, M., Ferholt, B., & Lecusay, R. (2018). 'The playing-exploring child': Reconceptualizing the relationship between play and learning in early childhood education. *Contemporary Issues in Early Childhood*, 19(3), 231-245.

MacKenzie, M., & Carolan, M. (2019). Childhood, unplugged: Overcoming barriers to outdoor learning and hands-on play. *Institute for Child Success*, February.

Creating in our Atelier

Dibello, A., & Ashelman, P. (2010). Integrating the arts in early childhood settings: The role of materials. *Educating the creative mind: Developing capacities for the future*, 38-45.

Loose Parts

Cankaya, O., Rohatyn-Martin, N., Leach, J., Taylor, K., & Bulut, O. (2023). Preschool children's loose parts play and the relationship to cognitive development: A review of the literature. *Journal of Intelligence*, 11(8), 151.

No accurate cognition of reality is possible without a certain element of imagination, a certain flight from the immediate, concrete, solitary impressions in which this reality is presented in the elementary acts of consciousness.

The processes of invention or artistic creativity demand a substantial participation by both realistic thinking and imagination.

The two act as a unity.

(Vygotsky, 1987: 349)

There is countless research on the benefits to children's learning and development within each of these areas. We have sourced some research that is free to read online. These book or article titles can be googled, or you can ask Beth to send you the link to any you would like to read more about.

Our planning has changed again - watch this space! This is the result of ongoing critical reflection, and working towards making our planning documents accessible to families.