

Planning for Learning through Clothes

by Rachel Sparks Linfield and Christine Warwick. Illustrated by Cathy Hughes

Contents

Making plans 2-3

Using the 'Early Learning Goals' 4-6

EYFS planning chart 7

Theme 1: My clothes 8-9

Theme 2: Socks and shoes 10-11

Theme 3: Clothes for all weathers 12-13

Theme 4: Uniforms 14-15

Theme 5: Clothes from around the World 16-17

Theme 6: Fashion Show 18-19

Bringing it all together - 'The Fashion Show' 20

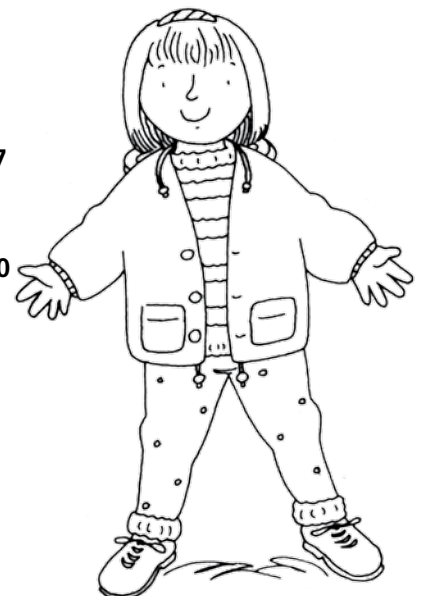
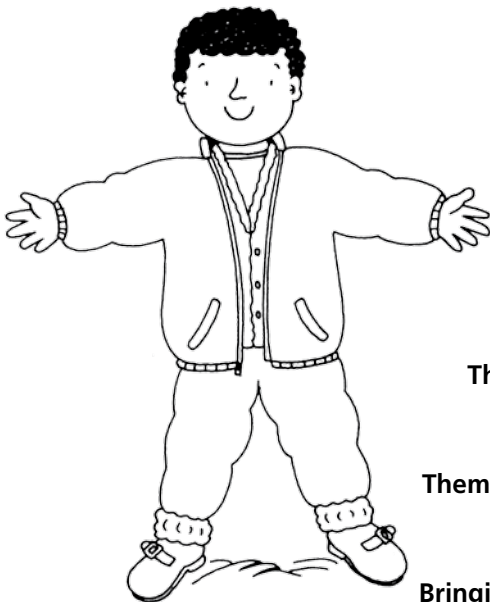
Resources 21

Collecting evidence of children's learning 22

Activity overview 23

Home links 24

Family page Inside back cover



Published by Practical Pre-School Books, A Division of MA Education Ltd,
St Jude's Church, Dulwich Road, Herne Hill, London, SE24 0PB Tel: 020 7738 5454
www.practicalpreschoolbooks.com

Revised (3rd edition) © MA Education Ltd 2013.

Revised edition © MA Education Ltd 2008. First edition © Step Forward Publishing Limited 2001.

Front cover image © iStockphoto.com/subman. Back cover images (left-right) photos take by Lucie Carlier © MA Education Ltd.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted by any means, electronic, mechanical, photocopied or otherwise, without the prior permission of the publisher.

Planning for Learning through Clothes ISBN: 978-909280-41-0

Making plans

Child-friendly planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.

The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity.



In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording.

Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any assessments or observations that you are likely to carry out. After carrying out the activities, make notes on your plans to say what was particularly successful, or any changes you would make another time.

Using the ‘Early Learning Goals’

The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework’s content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2012), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are ‘particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive’ (page 4, DfE 2012). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages 4 to 6, have been used throughout this book to show how activities relating to ‘Clothes’ could link to these expectations. For example, for Personal, Social and Emotional Development one aim relates to the development of children’s ‘self-confidence and self-awareness’. Activities suggested which provide the opportunity for children to do this have the reference PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.

In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, when investigating materials to make a waterproof coat for a teddy the children will consider similarities and differences and develop their understanding of the world. In addition, they will use their imaginations, aiding the development of Expressive Arts and Design. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

The Prime Areas of Learning Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (CL2)

Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL3)

‘Clothes’ provides many opportunities for children to enjoy listening, understanding and speaking. When the children talk about favourite clothes, types of uniform and clothes from around the world, and plan for the Fashion Show, they will talk about events in the past, the present and the future. When discussing clothes for birthdays, or when listening to stories about clothes or talks from people who wear uniforms, children will have the opportunity to listen and to ask questions. Making pasta jewellery, and learning how to fold and look after clothes and polish shoes, encourages the children to follow and understand instructions.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. (PD1)

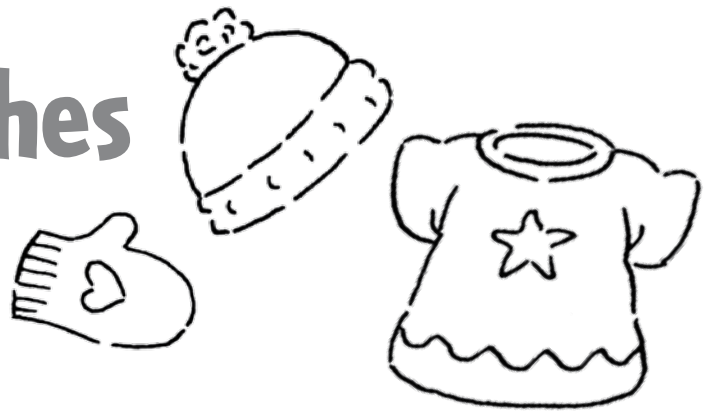
Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD2)

Example chart to aid planning in the EYFS

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
FOCUSED ACTIVITIES					
Focus Activity 1:					
Focus Activity 2:					
Stories and rhymes					
CONTINUOUS PROVISION (Indoor)					
Collage					
Construction (large)					
Construction (small)					
ICT					
Imaginative play					
Listening					
Malleable materials					
Mark making					
Painting					
Role play					
Sand (damp)					
Sand (dry)					
Water					
CONTINUOUS PROVISION (Outdoor)					
Construction					
Creative play					
Exploratory play					
Gross motor					
ENHANCED PROVISION (Indoor)					
ENHANCED PROVISION (Outdoor)					



Theme 1: My clothes



Communication and Language

- Show the group some of your favourite clothes. Talk about why they are special. Encourage children to talk about their own favourite clothes. When do they like to wear them? (CL1, 3)
- Show the group some clothes which have been taken off and are inside out. Explain how to turn clothes the right way out and how to fold shorts, trousers, a T-shirt and a jumper. Invite children to have turns at folding clothes and encourage them to tidy their own clothes away after times such as PE and painting. (CL2)
- Read *Mrs Lather's Laundry* by Allan Ahlberg. Later in the week, show children the days of the week written on strips of card. Use the days of the week signs and the pictures in the book to help children retell the story of Mrs Lather in their own words. (CL1)

Physical Development

- Tell a story of waking, getting up and choosing clothes to wear outside. Encourage children to mime convincingly with imagination. (PD1)
- Play 'Simon says' in which the actions are all associated with clothes. (PD1)
- Sing and put actions to the song 'Here we go round the mulberry bush'. Encourage children to skip during the chorus. Sing the song slowly and quickly to allow the children to skip at varying speeds in time with the tune. Use the verses of 'This is the way we ' for miming putting on and wearing a wide range of clothes. (PD1)

Personal, Social and Emotional Development

- Set up the home corner with a basket of laundry, plastic coat hangers, a suitcase, a toy ironing board and iron. Encourage the children to take part in role-play, washing clothes, tidying them and packing a case ready for a holiday. (PSE3)

Literacy

- Read or tell the story of Paddington Bear's arrival in London. Paddington arrives in England with just one suitcase. Ask the children to imagine that they are going on a long journey. What clothes would they take in their bag? Make lists of clothes to pack in small card suitcases (see activity opposite). (L2)
- Begin a washing basket word bank. Cut items of clothing from large pieces of card and write the name on each. Use the clothing to play 'I spy' games and for sorting the clothing according to initial sounds. (L1)

Mathematics

- Use a washing line and card trousers for counting activities (see activity opposite). (M1)
- Provide each child with a jumper and a hat cut from A4 white paper. Use circular and square sponges and ready-mixed paints to cover them with matching, repeating patterns. (M2)
- Provide each child with clothes cut from card. Encourage the children to place the clothes on a drawn washing line in a repeating pattern. Help the children to be aware of sizes, colours and types of clothing. (M2)

Understanding the World

- Compare babies' and children's clothes. Talk about the sizes and the styles and how much children grow from when they are babies. (UW1, 2)
- Investigate the best way to wash pieces of fabric stained with paint. (UW2)
- Invite a parent to talk to the group about how they wash clothes for their children. Look at pictures of how washing used to be done. Talk about the changes that have taken place. (UW1)
- Investigate different ways in which clothes can be fastened. Sort clothes according to whether they have Velcro, buttons, zips or studs. Talk about the reasons for the different types of fastenings. (UW2)

Expressive Arts and Design

- Help children to paint pictures of themselves wearing their favourite clothes. (EAD2)
- Use scraps of material, brightly coloured paper and pieces of ribbon to decorate people cut out from card in clothes children would like to wear. (EAD2)
- Provide each child with a square cut from A4 sized paper. Ask children to fill their square with clothes cut from mail order catalogues and magazines. Once filled, use the squares to make a giant clothes patchwork. (EAD1)

Activity: Packing a suitcase

Learning opportunity: Writing name labels for suitcases, listening to and responding to a story.

Early Learning Goal: Literacy. Writing.

Resources: Suitcases made from folded A4 card; luggage labels, paper for writing lists, pencils and crayons.

Key vocabulary: Suitcase, pack, names of clothing.

Organisation: Whole group, introduction. Small groups for writing/suitcase making.

What to do: Read or tell the story of Paddington Bear's arrival in London. Look at pictures of Paddington and his suitcase. Ask children why they think he came to London and what he would have needed on his journey. Then ask children what they would like to have in a suitcase if they were going on a long journey. Talk about the kinds of clothes they would need, food and also things to keep themselves busy on the journey. Give each child a piece of paper on which to list the things they would pack. On a future occasion work with small groups.

Provide each child with a piece of A4 sized card folded in half and two handles cut from card. Show them how to stick the handles onto their cases and ask them to draw inside all they would pack. Encourage children to use their lists of things to include. Finally, ask children to write their names on a luggage label and attach these to the suitcases.



Activity: Number clothes line

Learning opportunity: Learning to recognise and to order the numbers from one to nine.

Early Learning Goal: Mathematics. Numbers.

Resources: Washing line; clothes pegs; nine pairs of trousers cut from card with the numbers 1 to 9 written on them.

Key vocabulary: Numbers one to nine, clothes line.

Organisation: Whole group.

What to do: Show children the clothes line and explain that you have nine pairs of trousers to hang on the line. Ask children to help you check that you do have nine. Show the group a pair with the number 5 written on them. Ask if anyone knows what it says. Peg it in the centre of the line. Show children the other pairs and look at the numbers. Explain that you would like the clothes to be arranged in number order and invite children to peg them on the line. Ask the children to shut their eyes. Remove a number and ask which trousers have disappeared.

Display

Cut out the children's portraits and place them with the collage people on a frieze of a street scene. Invite children to choose the place where they would like their people to go. Mount the magazine clothing squares on black sugar paper to give a 2cm border. Display the squares together to make a large patchwork. Around the patchwork place questions to encourage children and parents to look for different clothes and to count similar ones.