

Planning for Learning through Recycling

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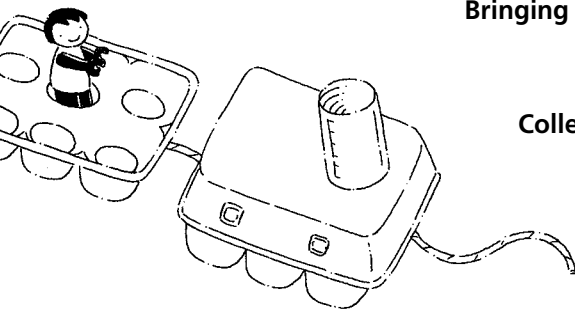
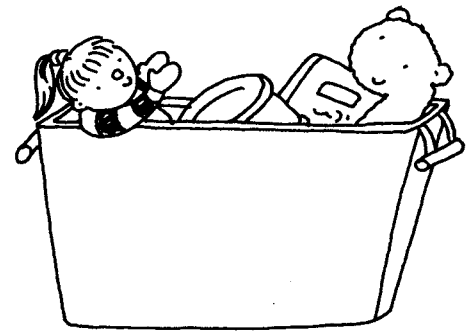
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Making plans

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:

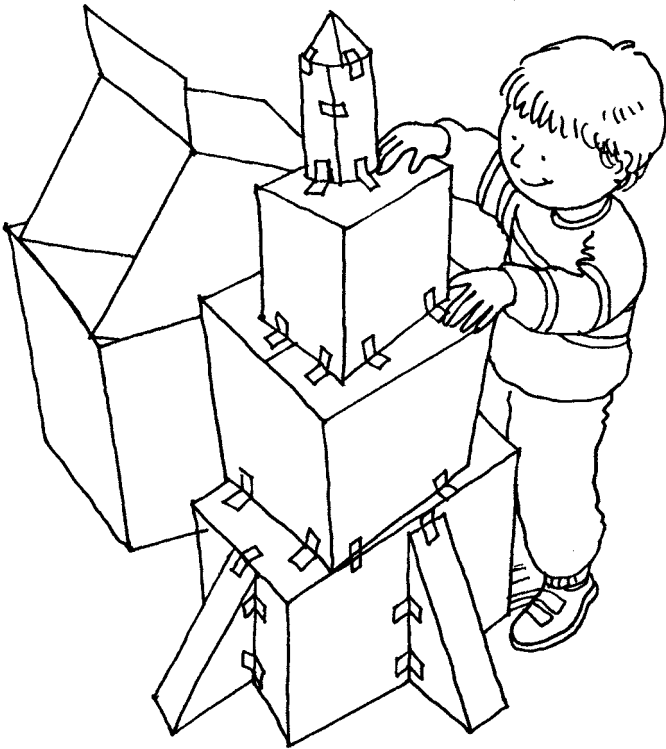
- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

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.

A final note

Planning should be seen as flexible. Not all groups meet every day, and not all children attend every day. Any part of the plan can be used independently, stretched over a longer period or condensed to meet the needs of any group. You will almost certainly adapt the activities as children respond to them in different ways and bring

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 Recycling 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 making useful objects and explaining why they are useful, children will build relationships and be sensitive to peers' needs and feelings so developing PSE3. In addition, they will be speaking and listening developing their communication and language skills, handle tools and materials as part of the Physical Development Area of Learning and, also, use their imaginations. 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)

Recycling provides many opportunities for children to enjoy listening, understanding and speaking. When the children talk about what is meant by 'recycling' and what can be recycled, children will have the opportunity to listen and to ask

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: What can we recycle?

Communication and Language

- Discuss with the children what recycling is. Explain that one meaning is to reuse materials and objects that might otherwise be thrown away, either as they are or in a changed form. Show children some packaging and ask for ideas of how it could be reused. Talk about why recycling is important. (CL1)
- Tell a story of a visit to a recycling centre. Encourage the children to mime to the words. Invite suggestions for things to take to the centre and also for things they might like to find there, to use. (CL2)

Physical Development

- Put out three buckets labelled with pictures of a tennis ball, a plastic ball and a beanbag. Talk about the importance, when taking some items to a recycling centre, of sorting by material. Encourage the children to enjoy aiming a variety of balls and beanbags into the correct buckets. (PD1)
- Remind children of the recycling symbol. Use chalk to mark out a cyclical trail, of arrows, for the children to move along. Give instructions for ways to move. (PD1)

Personal, Social and Emotional Development

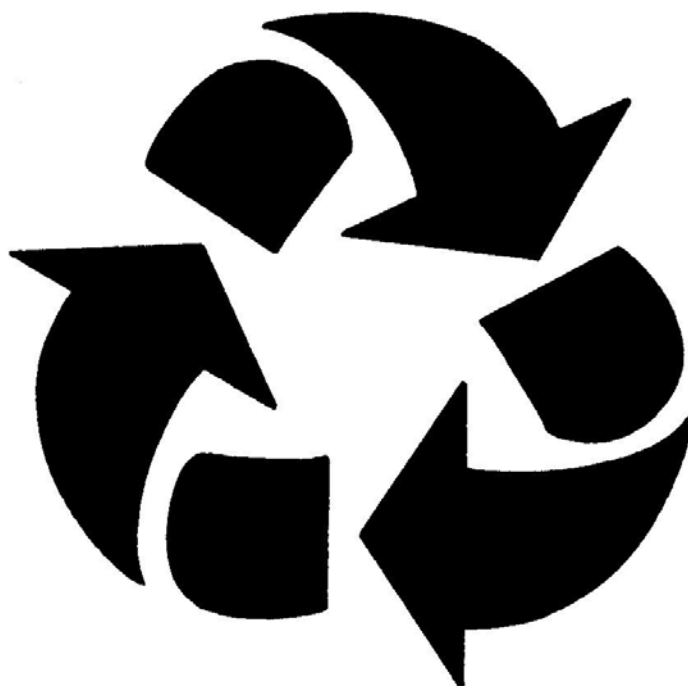
- Provide lolly sticks and other scrap materials for the children to enjoy designing and making 'something useful' (e.g. a table for a doll; a star to be a decoration; a flag to label a plant pot). Encourage the children to explain what they have made and to evaluate whether their constructions are useful. (PSE3)

Literacy

- Make posters to label boxes for collecting items to be used during the topic such as different types of paper; plastic bottles and cartons; unwanted toys; books and clothes etc. (L2)
- Help to write letters to carers requesting items to use in 'book bags' in Week 6 (see activity opposite). (L1, 2)
- Make a group 'big book' about recycling. Use catalogues and magazines to find pictures to illustrate the book. Also, stick in pieces of recyclable materials. (L2)

Mathematics

- Show the children a recycling symbol made up from arrows (the Internet or packaging can provide examples). Make repeating patterns with arrows cut from a variety of colours of paper. (M2)



- Sort clean packaging, using the recycling symbol, into things that can and cannot be recycled. Count the number in each set. (M1)
- Set out toy bricks and small boxes as areas in a recycling centre. On cards write/draw labels for the different areas such as garden waste, paper, electrical goods etc. Use everyday words to explain to the children where you would like them to drive toy lorries and cars, deliver items and park. (M2)

Understanding the World

- Make a display of recycled objects such as a comb made from recycled bottles or a pencil case made from recycled tyres. Ask the children to try to bring in other recycled objects. (UW2)
- Look through a bin of clean rubbish. Talk about which bits could be recycled. (UW2)
- Discuss how things are recycled in the local environment. Help the children to be aware of composting bins, bottle banks etc. (UW2)
- Use the internet to make a collection of recycle signs. (UW3)
- Examine cans to find a recycle sign. Use magnets to sort cans into ones made from aluminium (not attracted by a magnet) and ones made out of steel (attracted by a magnet). (NB If using empty cans ensure they are clean and that there are no sharp edges. (UW2)

Expressive Arts and Design

- Make a giant patchwork collage of different materials that could be recycled. (EAD1)
- Invite the children to enjoy using a role-play recycling centre (see activity opposite). (EAD2)
- Look at recycling symbols. On black paper paint colourful arrows. (EAD1)

Activity: Writing book bag letters

Learning opportunity: Helping to write letters about the book bags.

Early learning goal: Literacy. Reading. Writing.

Resources: An A3 sized version of the book bag letter and an A4 copy for each child; pencils, example non-fiction and fiction book bags (e.g. book on insects or dinosaurs and plastic models; a version of 'Goldilocks and the three bears', three teddies and a fair haired doll).

Key vocabulary: Fiction, non-fiction, book bag.

Organisation: Whole group introduction, small group activity.

What to do: Explain that the group hopes to have a collection of book bags that can be borrowed to take home.

Show the example bags and how the bears and doll can be used to retell the tale of 'Goldilocks and the Three Bears'. Look at the plastic models and use the non-fiction book to identify them. Talk about what will need to be collected. Tell the group that the idea is to recycle books, bags etc. Nothing is to be bought.

Show the children the large letter pointing to the words as it is read aloud. Invite each child to decorate an A4 letter, to fill in their carers' names and to sign it.

Dear _____
As part of our topic on 'recycling' we are hoping to make some 'book bags'. Each bag will have a book and something to use like puppets, dolls, soft toys, plastic models, a game or jigsaw. On the attached sheet is a list of things that we would like to collect to go with books that we already have. We would also really like to collect more books, things to go with them and book-sized, sealable bags. If you can help us, please send in your donations by _____
With many thanks,
From _____

Activity: In the recycling centre

Learning opportunity: Enjoying role-play in a recycling centre.

Early learning goal: Expressive Arts and Design. Being imaginative.

Resources: Role-play recycling centre containing large plastic boxes labeled for items useful for making models such as boxes, cardboard tubes, plastic bottles and tubs, fabric, papers, shiny things etc.; a table with a phone and writing materials; a cash register, play money and receipt pad; fluorescent coloured tabards; catalogues with furniture, electrical goods etc.

Key vocabulary: Recycle, names for materials, please, thank you.

Organisation: Small groups of up to four children.

What to do: Talk to the children about the different types of rubbish that families produce. Talk about the things that if left, would rot and the things that would not. Talk about the things that could be re-used without change, and ones like newspaper that could be recycled. Remind the children of why it is important to recycle.

Put on a fluorescent tabard and take on the role of someone who works in the recycle centre. Invite a child to come with a bag of things to recycle. Show them where to put the things. Answer the phone and model a conversation with someone who is looking for a bike. Describe possible ones. Ask the child to take on the worker role and invite another child to visit the centre. Encourage the worker to sort, to tidy, to answer the phone and also to sell furniture, electrical items etc cut from a catalogue.

Over the week, use the centre both for role-play and, also, to find recyclable resources for activities.

Display

Cut out the letters in 'We can recycle' for a title, from large pieces of cereal packet and provide scrap papers for the children to decorate the letters. Cover a display board with plain wallpaper. Put up a border to link with the colours in the letters and arrange them in the centre of the board. Around the letters display objects or pictures of them to show what can be recycled. On a table arrange the recycled objects brought in by the children. Involve the children in choosing paper for mounting their patterns that are based on the recycling symbol. Display them on a board with a border of paper arrows.