

Workshop: Active Explorers**National Curriculum Links:**

EYFS: Personal, Social and Emotional Development: Building relationships- Work and Play co-operatively and take turns with others.

EYFS: Physical Development: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing.

EYFS: Understanding the world: Natural World: Explore the natural world around them

EYS: Schematic Play: orientation, transporting, positioning.

Learning objectives	Session structure	Assessment for learning
<p>To be able to play co-operatively and share resources with others</p> <p>To develop gross motor skills through taking part in different active learning activities</p> <p>To explore the natural world around them by taking part in a variety of activities on different parts of our woodland walk site</p>	<p>Introduction</p> <p>Introduction to the museum and what today's session will entail. Provide children with simple instructions on how to be safe and behave in the session. Make staff aware that we will be focussing on active child-led learning and schematic play and trying to develop different aspects of this.</p> <p>As we walk down the cinder path there will be lots of painted insects for children to look out for in small groups. At the end of the cinder path, we will stop to check every group has spotted the insects and to see what else they have heard or seen.</p> <p>Session activities</p> <ol style="list-style-type: none">1. Once we reach the meadow area, we will read the story 'A Good Place', all about a group of insects who are looking for somewhere nice to live. Before we start the story, we will ask the children to name some of the insects which we might meet in our story.	<p>Children will explore themes through taking part in a range of schematic play and active learning activities e.g. exploring nature using bug pots and binoculars etc. We will encourage child-led learning so that each child's interests and curiosities guide the learning process.</p> <p>The person delivering the session will respond to the individual needs and interests of each child and encourage them to take part in different schematic play activities.</p> <p>Children will have opportunities to respond and give feedback throughout the session.</p>

	<p>2. After the story we will split the class into three groups to take part in three different activities in the meadow area. Each group will have 10 minutes to do each activity and will rotate around the activities, so they get time to take part in each activity. The adult who is in charge of each group will be given a prompt sheet to tell them what the activity is and the person delivering the session will move around to see how they are getting on with the different activities (and offer support if needed).</p> <p>Plenary</p> <p>As we walk back to the museum, via our Art and Heritage trail, each child will finish off our session by creating a natural piece of art.</p> <p>Check to see if the children enjoyed taking part in the activity and what they enjoyed the most.</p>	
Before your visit	After your visit	Key vocabulary
<p>Make a free teacher pre visit to familiarise yourself with the site- contact learning@stephensonsteamrailway.org.uk</p> <p>Explore our self-led resources for extra activities to do whilst visiting the museum Learning - Self Led Resources Stephenson Steam Railway</p> <p>Read our teachers notes to find out more about the museum and our trains Teachers Notes and Background Infomation Stephenson Steam Railway</p>	<p>Develop active play into sessions back at school (proven that active play has link to children being happy, healthy and sleeping better).</p>	<p>Sharing, Playing and Staying safe, Having fun.</p>

