



The Problem

How can we get the car to the other side of the room?



Together we used the internet to find pictures of bridges to understand the world around us and solve the problem.

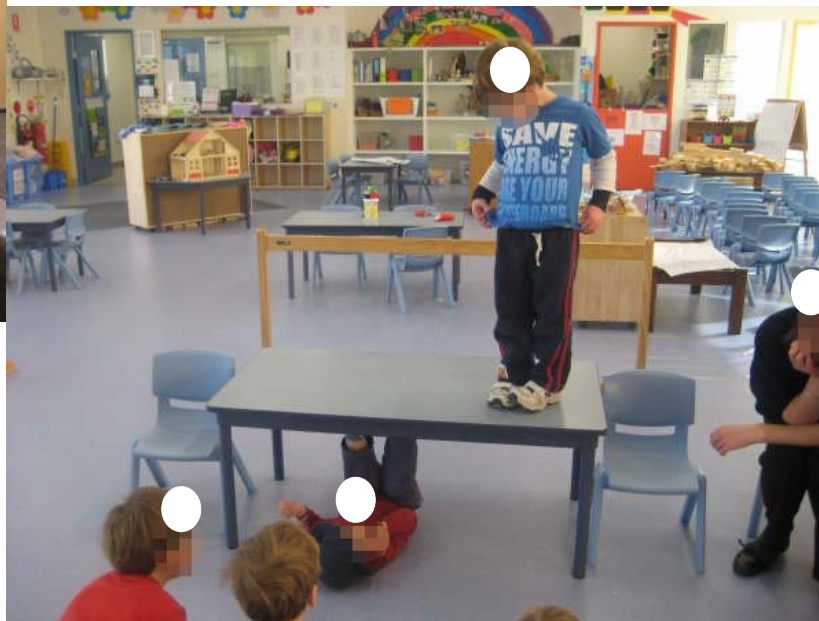
Learning Outcome 5.5 - Children use information and communication technologies to access information, investigate ideas and represent their thinking.



Learning Outcome 4.3 - Children transfer and adapt what they have learned from one context to another.



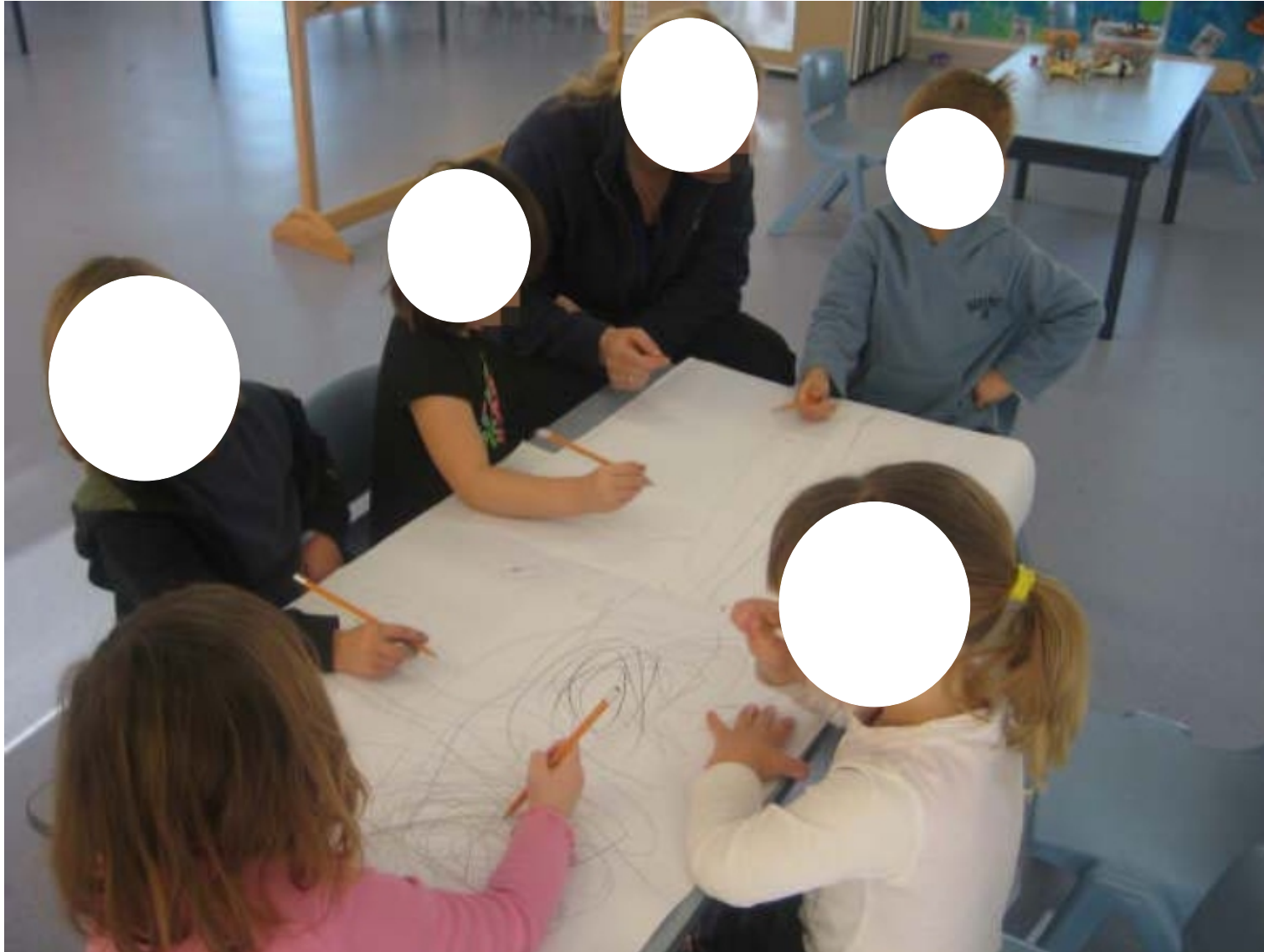
Play needs assistance from us. Modelling, demonstration, explanation, and questioning.



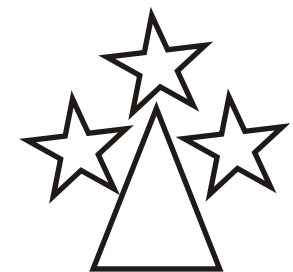
Intentional
Teaching

We explored the properties of bridges with on top of and underneath. We took this further with Billy's Goat Gruf.

Learning Outcome 4.3 - Children transfer and adapt what they have learned from one context to another.
Learning Outcome 4.4 - Children resource their own learning through connecting with people, place, technologies and natural and processed materials.



Learning Outcome 5.5 - Children use information and communication technologies to access information, investigate ideas and represent their thinking.



Intentional Teaching

“Draw a plan to build a bridge, just like on Backyard Blitz.....”, Aiden Said. With our bridge pictures from the internet we reflected upon and composed our bridge design preparing ourselves for the big building project ahead.

Learning Outcome 5.4
- Children begin to understand how symbols and pattern systems work.

With bridge building Chloe and Jack understand the concept of time and planning as the building begins.



Children

6

Learning Outcome 5.4 Children collaborate with others

Learning Outcome 4.3 - Children transfer and adapt what they have learned from one context to another.



Children

7

Chloe and Jack begin to recognise and understand patterns by connecting the concept of the bridge design to the process of building the bridge.



Wow, what a bridge!

Learning Outcome 4.1 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.



Children



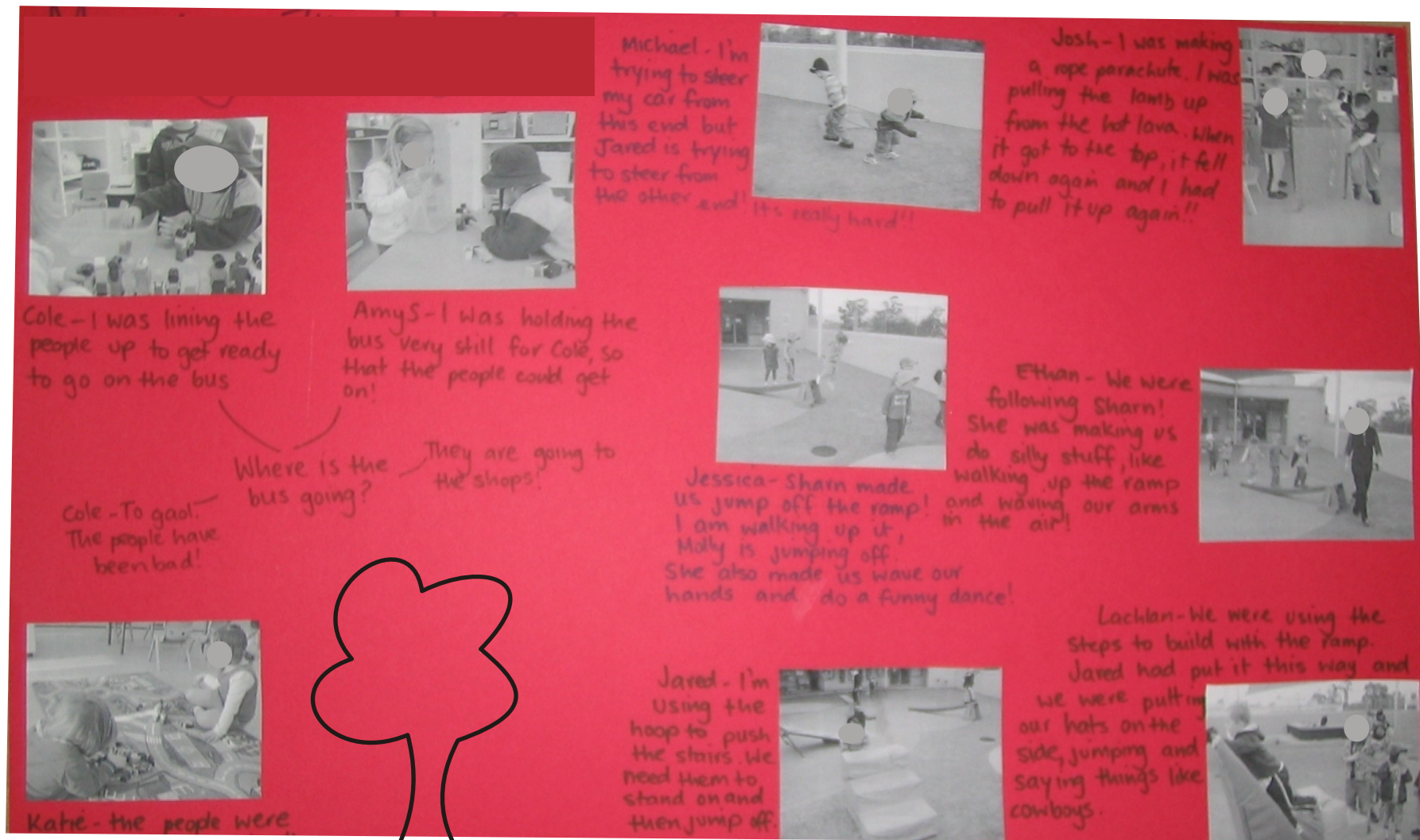
Jack and Chloe recognise their individual achievements with the bridge nearly completed, solving the initial problem.

Learning Outcome 3.1 - Children become strong in their social and emotional wellbeing.



Children

Learning Outcome 3.2 - Children take increasing responsibility for their own health and physical wellbeing.



10

We further extended the bridge project by only having planks and equipment to build bridges and explore the movement over bridges. This showed the children were able to use equipment to ensure the safety of themselves and others. This activities required fine-motor and physical skills and demonstrates spatial awareness as they move through environments confidently and safely.



Tuesday 1st July 2008.

Stephand was giving some pictures of Sydney onto a poster, when she prompted Liam about whether he had drawn a plan for his city that he was going to build from our cardboard boxes. Liam said 'no', but this prompted him to look for some paper to draw it on. He found a large piece of brown paper and began drawing his mum's work building 'GPR'. Lily joined in by drawing houses, tall buildings and the harbour system. Lily also drew flowers and a fence to protect them from being picked, prompting Liam to draw 'a sign' and also a park ranger to stop people from getting to the flowers. Chelsea, Luke S and Zoe also helped to draw features onto the 'Sydney' plan.

We also had a grapheme that focused on buildings of various heights and why they might look different. The children used the cardboard boxes that they had decorated to build:

- Josh - "sky scrapers"
- Lily - "apartments"
- Zoe - "tall office buildings"

Melissa extended this activity by incorporating math by using addition. The children counted the number of boxes that we had in total (6) and then when we built each different building.

Monday

Miss Helen thought to herself...

"I think we can go further by exploring bridges and where the trains go. So I asked my children, "where do your parents go in the morning?" The answer lies in the map of Sydney they confidently drew.

...having a discussion group - "what do we see in the city?" Many of the children thought hard and contributed. (see related poster)



- That was to keep it staying up.



- We could make another one with many tables that aren't using.
- I could be a... I built a bridge
- When I go swimming always go over Mooney Mooney

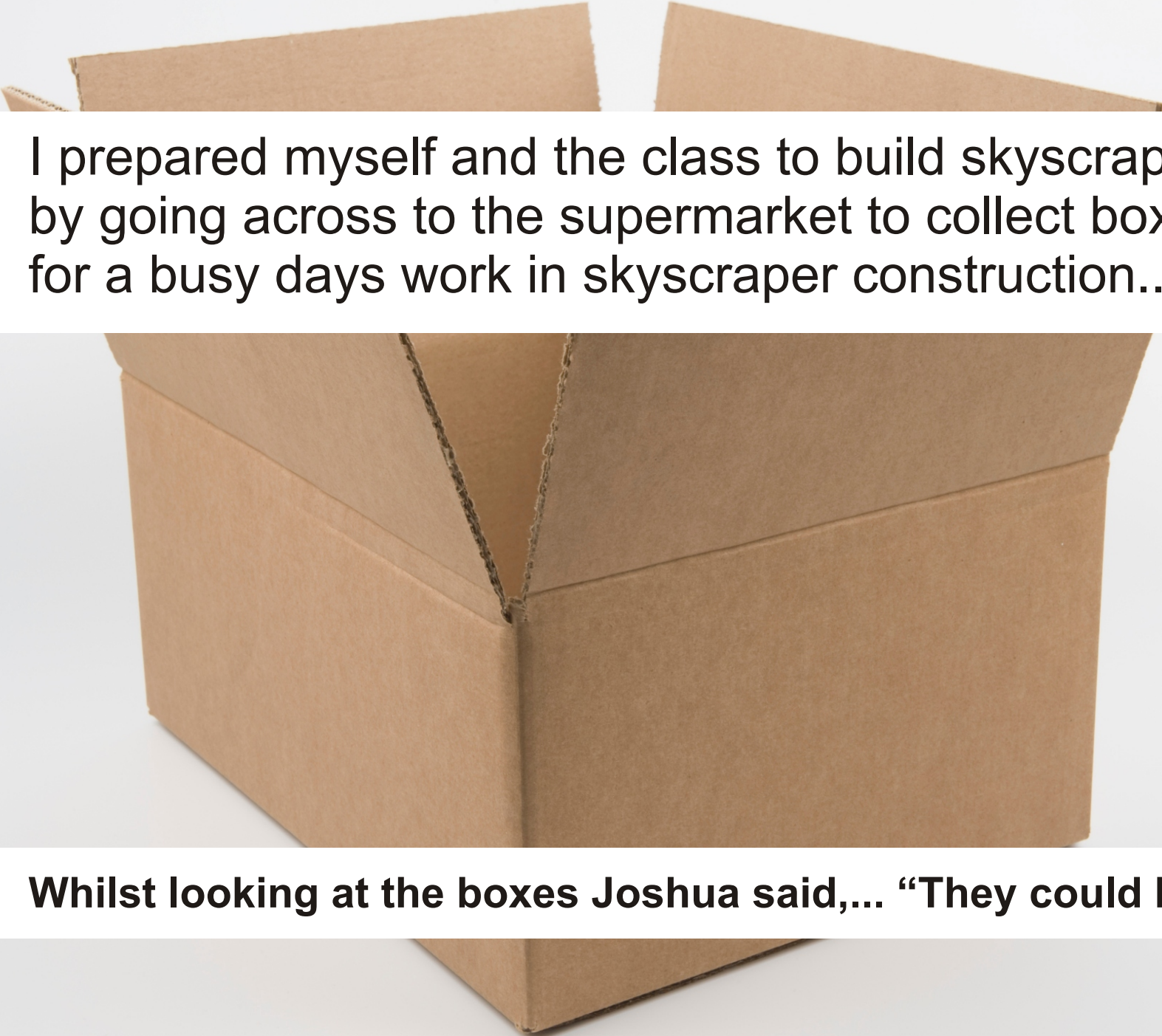


Zoe was building a farm yard and a castle. It was called "barbie's tower". There was painting, sandpits and photocopies inside.



Thursday

Friday



I prepared myself and the class to build skyscrapers by going across to the supermarket to collect boxes for a busy days work in skyscraper construction...

Whilst looking at the boxes Joshua said,... “They could be...”





The children followed and extended their own interests with enthusiasm, curiosity and concentration to an incredible point where nothing else mattered. No mat time, no outdoor play, no rest time just elephant building. The Children's understanding of animals from bridges to buildings demonstrates knowledge of both natural and constructed environments.

To construct these magnificent elephants, the children cooperated with and worked collaboratively and recognised the contributions they made by sharing the project and experiences of today.

Learning Outcome 3.1 - Children become strong in their social and emotional wellbeing.

Learning Outcome 4.1 - Children develop dispositions for learning such as curiosity, cooperation confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Learning Outcome 2.4 - Children become socially responsible and show respect for the environment.

Learning Outcome 1.2 - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.