

Canal possibilities

Exploring the Wider World Project

Understanding the world: People and communities	Understanding the world: the world
Shows interest in different occupations and ways of life. Children talk about past and present events in their own lives. Recognises and describes special times. Remembers and talks about significant events in their own experience. They know about similarities and differences between themselves and others and among communities.	<p>Comments and asks questions about aspects of their familiar world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>They talk about features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>

Experiences to offer before the trip	Experiences to offer on the trip	Experiences to offer after the trip
<ul style="list-style-type: none"> • Have a selection of books available relating to canals, fiction and non-fiction. • Introduce important people for the canal e.g. James Brindley, Josiah Wedgwood • Introduce specialist vocab such as lock, narrowboat, chamber, gate, paddle, mooring, tow path etc. • Enhance small world resourcing with canal related resources narrow boats, canal art objects etc. • Make canals with the guttering. • Find out what the children already know about canals and want to find out. • Discuss water safety with the children. • Make a canal in the outside area. • Look at photographs/pictures of the canal and talk about what can be seen. • Make a graph of who has been to the canal and who has yet to visit. • Look at maps and how to read them, make maps. 	<ul style="list-style-type: none"> • Discuss and photograph observations the children make relating to features, animals and plants. • Photograph the key features of the route taken. • Sketch features, animals or plants. • Tallies for human features and or natural features. • Experience the canal – smells, sight and touch. • Photograph key features of the waterway. • Talk with the children about who is using the canal, jobs that people do on the canal. • Remind children of how to keep themselves safe by the water. • Use language such as towpath, lock, narrow boat in context. • Follow the route on a map on the journey. 	<ul style="list-style-type: none"> • Talk about the trip with the children. • Develop a range of canal related books with the children e.g. The trip to the canal, an alphabet of the canal, Jobs people do on the canal now and then, The canal through the seasons. • Continue to enhance small world play with canal related resources. • Enhance the domestic role-play to reflect life on a narrow boat. • Enhance block area with inspirations that are canal related. • Continue to make canals with the guttering. • Blow up a street map showing the route taken to the canal and enhance with photographs of features that were seen along the way and on the canal side. • Compose canal music. • Make representations of what they have seen, heard or smelt on the canal. • Look at a map of the Trent canal and see how it connects Stoke to other places.