

## Focus plan for Knowledge and Understanding of the World

### Activity - The Journey of a Jumper Date -

#### Learning intention

Look closely at similarities, differences, patterns and change.

Investigate objects and materials using all of their senses as appropriate.

#### Resources

A soft toy sheep, and pictures of woolly sheep

Sheep's fleece and pictures of a sheep being sheered

A spinning wheel, or pictures of wool being spun

Spun wool that has not been dyed

Balls of wool and knitting needles, pictures of knitting machines

A soft woolly jumper

#### How the activity will be carried out

Ask the children to come and look at the objects you have collected. Hold up the jumper. What is this? Is anyone wearing a jumper today? How did this jumper start out? Invite the children to make suggestions, and guide them through the journey from sheep to jumper. Give the children time to handle the objects and make comparisons, e.g. between the natural wool and the balls of coloured wool, or between the sheep's fleece and the finished jumper. Can they describe what the objects feel like? Let them have a go at spinning some fleece between their fingers. When you have talked about how the jumper got here and the children have explored all the objects, ask the children to help you sequence the objects in the correct order. (Make sure the children wash their hands after handling the sheep's fleece.)

#### Questions to ask/Language to use

Where do we start? What happens next? How is it different? Does it feel the same? Has it changed? Soft, oily, thin, colourful etc.

#### Differentiation (Birth to Three)

Have lots of soft things made of wool for the children to explore and feel, e.g., jumpers, knitted toys, scarves, gloves.

#### Extension

Make an interactive display with the children about the Journey of a Jumper. They could paint sheep and stick wool on them, do some weaving with coloured wool, or perhaps a parent could do some knitting!

#### Evaluation