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The 3 'I's' Explained

Intent, Implementation & Impact



Example 1

Curriculum theme – Pirates

**AOL - Expressive Art & Design
/ Personal Development /
Communication & Language,
Understanding the World (but
may be totally cross
curricular).**



Activity: Construct a Pirate Ship

Intent – (what skills / knowledge / learning do you want the children to acquire?)

Children design and construct a Pirate ship using a variety of resources.
Uses various construction materials.

(30-50 months) Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (critical thinking / active learning / playing & exploring)

(40-60 months) Makes use of simple tools and techniques competently and appropriately. Works in cooperation with each other, adapts their ideas as necessary (critical thinking / active learning / playing & exploring).

Implementation: (Teaching methodology/ pedagogy)

Introduce the children to the task. Ask initial questions about what they know about Pirates and record (story scribe). Provide a wide range of appropriate media and resources. Ask the older children to work in pairs / small groups and to discuss / decide together the design of their Pirate ship. Then provide the children with the time and support to build their ship/s.

(Use observations and what you know about the children to identify next steps in development and development matters or similar to help you target the learning intentions).

(30-50m) - Introduce vocabulary to enable children to talk about their observations and experiences, e.g. the texture and feel of materials - 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'; and Pirate related vocabulary e.g. galleon, timber, sail, mast.

Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".

Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a visual resources, books etc to help them visualise why a Pirate ship might look like.

(40-60m) – As above, but in addition, talk to children about their designs, help them to find out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Support their ideas and use story scribing / photos / and video to record children's discussions and learning. Introduce new vocabulary – Jolly Roger, Doubloons, Sail, Mast, Starboard, Port, Bow, Stern.

Encourage children to notice changes in the materials they use to build the ship as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.

At the end of the activity ask the children to tell you about their ship – story scribe and document with photos/ video as appropriate. Record learning / skill acquisition that has taken place.

Impact: what evidence of learning has taken place? E.g are children using new vocabulary, have they mastered the use of tools, are they better able to work in cooperation with another child / children, be respectful of others ideas and feelings?

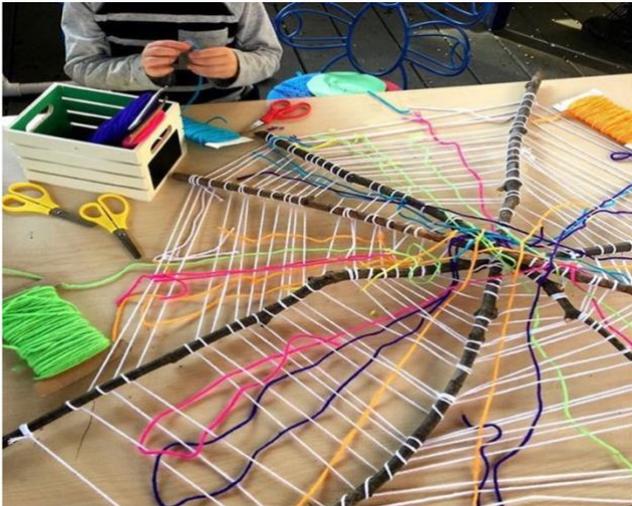
Example 2

Topic – Spiders

Following children’s interest after they observed a spider in the room. Children have explored spiders webs in the natural world outdoors. Provided books and pictures of spiders webs to help children visualise. Selected books, rhymes, puppets and resources that help children explore their knowledge and understanding of spiders, e.g. Ince Wincey Spider, Anancy stories, I’m a hungry Spider, The Hugely Wugely Spider).

Intent: to develop children’s knowledge and understanding of the world of spiders.

Activity: working together, making a large spider’s web. **The activity encourages and supports collaboration between the children.**



AOL - Expressive Art & Design / Personal Development / Communication & Language, Understanding the World, Literacy, Physical development (but may be totally cross curricular).

Children work in a group, extending and elaborating their ideas. Initiates activity, offering cues to peers to join them. Keeps activity going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50m)

Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60m).

Implementation:

Reggio Emilia approach - Nature asks to be investigated, contemplated; it requires time. By recognising the beauty of spiders webs children are encouraged to develop empathy, and an understanding of the world around them. Children connect with the natural world and with ourselves, through an approach that is ecological, ethical and aesthetic.

Introduce the activity to the children. Hold a child conference – what do we already know about spiders and spider webs? Record children's responses.

Encourage partnership / collaborative working between children. In conversation with the children help them to create and design their webs. Provide generous time, space and materials for children to support their collaborations.

Introduce new vocabulary – habitat, weave / weaving, spinning a web, arachnid, endangered, tarantula, scorpions.

Encourage children's critical thinking by making use of **20 Fun Spider Facts for Preschoolers:**

- 1) Spiders are not insects. Instead, spiders are known as arachnids because they only have two body segments instead of three. Other arachnids are scorpions, mites, and ticks.
- 2) Spiders spin webs to catch other bugs to eat, but not all spiders make webs! Some actively hunt their prey and pounce.
- 3) Most spiders are not dangerous to humans.
- 4) The wolf spider carries her babies on her back with her.
- 5) Most spiders live on land, but a few, like the raft spiders, live in and on water. These spiders can "run" across the water's surface.
- 6) On average, it takes a spider about 60 minutes to spin a web.
- 7) Spiders are just as valuable to the world as larger animals, but most people don't realise it. Many spiders are becoming endangered and are disappearing due to loss of habitat (home).
- 8) The average house has 30 spiders.
- 9) You are always three feet away from a spider.
- 10) Grass spiders build a web on top of the grass. Their webs form a funnel shape, which is not sticky.
- 11) The silk strands in a web are 5x stronger than a piece of steel the same size.
- 12) Spiders have short hairs on their feet that allow them to walk upside down on ceilings and over glass.
- 13) Spiders are found everywhere in the world except for the cold polar regions of the Arctic and Antarctic.
- 14) The average life of a spider is one to two years. Although the female tarantula may live up to 20 years!
- 15) The silk is a liquid inside the spider's abdomen. When the spider releases it, it becomes solid and forms a thread.
- 16) Some spiders eat their old web before starting a new one. Others roll the old web up and throw it away. Web spiders rebuild their web each day!
- 17) Spiders don't usually eat their prey because they have small mouths. Instead, they put chemicals into and on the prey to turn the body into a liquid. Then the spider sucks it up.

- 18) The hair on a spider's first pair of legs are sensitive to taste. The spider "tastes" its prey by touching it.
- 19) Spiders use muscles to move their legs inward toward their body. But they don't have muscles to pull their legs out. So to move legs out, a spider has to pump body water into each leg. This is why you can sometimes see a spider curled up – he has lost too much water to push his legs out again.
- 20) Some spiders, such as the tarantula, are considered a low-maintenance pet.

Impact: children develop their fine motor skills, creativity, ability to share ideas, work collaboratively and interact socially. They develop a greater understanding of spiders and the world they inhabit and extend their vocabulary when talking about the topic.

Here is another example that reflects daily practice:

Intent: to foster a love for books/reading

Implementation: Read a story every day to the children. Have a set time for children to look at books independently. Have a reading area which children can use at their leisure.

Impact: Children start to show an interest in books, reading, asking adults to read to them. Children discussing books or seek out their favourite book independently. Children frequently use the reading areas by choice.