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| **Workshop: Let’s Visit the Museum**  **National Curriculum Links**  **Links to the EYFS curriculum:**   * Listening, Attention and Understanding/ Speaking- listen and responding to questions, comments and actions when read to, class discussions, using recently introduced vocabulary * Self-regulation- show and understanding of feelings and those of others, give focused attention to teacher and follow instructions * Fine motor skill- hold pencil effectively, begin to show accuracy and care when drawing * Literacy- anticipate key events in stories, use and understand recently introduced vocabulary * Understanding the world- similarities and differences between things in past and present * Creating with materials | | |
| **Learning objectives** | **Session structure** | **Assessment for learning** |
| **To learn about museums and the things you might find in them.**  **To explore the museum safely as a group**  **To follow clues to objects in the museum**  **To spot similarities and differences between old and new objects**  **To explore jobs at the museum**  **To create a mini museum** | **Introduction**  We will introduce the word museum” and explain its meaning. We will then discuss different types of museums and things that you might find in a museum.  As a group we will look at several mystery museum objects and try and work out what they are. We will think about the materials they are made from the jobs they could be used for.  **Session activities**  As a class we will explore the Story of the Tyne gallery. We will roll dice in small groups and follow the instructions to explore the gallery space to see what we can discover.  We will then head back to the classroom to handle to think about jobs in the museum. Students will rotate around 3 different tasks:   1. Conservators- fix and mend broken objects- can the students fix the object jigsaws? 2. Curators- Decide what is displayed in the museum- students will make their own mini pop-up museums to take away by selecting the objects to stick on their museum shelves. 3. Engagers- help people to learn about the collections- students will take part in several object handling and sorting task. They will organise the objects by the material they are made from and into Old and New.   **Plenary**  To finish the session, we will come back together to talk about the jobs we have done. Students will vote on their favourite museum jobs. | Children will explore themes through role-play, actions and object handling, we will ask questions throughout to check understanding.  Children will have opportunities to respond and give feedback throughout the session.  There will be opportunities for Q&A at the end of the session. |
| **Before your visit** | **After your workshop** | **Key vocabulary** |
| Make a free teacher pre-visit to familiarise yourself with the site - contact [learning@discoverymuseum.org.uk](mailto:learning@discoverymuseum.org.uk)  Explore the museum virtually using google institute:  <https://artsandculture.google.com/partner/discovery-museum>  Borrow a Box of Delight.  [Loans boxes | Tyne & Wear Schools (twamschools.org.uk)](https://twamschools.org.uk/boxes-of-delight) | Explore the museum using our self-led resources. We would suggest the Toy and Inventor bingo sheets:  <https://discoverymuseum.org.uk/exploring-discovery-museum-self-led> | Museum, Old, New, Past, Present, Wood, Metal, Bright, Dull, Worn, Curator, Conservator |