

Medium Term Planner: Centres of Interest guidance notes and format – Duration : 2- 6 weeks.

<p><b>1. Events in children’s lives from home &amp; community</b> ( Look Listen and Note ) list names and significant events</p> <p>Visit to the farm Chicks hatching Tadpoles Spring, growing</p>	<p><b>2. Children’s Interests Needs and Schemas</b> (Look Listen and Note) list names and Children’s Interests Needs and Schemas</p> <p><b>Butterflies</b> – <i>Tierra-Lee, Rebecca, Karis, Muizza</i> <b>Mechanics</b> – Stephen, Ibrahim, Dexter, Danny <b>Water play</b> and guttering (problem solving) – Andrew, Andy, Roland, Scarlett Rae, Hal <b>Animals</b> – Niko, Jade, Sofia, Godwyn <b>Throwing ball games</b> – Andy, . Roland, Ibrahim, Jade <b>Babies</b> Tierra-Lee, Fatima, Teniola <b>Performing</b> Teniola, Muizza, Fatima <b>MATHS</b> Recognising numerals, one more, one less, simple addition, counting beyond 10, representing numbers. 2D and 3D shape names and language, positional language. <b>LITERACY</b> Rhyming, familiar signs and print in environment, name cards without pictures. <b>STORY TENT AND PERFORMING</b></p>	<p><b>3. Centres of Interest</b> – choose 4 key themes based on 1. &amp; 2 e.g. Family , Dinosaurs, Enveloping Schema, Natural History Museum Visit.</p> <p><b>A. Life cycles – chicks, tadpoles, butterflies</b></p> <p><b>B. Mechanics / builders</b></p> <p><b>C. Performing</b></p> <p><b>D. Water play, problem solving (outdoor CP and scaffolding theme)</b></p>
<p><b>4. Adult led activities indoors &amp; outdoors: PSED,PD,CL</b></p> <p><b>New circle games</b> –Mr Bear <b>Story Maker</b> – new interest led story maker – ask children what characters they would like.</p> <p><b>Talking Tables</b> – activity run every week and to be explained to parents, adult to begin with shorter stories for modelling.</p> <p>Trips to forest school – learning about wildlife around our local area, tadpoles in their natural environment. Group discussions about what we saw, what we didn’t see, why didn’t we see those animals?</p> <p>Talking book about hatching and chicks – record children speaking about the life cycle of a chick / frog and share.</p>	<p><b>Adult led activities indoors &amp; outdoors L,M,UW,EA&amp;D</b></p> <p><b>Phonics and phase 1 activities</b> – quick daily phonics sessions with all children. Extra sessions for children who are ready.</p> <p><b>Listening walk</b> – making big ears and listening for different sounds around the school / park – part of a carpet time or a focus activity</p> <p><b>creative area</b> – paint mixing</p> <p>Patterns linked to butterflies – learn about symmetry/patterns maths link</p> <p>Having caterpillars in the classroom and watching them turn into butterflies – learning about the life cycle.</p> <p><b>VISIT TO THE FARM</b> – use photos taken to initiate</p>	<p><b>7. Key Vocabulary to use &amp; Learning Questions to explore</b> based on key themes above</p> <p><b>A. Life cycles – chicks, tadpoles, butterflies</b> Birth, death, cycle, Life cycle, incubator, hatch, growth, warm, crack, change, adapt, cycle language – carries on going, repeats, chick body parts, frog body parts, textures, soft, fluffy, kind, considerate, responsible, gentle, caring, mould, growth, breaking, fluffy, spores, mouldy.</p>

<p>VISIT TO THE FARM – use photos taken to initiate conversation around trip. Fine motor CP activities set up with nuts, bolts, spanners ect linking to mechanics, fixing. Mechanic’s role play scaffolded by adults focussed on working together, problem solving.</p> <p>Carpet sessions around performances, how to introduce performances.</p> <p>Use of performance area – working together, taking turns</p> <p>Planned activities around use of guttering, taps outside, buckets, sieves, bottles. Modelled language around floating and sinking.</p>	<p>conversation around trip that leads into mark making. Focus on drawing pictures and writing about experience.</p> <p>Mechanics role play box – activities to model use of note book, receipts, charging money. Trip to mechanics or invite mechanic in to talk about his job and what he has to do. Loose parts, screws, screw drivers ect set out for children to put together and take apart.</p> <p>Set up theatre with children. Design curtains, posters and tickets. Carpet sessions around different songs, use of instruments and learning names of instruments. Activities supported by adults – making up songs.</p> <p>Teaching on floating and sinking. Exploring different materials, do they float or sink? Use of vocab float, sink, heavier, lighter, material.</p>	<p><b>B. Mechanics / builders</b> Fix, bolt, screw, turn, twist, attach, car, bike, wheel, engine</p> <p><b>C. Performing</b> Stage, theatre, performance, advertising, tickets, instruments, introducing, audience, rhythm, beat, dance, sing, names of instruments.</p> <p><b>d. Water play, problem solving</b> (outdoor CP and scaffolding theme) How could you improve that/solve that? What could you do next? Floating, sinking.</p>
<p><b>5. Provision and Resources indoors &amp; outdoors</b> including Books, Stories and Songs, visitors ,artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision :</p> <p><b>AQUAPLAY – LOOK INTO BUYING</b> Trip to mechanics to observe. Trips to carpark to look at car parts, engines.</p> <p>Visit to the farm</p>	<p><b>Provision and Resources indoors &amp; outdoors</b> including Books, Stories and Songs, visitors, artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision .</p> <p>Caterpillars Chicks – eggs, books on life cycles Material for curtains Tills, money for performance area Mechanics role play box – <b>ORDER RESOURCES</b></p>	<p><b>9. Implications for inclusion</b> EAL/SEN, gender and learning styles.</p> <p>Visual resources for all activities and “word time” EAL/SEN Model role play for those who are unfamiliar. Roland – exploring floating and sinking and modelling single words – focus on verbs.</p> <p>Dual language books for home, use of props at carpet times and during activities.</p> <p>Parents invited to come in who have practical jobs i.e. builder / mechanic</p>

When planning practitioners should consider the three characteristics of effective learning:

<b>Playing and exploring</b>  Finding out and exploring: Playing with what they know: Being willing to have a go	<b>Active learning</b>  Being involved and concentrating: Keeping on trying: Enjoying and achieving what they set out to do.	<b>Creating and thinking critically</b>  Having their own ideas: making links: choosing ways to do things
<p><b>What we want children to learn – (Development Matters-ages and phases)</b></p> <p><b>PSED:</b>SC&amp;SE,MR,MF&amp;B</p> <ul style="list-style-type: none"> <li>- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50 MR)</li> <li>- Initiates conversations, attends to and take into account of what others say (40-60 MR)</li> <li>- Confident to talk to other chn when playing, and will communicate freely about own home and community (30-50 SC&amp;SA)</li> <li>- Can describe self in positive terms and talk about abilities (40-60 SC&amp;SA)</li> <li>- Begins to accept the needs of others and can take turns and share resources (30-50 MF&amp;B)</li> </ul> <p><b>CL:</b> L&amp;A,U,S</p> <ul style="list-style-type: none"> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50 L&amp;A)</li> <li>- Beginning to understand ‘why’ and ‘how’ questions (30-50 U)</li> <li>- Builds up vocabulary that reflects the breadth of their experiences (30-50 S)</li> <li>- Uses language to imagine and recreate roles and experiences in play situations (40-60s)</li> </ul> <p><b>PD:</b>M&amp;H,H&amp;SC</p> <ul style="list-style-type: none"> <li>- Can copy some letters (30-50 M&amp;H)</li> <li>- Experiments with different ways of moving (40-60 M&amp;H)</li> <li>- Understands that equipment and tools have to be used safely (30-50 H&amp;SC)</li> <li>- Uses a pencil and holds it effectively, forming recognisable letters (40-60)</li> </ul>	<p><b>L:</b> R,W</p> <p>Mark making inside and outside            Recognise names for self-registration - encourage parents to let children find names for themselves.            Use name cards to write names on work            Listen to stories (reading corner rota)</p> <p>Enjoys rhyming and rhyming activities (30-50 R)            Continues a rhyming string (40-60R)            Holds books the correct way up and turns pages (30-50 R)            Sometimes gives meaning to marks as they draw and paint (30-50 W)            Hears and says the initial sound in words (40-60 W,R)            Writes own name and other things labels, captions (40-60W)</p> <p><b>M:</b> N,SS&amp;M</p> <p>Recites numbers in order to 10 (30-50 N)            Shows an interest in shape and space by playing with shapes or making arrangements with objects (30-50 SSM)            Shows interest in shapes in the environment. (30-50 SSM)            Sometimes matches numeral and quantity correctly (30-50 N)            Shows an interest in number problems (30-50N)            Counts up to 6 objects from a larger group (40-60N)</p> <p><b>UW:</b> P&amp;C,TW,T</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50 P&amp;C)            Comments and asks questions about aspects of their familiar world. (30-50 TW)            Can talk about things they have observed such as animals, plnats, natural and found objects (TW 30-50)            Shows skills in making toys work (30-50 T)</p> <p><b>EA&amp;D:</b> E&amp;UMM,BI</p>	

<p>Uses various construction materials (30-50 EAD)          Experiments with blocks, colours and marks (EAD 22-36)          Engages in imaginative role play based on own first hand experiences (30-50 BI)          Introduces a storyline or narrative into their play (40-60 BI)</p>
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1. **Events in children’s lives from home & community:** birthdays, weddings, cultural and religious celebrations, new baby, family from overseas, local festivals e.g. Irish Festival, St Georges Day, carnival De Cuba/del Pueblo,
2. **Children’s Interests Needs and Schemas:** individual children’s interests . needs, schemas identified by children, parents, practitioners and community e.g. Hassan : kites & dinosaurs, finds it difficult to share, can write in Arabic, likes transporting things outdoors.
3. **Centres of Interest:** Planning that focuses on what children are interested in and what they need to learn.
4. **Adult led activities indoors & outdoors;** Specific experiences planned and facilitated by an adult.
5. **Provision and Resources indoors & outdoors.**  
**Continuous provision** rich and broad range of resources organised into clear workshop areas that children can access freely everyday with many possibilities for self initiated learning. **Enhanced provision:** adding resources to a workshop area that children may need as identified by the child, family, community or practitioner to extend children’s interests, learning needs or schemas.
6. **Role of the Adult:** includes providing for secure attachments in a responsive emotional learning environment as well as using shared sustained thinking strategies to encourage and challenge children’s thinking.
7. **Key Vocabulary to use & Key Questions to explore:** includes using key and interesting vocabulary e.g. ‘exhausted’ for ‘really tired’. Using open ended questions to explore further thinking.
8. **What we want children to learn;** our learning intentions. EYFS calls this development matters
9. **Implications for inclusion :** considering , planning and resourcing the needs of all children including children with special educational needs, children for whom English is an additional language , boys and girls, summer born children, etc.
10. **Three characteristics of effective learning:** All planning must consider how playing and exploring, active learning and creativity and critical thinking are being promoted and provided for.