

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

<p>1. Events in children’s lives from home & community (Look Listen and Note) list names and significant events</p> <p>Starting reception Autumn Christmas</p>	<p>2. Children’s Interests Needs and Schemas (Look Listen and Note) list names and Children’s Interests Needs and Schemas</p> <p>Superheroes, Ninja Turtles (Yasin, Abaseen, Drake, George, Freddie, Jack, Abdul, Logan, Daniel, Emil, Eqbal)</p> <p>Dinosaurs (Sasha, Glami, George, Daniel, Chibueze, Sabawoon, Henry)</p> <p>Pets Doctors/Vets (Glami, Myriam, Logan, Harry, Emil, Raheemah, Aimee)</p> <p>Trains, cars, transport (Mason, Jaden, Ayham, Deren, George S. Amir, Jack, Sasha, Yasin, Daniel, Sabawoon, chibueze, Logan)</p> <p>Picnics, sleepovers (Kasia, Joanie, Layla, Eva, Sainthavi, Olivia,</p>	<p>3. Centres of Interest – choose 4 key themes based on 1. & 2 e.g. Family , Dinosaurs, Enveloping Schema, Natural History Museum Visit.</p> <p>a. PSED/mindfulness b. All About Me c. Autumn/gardening d. Pizza parlour</p>
<p>4. Adult led activities indoors & outdoors: PSED,PD,CL</p> <p>Learning how to use areas and resources, how to take turns and share with one another. – carpet sessions and focus activities in all areas. Class Promises – Use kind words, use kind hands, be a good friend, looking after our classrooms, doing the right thing.</p> <p>Me and myself-Children to make portraits of themselves-using hand mirrors and discuss what they can see, shape of their features.</p> <p>Family drawing</p> <p>Feelings: What makes me happy/sad/excited – talking about what makes children happy</p> <p>Trips to Southwark Park (links to Autumn)-</p>	<p>Adult led activities indoors & outdoors L,M,UW,EA&D</p> <p>Carpet sessions on being a good friend, respecting each others wishes, needs. Read stories around families – talk about families, different families, being different and being similar.</p> <p>Writing about ourselves and our families – Labelling family drawing</p> <p>Making a book about ourselves using the portraits/photos of all about me activities.</p> <p>Body map – outside – drawing around children then labelling parts of the body.</p> <p>Eye/ hair colour surveys – carpet sessions on individuals hair and eye colour</p> <p>Measuring chns heights and comparing, ordering.</p>	<p>7. Key Vocabulary to use & Learning Questions to explore based on key themes above</p> <p>Taking turns, sharing, what it means to be ‘kind’, respect, promise, rule, what is right. “What is your favourite toy?” “What do you like to do?” “Who do you play with at home?” “How do you feel today?” Ourselves – heritage, family, grandparents, auntie, uncle, brother, sister, cousin, friends, body part vocab. “How are you different to your friend?” “What makes you special?”</p>

<p>Collecting things found in the park. Looking for animals, take photos, check lists of what they might see (link to Literacy)</p> <p>Making a map to show where they have come from – families in different countries Our Languages - Language of the week</p> <p>Talking Tables initially once a week – children to bring something from home to talk about.</p> <p>Celebrating Christmas, Christmas stories, Christmas performance, Christmas gifts, advent calendar.</p>	<p>Long jumps – who can jump the furthest?</p> <p>Create a world map display with chn and parents – talking focus about where we are all from/our parents.</p> <p>Paint self portraits using mirrors</p> <p>Making labels for objects we found in the park. Bark and leaf rubbings. 'Season spotters' walk – check list. Collage with leaves, threading leaves, arranging with leaves. Making an autumn display with child-made labels Look at autumn fruit/veg – explore pumpkin Learn about animals that come out in the autumn Make a rain gauge – measure the amount of rain over a week period.</p> <p>Mathematics: Creating a number line using children's photographs.</p> <p>Construction – shape, space and measure – using different ways to measure – tape, hands, feet, cms,</p> <p>Numicon – introducing</p> <p>Initially exploring clay – texture, feel, names, tools – clay can represent things that they have seen or things from their home.</p>	
<p>5. Provision and Resources indoors &</p>	<p>Provision and Resources indoors & outdoors</p>	<p>9. Implications for inclusion</p>

<p>outdoors including Books, Stories and Songs, visitors ,artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision :</p> <p>Home corner – photos of parents, cultural e.g African brooms, African fabrics for dressing up, stainless steel cooking pots, African recipes</p> <p>Construction Area – positive pictures of builders, clipboards and pencils in the construction area, tape measure, spirit level, photographs,</p> <p>Clearly displayed promises with corresponding pictures of children doing the actions</p> <p>P4C – using pictures of children from other countries at play – talking about what they do in other countries</p> <p>Ring games outside</p> <p>CL and PSED – using pictures of the children to first talk about ALL ABOUT ME (what makes them different, what makes them special) (Speech bubbles)</p>	<p>including Books, Stories and Songs, visitors, artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision .</p> <p>Dressing up clothes outside, Police and firefighter for roleplay and narrative</p> <p>Hats, high vis jackets – displays tape measures Small construction Small world</p> <p>Material for making dens (various construction materials)</p> <p>Books and props and labels with key words to engage the children.</p> <p>Visit to a hairdressers Create a Hairdresser outside</p> <p>Windy day box</p> <p>Outside natural materials – conkers, boulders and pine cones for transporting and filling</p> <p>Instruments, scarves materials for outdoor performance</p> <p>Large scale painting, large pieces of paper, large brushes, large rollers for painting outside</p> <p>Quiet Reading tent, Outdoor story telling in the wooden story chair</p> <p>Labels</p> <p>Brushes and Water</p>	<p>EAL/SEN, gender and learning styles.</p>
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<p>When planning practitioners should consider the three characteristics of effective learning:</p>		
<p>Playing and exploring</p> <p>Finding out and exploring: Playing with what they know: Being willing to have a go</p>	<p>Active learning</p> <p>Being involved and concentrating: Keeping on trying: Enjoying and achieving what they set out to do.</p>	<p>Creating and thinking critically</p> <p>Having their own ideas: making links: choosing ways to do things</p>

What we want children to learn – (Development Matters-ages and phases)

PSED: SC&SE, MR, MF&B

(30- 50 mths – MF&B)

Accept the needs of others and can take turns and share resources sometimes with support.

Tolerate delay when needs are not immediately met, and understand wishes might not always be met.

(40-60mths MF&B)

Aware of the boundaries set and of behavioural expectations in the setting

Negotiate and solve problems without aggression

(30-50mths - SC&SA)

Confident to talk to other children when playing and will communicate freely about own home and community

(40-60 – SC&SA)

Shows confidence for asking adults for help

Confident to speak to others about own needs, wants, interests and opinions

Describe self in positive terms and talk

(30-50 – MR)

Can play in a group extending and elaborating ideas e.g building up a role play activity with other children

(40-60 – MR)

Initiates conversations, tends to and takes account of what others say.

Explains own knowledge and understanding and asks appropriate questions of others.

CL: L&A

(22-36) Shows interest in play with sounds, songs, and rhymes

(30-50) Listens to stories with increasing attention and recall

(40-60) Maintain attention, concentrates and sits quietly during appropriate activity

Two-channelled attention – can listen and do for short span

C.L: U

(22-36) Identifies action words by pointing to the right picture e.g “who’s jumping?”

(30 – 50) Beginning to understand “why” and “how” questions

L: R

(22-36mths) Kayode Has some favourite stories, rhymes, songs, poems and jingles

(30-50) Shows interest in illustrations and print in books and print in the environment

(30–50) Structure of a story and suggests how it might end

(40-60) (lower) uses vocabulary and forms of speech that are increasingly influenced by their experiences of books

(higher) Can segment the sounds in simple words and blend them together and knows which letters represent some of them

W

(30-50) Ascribes meanings to marks that they see in different places.

(40-60) Using clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

M: N

(30-50) Shows an interest in representing numbers

(30-50) Shows an interest in numerals in the environment

(40-60) Estimates how many objects they can see and checks by counting them

SS&M

(22-36) Understands some talk about immediate past and future e.g before, later or soon

(22-36) Anticipates specific time based events such as mealtimes or home time

(30-50) Shows interest in shape in the environment

(40-60) Uses familiar objects and common shapes to create and recreate patterns and build models

UW: P&C,

(30-50) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family

(40-60) Enjoys joining in with family customs and routines

UW: TW,

(22-36) Notices detailed features of objects in their environment

(30-50) Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world

(40-60) Looks closely at similarities, differences, patterns and change.

UW: T

(30-50) Knows that information can be retrieved from computers

(40-60) Uses ICT hardware to interact with age-appropriate computer

<p>(40-60) More able – able to follow a story without pictures or props</p> <p>C.L: S (22-36)Learns new words very rapidly and is able to use them in communicating (30-50) questions why things happen and gives explanations. Ask e.g who, what, where, when, how (40-60) Introduces a storyline or narrative into their play</p> <p>PD:M&H (30-50) Draws lines and circles using gross motor movements (40-60)Begins to use anticlockwise movement and retrace vertical lines. (40-60) Begins to form recognisable letters H&SC</p> <p>(30-50) More independence with putting on clothes (put on my jumper and put on my shoes)</p> <p>(40-60) Shows understanding of how to transport and store equipment safely</p>	<p>EA&D: E&UMM (30-50) Beginning to be interested in and describe the texture of things (30-50) Imitates movement in response to music (30-50) Using various construction materials (40-60) Explores what happen when they mix colours (40-60) Constructs with a purpose in mind, using a variety of resources (40-60) Experiments to create different textures</p> <p>BI (30-50) Engages in imaginative role-play based on own first hand experiences (30-50) Builds stories around toys (30-50) Captures experiences and responses with a range of media such as music dance and paint and other material or words (40-60) Introduces a storyline or narrative into their play (40-60)Plays cooperatively as part of a group to develop and act out a narrative</p>
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- 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,
- 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.
- Centres of Interest:** Planning that focuses on what children are interested in and what they need to learn.
- Adult led activities indoors & outdoors ;** Specific experiences planned and facilitated by an adult.
- 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.
- 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.
- 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.