

## 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>Chinese New year – Andy, Ruixi, Amelia Mother’s day - everyone Easter</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>superheros – Fatima K, Fatima S, Darnell, Seth, Godwyn, Gabby, Dexter, Dontea</p> <p>things that fly, kites, holidays – Melek, Mohammad, Seth, Sofia, Ryan, Darnell, Nida, Cristina, Stephen, Dexter</p> <p>household animals – Mahad, Amanda, Dontea, Purity, Nourhane</p> <p>retelling familiar stories – Safa, Maya, Astrid, Mohammed, Andrew, Sofia</p> <p>Caring for others, nurturing – Amina, Jade, Augustina, Fatima S</p> <p>Creative, cutting and sticking - Ahmad, Rebecca, Niko, Godwyn, Fatima K, Hal</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>A. Superheroes</p> <p>B. places around the world</p> <p>C. Animals</p> <p>D. Story telling / writing</p>
<p><b>4. Adult led activities indoors &amp; outdoors: PSED,PD,CL</b></p> <p>Adult supported role play – Working as a team, praising one another, resolving conflicts, taking turns, communicating effectively, initiating conversations (PSED, CL)</p> <p>Bring photos from holidays and talk / write about experiences (CL)</p> <p>Traditions/Festivals around the world (PSED, CL)</p> <p>Adult led – trip to the vet’s, pet visitor (CL, PSED)</p> <p>Adult supported role-play – comforting the patient, being compassionate, showing sensitivity to others.</p> <p>Making decisions and choices (PSED, CL)</p> <p>Adult led - acting own stories, puppet show (CL)</p> <p>Story tent (CL)</p>	<p><b>Adult led activities indoors &amp; outdoors L,M,UW,EA&amp;D</b></p> <p>Adult supported role play – different super powers, making costumes, wanted posters (L,UW, EAD)</p> <p>Making paper airplanes (M,L,EAD)</p> <p>Bring photos from holidays and talk / write about experiences (L, UW)</p> <p>Traditions/Festivals around the world (UW)</p> <p>Desert scenes with sand, exploratory creative play with ice. Different types of houses (EAD)</p> <p>Henna parent (EAD, UW)</p> <p>Coordinates / maps based around where climates/animals (M)</p> <p>Adult supported role play – writing prescriptions, looking after, writing appointments,</p> <p>Adult led – trip to the vet’s, pet visitor (EAD, L, UW)</p> <p>Making comparisons of animals – listing similarities/differences (UW,L)</p> <p>Designing and making puppets based on a character of their choice (L, EAD)</p> <p>Writing own stories – changing the ending/characters using props. (L)</p> <p>Adult led - acting own stories, puppet show (EAD)</p> <p>Animal-related story maker (L)</p> <p>Story tent (L)</p>	<p><b>7. Key Vocabulary to use &amp; Learning Questions to explore</b> based on key themes above</p> <p>A. What are your power? How they work? What makes you super?</p> <p>B. country names, climates</p> <p>C. extinct, endangered, habitats, descriptive words for animals</p> <p>D. beginning, middle, end, characters, setting, once upon a time, finally, what happened next, who helped?, story language influenced by chds knowledge of stories.</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 : Poster paper, mask templates, books/comics, images of things super.</p> <p><b>Maps of around the world and different parts of the world. Globe, atlas, photos from children, sand, traditional garb (patterned material), henna</b></p> <p><b>Pet visitor, trips to vets Horniman museum, looking at video clips of different animals. Books about different animals, information books and stories. Children to make a class book information book about animals.</b></p> <p><b>Story maker, puppet crafts, socks,</b></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 . Poster paper, mask templates, books/comics, images of things super.</p> <p><b>Maps of around the world and different parts of the world. Globe, atlas, photos from children, sand, traditional garb (patterned material), henna</b></p> <p><b>Pet visitor, trips to vets Horniman museum, looking at video clips of different animals. Books about different animals, information books and stories. Children to make a class book information book about animals.</b></p> <p><b>Story maker, puppet crafts, socks,</b></p>	<p><b>9. Implications for inclusion</b> EAL/SEN, gender and learning styles.</p> <p>Using visuals and props for storytelling for EAL and LA chn Amina and Danny – use of now/next board</p>
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**When planning practitioners should consider the three characteristics of effective learning:**

<p><b>Playing and exploring</b></p> <p>Finding out and exploring: Playing with what they know: Being willing to have a go</p>	<p><b>Active learning</b></p> <p>Being involved and concentrating: Keeping on trying: Enjoying and achieving what they set out to do.</p>	<p><b>Creating and thinking critically</b></p> <p>Having their own ideas: making links: choosing ways to do things</p>
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<p><b>What we want children to learn – (Development Matters-ages and phases)</b> <b>PSED:</b>SC&amp;SE,MR,MF&amp;B Initiates conversations, attends to and takes account of what others say. (making relationships 40-60) Confident to speak to others about own needs, wants, interests and opinions. (self-confidence)</p> <p><b>CL:</b> L&amp;A,U,S •Two-channelled attention – can listen and do for short span (listening and attention 40-60)</p>	<p><b>L:</b> R,W Enjoys an increasing range of books. (reading 40-60) Attempts to write short sentences in meaningful contexts (writing 40-60) <b>M:</b> N,SS&amp;M In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (number 40-60) Beginning to use everyday language related to money. (ssm) <b>UW:</b> P&amp;C,TW,T •Enjoys joining in with family customs and routines.(pc 40-60) Looks closely at similarities, differences, patterns and change.(utw 40-60) <b>EA&amp;D:</b> E&amp;UMM,BI</p>
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<p>•Listens and responds to ideas expressed by others in conversation or discussion. (understanding 40-60)</p> <p><b>PD:M&amp;H,H&amp;SC</b></p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - 40-60)</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food (HSC 40-60)</p>	<p>Understands that different media can be combined to create new effects (mm 40-60)</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.