

Medium Term Planner: Centres of Interest guidance notes and format – Duration : 12 weeks.

<p>1. Events in children’s lives from home & community (Look Listen and Note) list names and significant events</p> <p>Autumn Divali (7th Nov) Bon fire night (5th November) Remembrance day (11th Nov) Hannukah (2th December)</p> <p>Christmas - Pantomime (transition into next terms’ interests pertaining to acting and role play)</p>	<p>2. Children’s Interests Needs and Schemas (Look Listen and Note) list names and Children’s Interests Needs and Schemas</p> <p>Dressing up</p> <p>Performing/ pretending – birthdays</p> <p>Construction – ramps (addition machine), enclosing areas (homes)</p> <p>Hockey – team sports, maths, keeping score</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/caring and visitor</p> <p>b. Performing/Dressing up</p> <p>c. Festivals and celebrations</p> <p>d. Shop and cooking</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>Getting dressed independently, speaking clearly when retelling stories or acting out a narrative.</p> <p>Listening/attention – talking about sounds of fireworks Messy pumpkin play, taking turns</p> <p>nks to Autumn)- Collecting things found in the park. Looking for animals, take photos, check lists of what they might see (link to Literacy)</p> <p>Bakery Role play – using language to make orders</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. Who else could we show kindness to? Visitors, the Elders.</p> <p>Choosing characters, emotions and acting the part. Retelling stories.</p> <p>Drawing and designing new costumes.</p> <p>Measuring costumes, using language around size.</p> <p>Talking about similarities and differences between cultures, festival, foods, etc</p> <p>Adapting a Goldilocks story to make it spooky</p> <p>Talking about ways people celebrate festivals.</p> <p>Measuring ingredients, counting items, exchanging money</p>	<p>7. Key Vocabulary to use & Learning Questions to explore based on key themes above</p> <p>Community, kind, respect, caring.</p> <p>Measure, design, cape, character</p> <p>Celebration, Halloween, Diwali, pumpkin, diva lamp, descriptive language around storytelling</p> <p>Order, ingredients, pastry, ‘how much does it cost?’</p>

<p>Giving instructions, naming ingredients</p> <p>Making / taking orders</p> <p>Cutting, slicing, packaging</p>	<p>Writing orders, naming items and making signs</p> <p>Creatively designing pastries</p> <p>Link to celebrations and festivals</p>	
<p>5. Provision and Resources indoors & outdoors including Books, Stories and Songs, visitors ,artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision :</p> <p>Regular visits with Time and Talents Visit to the library</p> <p>Role play to include dressing up clothes Christmas performance Going to see a pantomime</p> <p>Stories related to festivals, share recipes and food which celebrates the festivals</p> <p>Real objects to be used in role play along with child-made recipe books, posters, price tags.</p>	<p>Provision and Resources indoors & outdoors including Books, Stories and Songs, visitors, artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision .</p> <p>Looking at photos and talking about our visitors – how were they feeling, how did we feel?</p> <p>Talk for writing style of storytelling. Children to use confident voices and show emotion through acting. Lessons in preparation for Christmas performance</p> <p>Creative provision targeting the festivals, cooking related to the festivals.</p>	<p>9. Implications for inclusion EAL/SEN, gender and learning styles.</p>
<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>

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

- 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.

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.