Medium Term Planner: Centres of Interest guidance notes and format – Duration : 6-12 weeks.

1. Events in children's lives from home & community (Look Listen and Note **)** list names and significant events St. George's Day (23rd April) Ramadan start (6th May)	**2. Children's Interests Needs and Schemas** (Look Listen and Note) list names and Children's Interests Needs and Schemas Dance/Gym- Lucy, Lily, Evelyn, Elizabeth, Chada, Kaiden, Jonathan Football – Lauk, Mikail, Sheriff, Tomiwa, Aidan, Ishraq, Fabian, Isaiah Building spaces – Mynka, Jonathan, Kaiden, Whitney, Lucy, Samantha, Georgie, Karma-Grace Independent writing- Maqdis, Lillian, Cameron, Jace, Brooklyn, Daniella Mark Making – Dior, Musa, Vina, Aidan Animals/insects- Naima, Mynka, Isla-Rose,	**3. Centres of Interest** – choose 4 key themes based on 1. & 2 e.g. Family , Dinosaurs, Enveloping Schema, Natural History Museum Visit. a. Dance/gymnastics b. Football c. Changes d. Animals
4. Adult led activities indoors & outdoors: PSED,PD,CL Groups understanding risk and ensuring safe exercises/routines, planning routines and space. Going to the KS1 cage. Team names/roles (ref, scorekeeper, goalkeeper). Solving conflicts, compromsing. Discussing the changes in environment and why they are happening. Describing animals in stories, caring for animals, moving like animals activities, what animal am I thinking of games etc.	**Adult led activities indoors & outdoors L,M,UW,EA&D** Writing rules for gymnastics, understanding what muscles are being used and creating expressive routines to perform. Keeping score, writing team names / members, designing a football pitch and kit. Life cycles, understanding similarities and differences both between and within species, changes in family members and growth, changes in weather and what that brings. Food chains, life cycles of both insects and animals and the differences in both, fact files, creating stories around animals, sorting animals.	**7. Key Vocabulary to use & Learning Questions to explore** based on key themes above Strength, balance, routine, muscles, bones, risk, hazards, rules. Fair, goal, score, strike, pass, handball, yellow/red card, foul play Life cycle, egg, animal groups, habitats, decay, growing, nutrients. Jungle, farm, wild, baby animal names, food chains, predator, prey.

5. Provision and Resources indoors & outdoors including Books, Stories and Songs, visitors ,artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision : In class performances on stage, gym area outside (role play), Give a weekly task referring to helping others, responsibility and team building Visual prompts for discussions, garden centre role-play with real plants/flowers. Small world areas with different animals groups, resources to build different habitats.	**Provision and Resources indoors & outdoors** including Books, Stories and Songs, visitors, artefacts, games, pictures, objects, natural objects, building on continuous and enhancing provision . Books about exercise, planning/writing routines, resources to create gym area. Chalk boards for keeping score, templates for team name designs. Fact files, life cycle activities, books on nature and spring. Animal/bug hunts, animal shows, creating stories with favourite animal, animal sorting activities (group and by young/adult).	**9. Implications for inclusion** EAL/SEN, gender and learning styles. Promoting exercise for all genders Promoting team sport for all genders and abilities Vocabulary focus for SEN children- animal names/habitat names.
When planning practitioners should consider the three characteristics of effective learning:		
Playing and exploring Finding out and exploring: Playing with what they know: Being willing to have a go	**Active learning** Being involved and concentrating: Keeping on trying: Enjoying and achieving what they set out to do.	**Creating and thinking critically** Having their own ideas: making links: choosing ways to do things

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

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.