

**MEDIUM PLAN**  
**PATTERN COLOUR AND SHAPE**

**PERSONAL SOCIAL AND EMOTIONAL 2012 (Spring 1st Half Term)**

**DISPOSITIONS AND ATTITUDES 22-36 MONTHS**  
 Show thier particular characteristics,preferences and interests.  
 Begin to develop self confidence and belief in themselves.  
**MAKING RELATIONSHIPS**  
 Learn social skills and enjoy being with and talking to adults and children.  
 Seek out others to share experiences.  
 Respond to others feelings and wishes.  
**SELF CONFIDENCE AND SELF ESTEEM**  
 Begin to be assertive and self assured when others have realistic expectations of thier competence  
 Begin to recognise danger and who to turn to for help  
 Feel pride in thier own achievements.  
**BEHAVIOUR AND SELF CONTROL**  
 Are aware that some actions can hurt or harm others.  
**SELF CARE**  
 Seek to do things for themselves, knowing that an adult is close by.  
 Become aware that choices have consequences.  
 Take pleasure in personal hygiene including toileting  
**SENSE OF COMMUNITY.**  
 Show a strong sense of self as a member of different communities

Staff will settle the children back from their Christmas break, and reinforce class rules ie no running indoors sharing with friends, being kind to each other, personal hygiene etc.  
 Home visits will be carried out for new children.  
 We will look at areas children play in and observe who they play with and use this information to build individual plans for the children.  
 We will encourage the children to make choices in what they want to play with and materials they will use (planning boards)  
 We will continue circle time on a daily basis to share experiences interests and news with the children. This will encourage the children to take turns and give them opportunities to join in both verbally and non-verbally.  
 Children will be praised and encouraged for their contributions and encouraged to help each other during the session.  
 The children will continue to enjoy their snack time within the group and adults will also use this time to discuss the childrens day.  
 We will continue to choose a daily helper making sure each child has a turn to put the timer on for tidy up time and shake the tambourine.  
 We will encourage the children to go to the toilet independantly and wash their hands.  
 Staff will encourage childrens independance throughout the session including toileting washing hands, choosing equipment and materials and working together.  
 We will encourage the children to name their friends throughout the session eg circle time, choosing time etc.  
 New children will be given name cards and coat peg names and introduced to the group.

**DISPOSITIONS AND ATTITUDES 30-50 MONTHS.**  
 Seek and Delight in new experiences  
 Have a positive approach to activities and events.  
 Show confidence in linking up with others for support and guidance.  
 Show increasing independance in selecting and carrying out activities.  
**MAKING RELATIONSHIPS**  
 Feel safe and secure and show a sense of trust.  
 Form relationships with other children  
 Demonstrate flexibility and adapt thier behaviour to different events social situations and changes in routine.  
**SELF CONFIDENCE AND SELF ESTEEM**  
 Show increasing confidence in new situations.  
 Talk freely about thier home and community  
 Take pleasure in gaining more complex skills.  
 Have a sense of personal identity.  
**BEHAVIOUR AND SELF CONTROL**  
 Begin to accept the needs of others with support.  
 Show care and concern for others, for living things and the enviroment.  
**SELF CARE**  
 Show willingness to tackle problems and enjoy self chosen challenges.  
 Demonstrate a sense of pride in own achievement.  
 Take initiatives and manage developmentally appropriate tasks.  
**SENSE OF COMMUNITY**-Make connections bet. diff. parts of their lives.

We will be varying activities on a daily basis so new children are introduced to all materials and resources we use in pre-school. The children will be involved in setting up the role play area indoors and out, choosing materials and using thier ideas. They will be supported by adults and each other.  
 The children will be encouraged to approach any adult for support and will be praised and encouraged throughout the session.  
 We will be encouraging lots of working together eg doing large floor puzzles, games and everyone helping during tidy up time.  
 Pre school children will be given the opportunity to stay for lunch on chosen days. This will encourage independance and familiarise them with routines in school and with other staff members in school.  
 We will be encouraging children to recognise thier own unique qualities and the characteristics they share with others throughout the whole of the curriculum and we will ensure that all children and families are made welcome in the setting through use of signs, photographs of staff and updated newsletters for parents. We also offer an open door policy for parents to approach staff with any issues or concerns.  
 We will be encouraging the children to talk about people in their families and encourage male relations, dads, uncles grandads to visit in pre-school.



## MEDIUM PLAN PATTERN COLOUR AND SHAPE

## COMMUNICATION LANGUAGE AND LITERACY 2012(Spring 1st Half term)

### LANGUAGE FOR THINKING 22-36 MONTHS

Use action sometimes with limited talk that is largely concerned with here and now.  
Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

### READING

Have some favourite stories, rhymes, songs, poems or jingles.

### LANGUAGE FOR COMMUNICATION.

Learn new words very rapidly and can communicate about matters which interest them

### LINKING SOUND AND LETTERS

Distinguish one sound from another.

Show interest in play with sounds, songs and rhymes.

Repeat words or phrases from familiar stories.

### WRITING

Distinguish between the different marks they make.

### HANDWRITING

Begin to show some control in their use of tools and equipment.

The children will be encouraged to talk about what they have done at home, at preschool in circle time snack time and throughout the session.

We will incorporate our topic work into extending the children's vocabulary eg looking at patterns colours and shapes in the environment.

The children will be encouraged on a daily basis to describe how they feel with the help of visual aids eg happy, sad cards.

During the session we will be encouraging the children to know each other's names particularly during circle time.

The children will have opportunities every day to read, be read to and sing songs.

We will be singing and saying a variety of rhymes and songs related to our topics and children's interests.

The setting will have lots of signs and symbols that reflect diversity eg a welcome sign for outside in a variety of languages and everyone belongs poster inside.

The children will be given opportunities to handle a variety of tools and materials to encourage fine and gross motor skills.

We will be using the letters and sounds programme including favourite nursery rhymes, the silly soup song and lots of rhyming songs and games.

We will continue with story boxes, relating to the interest or topic. Each child will be given the opportunity to take a story box home, share it with their parents and then return it for someone else.

### LANGUAGE FOR THINKING 30-50 MONTHS

Talk activities through reflecting on and modifying what they are doing.

Use talk to give new meanings to objects and actions treating them as symbols for other things.

Use talk to connect ideas, explain what is happening and anticipate what is happening next

Use talk action and objects to recall and relive past experiences.

### READING

Listen to and join in with stories and poems individually and in small groups.

Begin to be aware of how stories are structured.

Suggest how the story might end

Show interest in illustrations and print in books and print in the environment.

Handle books carefully.

Know information can be relayed in the form of print.

Hold books the correct way up and turn pages.

### LANGUAGE FOR COMMUNICATION

Use simple statements and questions often linked to gestures.

Use intonation, rhythm and phrasing to make their meaning clear to others.

Join in with

Staff will support children's play through open ended questions to develop their thinking and language skills.

We will encourage the children to think about what they are doing and help them explain events. We will use circle time and snack time, visual aids such as photographs and children's work to prompt this.

As well as children's choice we will introduce weekly stories associated with the topic, eg Elmer, Pants, My Dad etc.

We will be using the children's name cards during circle time and they will be encouraged to write their names on work and when representing their plans where appropriate.

We will be using sounds and letters in our daily sessions eg making up silly songs, rhyming words etc.

We will go on a pattern and colour walk outdoors focussing on what we can see.

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**PHYSICAL DEVELOPMENT 2012(Spring 1st half term Term)**

**MOVEMENT AND SPACE 22-36 MONTHS**

Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them.

Move spontaneously within available space.

Respond to rhythm,music and story by means of gesture and movement.

Are able to stop.

Manage body to create movements.

Combine and repeat a range of movements.

**HEALTH AND BODILY AWARENESS**

Communicate thier needs for things such as food drinks and when they are uncomfortable

Show emmerging autonomy in self care.

**USING EQUIPMENT AND MATERIALS.**

Balance blocks to create simple structures

Show increasing control in holding and using hammers,books,beaters and mark making tools.

We will be doing lots of action songs and outdoor play where the children will have use of the small equipment climbing frame etc.We will play lots of stopping and starting games and obstacle games which will encourage the childrens spacial awareness.

We will listen to action songs and rhymes and use scarves,ribbons etc to move with.The children will be encouraged to follow simple actions.

We will be continuing with yoga bugs helping the children to stretch and use their bodies.

We will be encoraging the children to look at how their bodies moveand how we can make shapes with our bodies.

We will encourage independance when going to the toilet,washing hands etc.

For the children who are not yet toilet trained we will be following parents wishes on how they want this implemented and follow this accordingly.

We will encourage the children to talk about patterns shapes and colours outdoors.New signs for a pattern trail will be introduced for the children to follow.

We will take advantage of snowy weather and use this to look for different patterns in the snow,making footprints etc.

We will encourage the children to weave with a variety of materials and make patterns with natural resources

**MOVEMENT & SPACE 30-50 MONTHS**

Judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries.

Show respect for other childrens personal spacewhen playing among them.

Perservere in repeating some actions or attempts when developing a new skill.

Collaborate in devisingand sharing tasks,includingthose which involve accepting rules.

**HEALTH AND BODILY AWARENESS**

Show awareness of own needs with regard to eating,sleeping and hygiene.

Often needs adult support to meet those needs.

Show awareness of a range of healthy practices with regard to eating sleeping and hygiene.

Observes the effects of activity on thier bodies.

**USING EQUIPMENT AND MATERIALS**

Engage in activities requiring hand eye coordination

Use one handed tools and equipment.

Show increasing controlover clothing and fastenings.

Show increasing control in climbing,scrambling sliding and swinging.

Demonstrate increasing control in mark making implements,blocks etc

Understand about tool safety.

The children will be playing games as above but we will set up cones and obstacles for them to move safely through. We will listen to action songs and rhymes and use scarves,ribbons etc to move with.The children will be encouraged to follow simple actionsand make different patterns and shapes.

We will encourage the children to talk about patterns shapes and colours outdoors.New signs for a pattern trail will be introduced for the children to follow.

We will take advantage of snowy weather and use this to look for different patterns in the snow,making footprints etc.

We will encourage the children to weave with a variety of materials and make patterns with natural resources.

The children will be given lots of opportunities to encourage their fine motor skills ie painting , printing with shapes dough,cutting etc.



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## CREATIVE DEVELOPMENT 2011(Spring 1st half Term)

### BEING CREATIVE 22-36 MONTHS

Seek to make sense of what they see hear smell touch and feel.

Begin to use representations as a form of communication.

### EXPLORING MEDIA AND MATERIALS.

Begin to combine movement materials media or marks.

### CREATING MUSIC AND DANCE

Join in singing favourite songs

Create sounds by banging shaking tapping or blowing.

Show an interest in the way musical instruments sound.

### DEVELOPING IMAGINATION AND IMAGINATIVE PLAY

Show an interest in the way musical instruments sound.

We will provide lots of opportunities for the children to express themselves creatively through props in dressing up, and role play. We will encourage the children to describe their experiences and express their thoughts in circle time and throughout the session.

The children will explore lots of different media and materials including a variety of painting printing and collage activities.

We will be singing lots of songs and rhymes, dance and movement. We will encourage the children to make up their own songs and action songs eg this is the way we make our soup, the children will choose what to put in it.

We will be developing a music area outside hanging different utensils from the trees to make unusual sounds.

### BEING CREATIVE 30-50 MONTHS

Use language and other forms of communication to share the things they create or to indicate personal satisfaction or frustration.

Explore and experience using a range of senses and movement.

Capture experiences and responses with music dance paint and other materials or words.

Develop preferences for forms of expression.

### EXPLORING MEDIA AND MATERIALS

Begin to be interested in and describe the textures of things

Explore colour and begin to differentiate between colours

Differentiate marks and movements on paper.

Use their body to explore texture and space

Understand they can use lines to enclose a space and begin to use these shapes to represent objects

Create 3d structures.

Begin to stack blocks vertically and horizontally making enclosures and creating spaces.

### CREATING MUSIC AND DANCE.

Enjoy joining in with dancing and ring games

Sing a few familiar songs

Sing to themselves and make some up

Explore and learn how sounds can be changed

Imitate and create movement in response to music.

### DEVELOPING IMAGINATION AND IMAGINATIVE PLAY.

- Notice what adults do imitating what is observed and then doing it spontaneously when adult is not there.

- Use available resources to create props to support roleplay.

- Develop a repertoire of actions by putting a sequence of movements together

We will provide lots of opportunities for the children to express themselves creatively through props in dressing up, and role play. We will encourage the children to describe their experiences and express their thoughts in circle time and throughout the session.

The children will explore lots of different media and materials including a variety of painting, printing and collage.

We will be using lots of colour, texture and shapes. We will be designing and creating an Elmer display where we will be focusing on patterns and shapes and encouraging the children to make their own patterns. We will be singing lots of songs and rhymes, dance and movement. We will be introducing a song of the week and listen to this during circle time and tidy up time.

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**KNOWLEDGE AND UNDERSTANDING OF THE WORLD (Spring 1st half )**

**EXPLORATION AND INVESTIGATION 22-36 MONTHS**

Explore play and seek meaning in their experiences.

Use others as source of information and learning

Show an interest in why things happen

**DESIGNING AND MAKING**

Are curious and interested in making things happen.

**ICT**

Show an interest in ICT

Seek to acquire basic skills in turning on and operating some ICT equipment

**TIME**

Recognise some special times in their lives and the lives of others.

Understand some talk about immediate past eg before later or soon.

Anticipate specific time based events such as mealtimes or home time.

**PLACE**

Enjoy playing with small world models such as farm etc

**COMMUNITIES**

Are curious about people and show interest in stories about themselves and their family.

Enjoy stories about themselves their families and other people.

The children will have opportunity to investigate the natural world with a variety of materials to be used outdoors eg streamers to weave with, an outdoor trail, looking for shapes and patterns in the environment.

We will be looking at floating and sinking, positional language and different textures and consistencies of materials.

We will provide opportunities for the children to build and construct with a variety of tools and media including boxes, blocks, junk modelling etc. This will be supported by a visit from one of our Grandads who is an architect.

The children will continue to use the programmes on the computer, we will be looking at radios and clocks for the children to turn, wind and press.

We will have a birthday chart for every child and ask the children about special news during circle time.

We will encourage daily routine with music at tidy up time, washing hands before snack and having a story or songs before going home.

The children will have lots of opportunity to play with small world toys including the farm, dolls house, play people etc. We will be looking at people in our families particularly dads, grandads and asking why they are special. The children will have lots of stories to support this and look at photos in their files. They will continue to participate in some school activities such as Yoga bugs, music sessions etc.

The children will be encouraged to talk about past events at home during circle time and throughout the session.

**EXPLORATION AND INVESTIGATION 30-50 MONTHS**

Show curiosity and interest in the features of objects and living things.

Describe and talk about what they see.

Show curiosity about why things happen and how things work.

Show understanding of cause and effect.

**DESIGN AND MAKING**

Investigate various construction materials.

Realise tools can be used for a purpose.

Join construction pieces together to build and balance.

Begin to try out a range of tools and techniques safely.

**ICT**

Know how to operate simple equipment

**TIME**

Remember and talk about significant events in their own experiences.

Show interests in the lives of people familiar to them

Talk about past and future events.

**PLACE**

Show an interest in the world in which they live.

Comment and ask questions about where they live and the natural world.

**COMMUNITY.**

Express feelings about a significant event



## MEDIUM PLAN PATTERN COLOUR AND SHAPE

## PSRN (Spring 1st half term 2012)

### NUMBERS AS LABELS FOR COUNTING 22-36 MONTHS

Show some understanding of 1 and 2 especially when the number is important to them.

Create and experiment with symbols and marks

Use some number language such as more and a lot

Recite some number names in sequence.

### CALCULATING

Begin to make comparisons between quantities.

Know that a group of things changes in quantity when something is added or taken away

### SHAPE SPACE AND MEASURES

Notice simple shapes and patterns in pictures.

Begin to categorise objects according to properties such as shape or size..

Are beginning to understand variations in size.

We will encourage the children to count each other during circle time snack time, lining up for outdoors etc.

Children will be given lots of praise and encouragement for their counting.

Children will be encouraged by adults to think about numbers in all areas, eg in home corner, how many plates will we need? Do we need more cups? etc

We will be singing lots of counting songs, 5 little monkeys, 5 sticky lolly pops etc We will be encouraging the children to think about more less full empty etc in all areas and number games will be provided throughout the session.

We will provide a collection of natural things, shells buttons, bobbins etc for the children to count sort and order.

The children will use the tool box equipment to measure things, which tower is the highest, longest etc.

We will compare sizes when looking at kitchen roleplay.

We will look at positional language under over through when we look at building with shapes.

We will look at categorising objects eg cars in garages etc.

We will display lots of numbers inside and out eg 3 bikes, car number lines etc

### NUMBERS AS LABELS FOR COUNTING 30-50 MONTHS

Use some number names and number language spontaneously.

Show curiosity about numbers by offering comments or asking questions.

Use some number name accurately in play

Sometimes match number and quantity correctly.

Recognise groups with 1, 2 or 3 objects.

### CALCULATING

Compare 2 groups of objects saying when they have the same number.

Show an interest in number problems.

Separate a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.

### SHAPE SPACE AND MEASURE

Show an interest in shape and space by playing with shapes or making arrangements with objects.

Show awareness of similarities in shapes in the environment.

Observe and use positional language.

Are beginning to understand bigger and enough.

Show interest in shape by sustained construction activity or by talking about shapes or arrangements.

Use shapes appropriately for tasks.

Begin to talk about the shapes of everyday objects.

As above and we will encourage use of mathematical language in all areas, the children will have lots of opportunity to play number games, both indoors and out.

The children will print and paint with shapes and we will encourage shape recognition in all areas.