

<p style="text-align: center;">Cambo Pre-school Medium Planning Autumn 2012 1<sup>st</sup> half term PSED (Age bands are a guide for stages of development)</p>	<p style="text-align: center;">Topic- Journeys (How we can support and provide)</p>
<p><b>Self confidence and self awareness</b>  Explores new toys and environment, but checks in with a familiar adult.  Gradually able to engage in pretend play  Demonstrates sense of self  Separates from main carer with support  Expresses own preferences and interests.  Can select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more confident in new situations and with unfamiliar people.  Confident to talk to other children when playing and will communicate freely about own home and community  Shows confidence asking adult for help.  Confident to speak to others about own needs wants and interests.  Can describe self in positive terms and talk about abilities.</p> <p>EARLY LEARNING GOAL  <b>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p>16-26 months  22-36 Months  30-50 Months  40-60 Months</p>	<p>We will encourage access, use and care for resources with increasing independence. All children will be represented in the setting, e.g. by displayed photos on Wow door, family customs recognised and celebrated  We will be providing opportunities for new children to experience different materials, e.g. soapflakes, sand, gloop etc  We will provide opportunities for children to follow through their choices and encourage concentration.  We will encourage the children to make choices that involve challenge through use of planning board and throughout the session, with staff supporting where appropriate. Children will be praised and encouraged for everything they do and staff will support children to express needs and feelings through circle time and throughout the session. The children will be encouraged to talk about what they have played with during the session and if they enjoyed it.  We will encourage collaborative activities with other children eg building large structures together, small group activities to encourage sharing and taking turns. experience changes in routine.  We will support children in their play intervening where appropriate and ensuring resources are available throughout.  We will continue to choose a daily helper in Pre-school to encourage understanding of fairness.  Home visits will be attended by key workers to enable parents and staff to discuss children's preferences and ensure a smooth settling in programme.</p>
<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b>  Construction-small world play, cars, road, maps, trains, bricks and blocks to encourage children to explore and enable adults to join in sensitively fitting in with the children's ideas.  Circle time resources-planning boards, name cards, number lines, topic related resources eg things with wheels, vehicles, maps of journeys etc.  Dough, clay, gloop etc for encouraging social interaction and confidence with tools and materials.  Stories and songs-a selection of topic related and children's interests to encourage children to think and talk</p> <p><b>Resources will be adapted and changed to suit the children's likes and interests.</b>  <b>(See separate continuous provision document)</b></p>

<p>Cambo Pre-school Medium Planning Autumn 2012 1<sup>st</sup> half term Communication and Language (Age bands are a guide for stages of development)</p>	<p>Topic- Journeys (How we can support and provide)</p>
<p><b>Listening and Attention</b>  Listens to rhymes and stories,Enjoys joining in with actions and rhymes,Rigid attention  Listens with interest to stories,Recognises and responds to familiar sounds  Shows interest in play with sounds,Can shift to a different task if attention fully obtained  Listens to others one to one or in a small group.  Listens to stories with increasing attention  Listens to others one to one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Focusing attention – still listen or do, but can shift own attention.  Is able to follow directions (if not intently focused on own choice of activity).  Maintains attention, concentrates and sits quietly during appropriate activity.  Two-channelled attention – can listen and do for short span.  <b>Early Learning Goal</b>  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>We will encourage the children to listen to sounds in the environment both indoors and out.  We will be sharing a selection of familiar and new stories songs and rhymes relating to topic and the children’s interests.  We will be thinking about different noises various vehicles make and playing sounds lotto and guess whats in the bag.....  During the session we will be encouraging the children to know each others names particularly during circle time.</p>
<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b>  Circle time resources-planning boards,name cards,number lines,topic related resources eg things with wheels,vehicles,maps of journeys etc.  Dough,clay,gloop etc for encouraging speaking and listening,asking open ended questions eg ‘what will happen if...’ and confidence with tools and materials.  Stories and songs-a selection of topic related and children’s interests to encourage children to think and talk,discover and problem solve.</p> <p><b>Resources will be adapted and changed to suit the children’s likes and interests.</b>  <b>(See separate continuous provision document)</b> Encourage open ended thinking</p>

<p style="text-align: center;">Cambo Pre-school Medium Planning Autumn 2012 1<sup>st</sup> half term Physical Development (Age bands are a guide for stages of development)</p>	<p style="text-align: center;">Topic- Journeys (How we can support and provide)</p>
<p><b>Health and Self Care</b></p> <p>Develops own likes and dislikes in food and drink.  Willing to try new food textures and tastes.  Holds cup with both hands and drinks without much spilling.  Clearly communicates wet or soiled nappy or pants.  Shows some awareness of bladder and bowel urges.  Shows awareness of what a potty or toilet is used for.  Shows a desire to help with dressing/undressing and hygiene routines.  Feeds self competently with spoon.  Drinks well without spilling.  Clearly communicates their need for potty or toilet.  Beginning to recognise danger and seeks support of significant adults for help.  Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.  Beginning to be independent in self-care, but still often needs  Can tell adults when hungry or tired or when they want to rest or play.  Observes the effects of activity on their bodies.  Understands that equipment and tools have to be used safely.  Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  Can usually manage washing and drying hands.  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.  Eats a healthy range of foodstuffs and understands need for variety in food.  Usually dry and clean during the day.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Shows understanding of how to transport and store equipment safely.  Practices some appropriate safety measures without direct supervision.</p> <p><b>Early Learning Goal</b>  <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>	<p>We will encourage the children's independence during snack time, encourage the children to hold cups appropriately and to use cutlery during lunch time. For children following a toilet training programme we will be working with parents to meet the needs of each child.</p> <p>We will encourage the children to fasten own coats, put on hats, scarves wellies etc when playing outdoors.</p> <p>We will help the children to understand the need for hand washing during the session and going to the toilet.</p> <p>The children will be encouraged to use tools and materials on a daily basis and we will pay particular attention to our new children and familiarise them with resources available.</p> <p>We will encourage the children daily to consider risks and how to keep safe. This will be supported with our Pre-school rules.</p>
<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b></p> <p>Ongoing through daily routines eg snack time, outdoors, toileting etc.</p> <p>Nappy changing policy in place with records of children changed by which member of staff etc.</p> <p><b>Resources will be adapted and changed to suit the children's likes and interests.</b></p> <p><b>(See separate continuous provision document)</b></p>

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<p>Cambo Pre-school Medium Planning Autumn 2012 1<sup>st</sup> half term Literacy (Age bands are a guide for stages of development)</p>	<p>Topic- Journeys (How we can support and provide)</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</li> </ul> <p>Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p>16-26 months  22-36 Months  30-50 Months  40-60 Months</p>	<p>As well as childrens choice we will introduce weekly stories associated with the topic, eg Topsy and Tim on Holiday, Thomas the Tank books, transport stories and childrens choices. This will encourage the children to look at text and illustration. The children will have opportunities every day to read, be read to and sing songs. We will incorporate our topic work into extending the childrens vocabulary wheels, movement, noises of vehicles etc We will be displaying these words along with childrens work and photographs. The children will be encouraged to notice print in the environment indoors and out and will be encouraged to recognise own names and familiar logos.</p> <p><b>Key Questions:</b>  What did you like/dislike  Can I play with you?  What should I be?  Let's begin a story 'Once upon a time.....'</p> <p><b>Key Vocabulary</b>  Vocabulary appropriate to themes.  Feelings – happy, sad, worried, excited, afraid, angry  Relationships, family names  Story language and repetitive refrains e.g. Fee, Fi, Foe, Fum, Once upon a time etc</p>

**Characteristics of Effective Learning**

**Playing and Exploring (engagement)**

**Active Learning (motivation)**

**Creating and Thinking Critically (thinking)**

**Possible Resources and Areas of Continuous Provision Used.**

Circle time resources-planning boards,name cards,number lines,topic related resources eg things with wheels,vehicles,maps of journeys etc.

Dough,clay,gloop etc for encouraging social interaction and confidence with tools and materials.

Stories and songs-a selection of topic related and children's interests to encourage children to think and talk.

Story books,Picture books,Lift the flap books,Texture books,Reference books – linked to themes,Big books,Bi-lingual books,Story tapes,Poetry and rhymes,Puppets, soft toys, small world items, costumes connected to themes,Storyboard of our journey to pre-school,Photographs of modes of transport,Cushions/chairs,Artefacts linked to theme-old fashioned buses cars planes etc,Class made books-our favourite Journey,Home loan books

Music area-a selection of instruments for the children to use independantly

Resources will be adapted and changed to suit the children's likes and interests.

Home-made instruments,Rainstick,Sound-making objects,Ribbons,Fabrics, scarves to use in response to music.

**Resources will be adapted and changed to suit the children's likes and interests.**

**(See separate continuous provision document)**

Cambo Pre-school Medium Planning  
Autumn 2012 1<sup>st</sup> half term  
Mathematics

(Age bands are a guide for stages of development)

**Numbers**

- Knows that things exist, even when out of sight.
- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Says some counting words randomly.
- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

**Early Learning Goal**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Topic- Journeys  
(How we can support and provide)

We will encourage the children to categorise items particularly through small group time, teddies, dogs etc and sort in colour and size.  
We will be encouraging the children to count every day during circle time and encourage recognition of numbers through number lines and numbers in the pre-school environment.

Key Vocabulary

Number names

Count, match

Pattern

More, less, fewer, lots

Bigger, smaller, greater

<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b> <b>Dough number mats, Role play, construction Area,</b> Sorting and counting equipment – small toys, shapes, natural objects, Counters, Dice – numbered and dots Numbers – magnetic, cards, plastic, unifix Multilink and unifix cubes, Numberlines, pegs and numerals, grids Number games, dominoes, jigsaws and building blocks Pegs and boards, Timers, Themed books and rhymes Pencils, crayons, paper, whiteboards, magnetic boards</p> <p><b>Resources will be adapted and changed to suit the children's likes and interests.</b> <b>(See separate continuous provision document)</b></p>
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<p style="text-align: center;">Cambo Pre-school Medium Planning Autumn 2012 1<sup>st</sup> half term Understanding the world (Age bands are a guide for stages of development)</p>	<p style="text-align: center;">Topic- Journeys (How we can support and provide)</p>
<p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, e.g. puts lid on teapot.</li> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>We will be encouraging the children to think about Journeys they make with their families, holidays etc and the kind of transport they might use, some familiar some not.</p> <p>We will be organising a pre-schol trip on the Metro to support our topic.</p>
<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b></p> <p>Small world resources, cars, trains, tractors etc.</p> <p>Role play Area-Airport, resources include dress-up, photos, tickets, trays for food etc</p> <p>Wood and planks outdoors to make ramps and bridges for transport.</p> <p>A garage out doors</p> <p><b>Resources will be adapted and changed to suit the children's likes and interests.</b></p> <p><b>(See separate continuous provision document)</b></p>



Cambo Pre-school Medium Planning

Autumn 2012 1<sup>st</sup> half term

Expressive Arts and Design

(Age bands are a guide for stages of development)

Topic- Journeys  
(How we can support and provide)

**Exploring and Using Media and Materials**

- Begins to move to music, listen to or join in rhymes or songs.
- Notices and is interested in the effects of making movements which leave marks.
- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.
- Enjoys joining in with dancing and ring games.
- Sing a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Early Learning Goal**

**Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

16-26 months

22-36 Months

30-50 Months

40-60 Month

We will be introducing the children to lots of painting, glueing, collage techniques relating to topic.

We will focus on colour mixing, exploring textures and making 3d models  
We will encourage the children to build and make maps for the cars and trains and encourage independent use of tools and materials.

**Key Vocabulary**

Cut, stick, glue, Press, put, tear, Colour, paint, draw, mark, build, join, fix near, next to, top, bottom, corner, middle, edge, more, less, another design, plan, copy,

**Key Questions**

How did..?

What did?

How can?

I wonder if?

I wonder what?

How could you?

Have you tried?

Why/what do you like/dislike?

<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement)</b></p> <p><b>Active Learning (motivation)</b></p> <p><b>Creating and Thinking Critically (thinking)</b></p>	<p><b>Possible Resources and Areas of Continuous Provision Used.</b></p> <p>Materials:  fabric, ribbon, wool,  papers, foil, tissue, gummed, cards,  plastics, string, tissue</p> <p>Magazine cuttings, old cards</p> <p>Art straws, lollipop sticks  tubes buttons</p> <p>Joining:  Glue; PVA., Sticks  Selloptape, double sided tape  Paper fasteners, paper clips</p> <p>Tools:  Scissors, hole punch, stapler, brushes, spreaders.  Paint, pencils, crayons, markers, pastels, charcoal.</p> <p>Enhancements  Natural Materials: sand, gravel, leaves, twigs, feathers, cork  Sequins, glitter, Modroc  Sponge, lids, shavings,  Picture, artefacts, books.</p> <p><b>Resources will be adapted and changed to suit the children's likes and interests.</b>  <b>(See separate continuous provision document)</b></p>
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