

Cambo Pre-school Medium Planning
Spring 2012 1st half term
PSED

(Age bands are a guide for stages of development)

Managing feelings and behaviour

- Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

Seeks comfort from familiar adults when needed.

- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

EARLY LEARNING GOAL

16-26 months
22-36 Months
30-50 Months
40-60 Months

Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Topic- Space
(How we can support and provide)

We will encourage the children to express their feelings through stories dance and Art activities. We will use circle time and small group time to explore how the children feel and how to deal with conflict and other issues.

The routines in Pre-school will remain flexible to ensure the children have time to complete projects and play ideas which will reduce frustration and conflict.

We will support children's symbolic play and provide books, stories and puppets to model feelings and behaviour.

We will model our own behaviour and feelings particularly through circle time and small group time and ask the children what makes them feel sad, happy angry etc and involve them in finding solutions to the problems.

Staff will share with parents the expectations and boundaries to maintain a consistent approach.

We will prepare children for events and changes that may occur in the routine.

We will provide lots of activities that will encourage turn taking, sharing and listening to others feelings and opinions.

Possible Resources and Areas of Continuous Provision Used.

Construction-small world play, bricks and blocks to encourage children to make space vehicles and creatures, 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 pictures of space, planets, aliens.

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

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

(See separate continuous provision document)

Characteristics of Effective Learning

Playing and Exploring (engagement)

Active Learning (motivation)

Creating and Thinking Critically (thinking)

<p style="text-align: center;">Cambo Pre-school Medium Planning Spring 2012 1st half term Communication and Language (Age bands are a guide for stages of development)</p>	<p style="text-align: center;">Topic- Space (How we can support and provide)</p>
<p>Understanding</p> <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.') • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>We will encourage the children to listen to instructions throughout the session and observing their responses. We will provide symbolic play which will help the children to engage and talk appropriately. We will provide cooking activities which will encourage the children to encourage understanding and vocabulary. Children will be encouraged to talk about their play and when choosing and selecting materials photographs and prompt will be used. We will be encouraging the children to think about Space and use lots of rich vocabulary props and photographs to support this. We will be providing a spaceship in the role play area which will encourage the children to initiate and join in imaginative play and role play and opportunities for the children to act out various characters. We will use stories to encourage the children to predict and explain what might happen next.</p>
<p>Characteristics of Effective Learning</p> <p>Playing and Exploring (engagement)</p> <p>Active Learning (motivation)</p> <p>Creating and Thinking Critically (thinking)</p>	<p>Possible Resources and Areas of Continuous Provision Used. Circle time resources-planning boards,name cards,number lines,topic related resources eg photographs of planets,space,aliens. Dough,clay,loop etc for encouraging understanding,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. Role-Play,Space ship-to encourage imaginative and role play. Resources will be adapted and changed to suit the children's likes and interests. (See separate continuous provision document) Encourage open ended thinking</p>

<p style="text-align: center;">Cambo Pre-school Medium Planning Spring 2012 1st 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>Moving and Handling</p> <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>We will encourage the children to move freely both indoors and outdoors providing safe spaces. We will help the children explore with different ways of moving(space dance,walking on the moon etc) We will provide activities such as starting and stopping,traffic lights game,flying saucers game so children can respond to instructions. We will provide continuous mark making materials and tools to develop fine motor skills. We will listen to different styles of music which represent moods and feelings eg space odyssey,star wars theme tune,rocket man etc .</p> <p>Possible Resources and Areas of Continuous Provision Used. Outdoor provision,providing children the opportunity to throw catch,kick balls. Mark making materials for children to design own aliens,space ships etc. Sand/Water adapted weekly to topic and to children's interests eg glittery water,wet sand to make moon environments.</p> <p>Resources will be adapted and changed to suit the children's likes and interests. (See separate continuous provision document)</p> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring (engagement)</p> <p>Active Learning (motivation)</p> <p>Creating and Thinking Critically (thinking)</p>

Cambo Pre-school Medium Planning
Spring 2012 1st half term
Literacy

(Age bands are a guide for stages of development)

Reading

- Interested in books and rhymes and may have favourites.
- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

Enjoys rhyming and rhythmic activities.

- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Continues a rhyming string.

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

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.

16-26 months

22-36 Months

30-50 Months

40-60 Months

Topic- Journeys
(How we can support and provide)

As well as children's choice we will introduce weekly stories associated with the topic, eg Mog on the Moon, Whatever Next, Aliens have Underpants. This will encourage the children to look at text and illustration and encourage handling of books.

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

We will incorporate our topic work into extending the children's vocabulary space, planets, aliens.

We will be displaying these words along with children's 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.

Key Questions:

What did you like/dislike

Can I play with you?

What should I be?

Let's begin a story 'Once upon a time.....'

Key Vocabulary

Vocabulary appropriate to themes.

Feelings – happy, sad, worried, excited, afraid, angry

Relationships, family names

Story language and repetitive refrains

Possible Resources and Areas of Continuous Provision Used.

Circle time resources-planning boards, name cards, number lines, topic related resources eg space photographs, space transport, aliens, planets 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 space transport, Cushions/chairs, Artefacts linked to theme-space ships, helmets etc., Class made books-our favourite Space adventure. Home loan books

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

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
Spring 2012 1st half term
Mathematics

(Age bands are a guide for stages of development)

Shape, Space and Measure

- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Enjoys filling and emptying containers.
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen 'now'.
- 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- Space
(How we can support and provide)

Through our daily routines we will be encouraging the children to use their logic and reasoning eg during tidy up time and snack time. We will encourage them to think about where things go and how many will we need. We will provide different sized containers for sand and water for the children to experiment with different quantities and measures. The children will have lots of opportunity to use puzzles and jigsaws to support fitting shapes into spaces. We will use every opportunity to encourage the children's counting skills and shape awareness both indoors and out. We will provide arrange of natural and man made materials for the children to arrange ,compare and order.

Key Vocabulary

Shapes

Heavy,light

Pattern

More, less, fewer, lots

Bigger, smaller, greater

Possible Resources and Areas of Continuous Provision Used.

Dough shape mats, Role play, construction Area,

Sorting and counting equipment – small toys, shapes, natural objects, Shape puzzles and games.

Pattern games.

Cooking activities-measuring quantities.

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

(See separate continuous provision document)

<p style="text-align: center;">Cambo Pre-school Medium Planning Spring 2012 1st half term Understanding the world (Age bands are a guide for stages of development)</p>	<p style="text-align: center;">Topic- Space (How we can support and provide)</p>
<p>Technology</p> <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Looks closely at similarities, differences, patterns and change. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>We will be supporting the children when using the computer or lap top and introducing different technology resources such as torches,clocks,cameras etc.</p> <p>We will be supporting less confident children to use a simple computer programme and encourage more able children to experiment with using different icons etc.</p>
<p>Characteristics of Effective Learning</p> <p>Playing and Exploring (engagement)</p> <p>Active Learning (motivation)</p> <p>Creating and Thinking Critically (thinking)</p>	<p>Possible Resources and Areas of Continuous Provision Used. Computer,Laptop,torches,CD Player,camera,old mobile phones.</p> <p>Resources will be adapted and changed to suit the children's likes and interests. (See separate continuous provision document)</p>

<p style="text-align: center;">Cambo Pre-school Medium Planning Autumn 2012 1st half term Expressive Arts and Design (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>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending. • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>16-26 months 22-36 Months 30-50 Months 40-60 Month</p>	<p>We will be observing the children while they play imaginatively and use this as part of our weekly planning. We will provide role play opprtunities relating to topic and interests. We will provide opportunities for the children to make their own alien characters or space vehicles helping them to communicate their ideas and thoughts. We will provide props from stories eg Whatever Next...colander,wellies,a card board box for children to act out the story.</p> <p>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> <p>Possible Resources and Areas of Continuous Provision Used. Role play-Space ship,buttons,levers ec,charts for filling in. Space suits for dressing up,alien costumes Space music-a variety Instruments to make space sounds/alien sounds.</p> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring (engagement)</p> <p>Active Learning (motivation)</p> <p>Creating and Thinking Critically (thinking)</p>

