

# Cambo School

## Term 1 2014

# Ourselves/ Rainforests

Objectives in purple are 30 to 50 months, in green are from 40 to 60 months

Tapestry- online learning Journal

Updated with children's activities during the day for parents to see. Observations and new learning. Parents encouraged to upload observations at home to share.

| Learning Intentions   | Spontaneous learning opportunities and ongoing   | Planned activities   | Resources, events, outings and visitors  |
|---|--|--|--|
| <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>◆ Review of the day - share achievements with the group</li> <li>◆ Show work to class and in assemblies</li> <li>◆ Develop beginning and end of day routines hello/Goodbye song</li> <li>◆ Establish simple routines of the day</li> <li>◆ Develop tidy up time routines</li> <li>◆ Use of tracking sheet for taking the register in turns</li> <li>◆ Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>◆ Work in pairs and small groups at classroom activities</li> <li>◆ Make presents and cards for people on their birthdays</li> <li>◆ Talk to adults and peers in pairs and small groups</li> <li>◆ Put on coats, aprons, dressing up clothes, sand hats</li> <li>◆ Dress and undress for PE/ Swimming</li> <li>◆ Communicate needs</li> <li>◆ Join in discussions about stories and books that emphasise moral issues</li> <li>◆ Introduce different customs through stories and books etc.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Formulate positive class rules together - make up classroom signs to emphasise them</li> <li>◆ Discuss consequences of breaking rules</li> <li>◆ Circle time -contribute to discussion about looking after yourself</li> <li>◆ Set up personal hygiene rules and make posters to display in the classroom</li> <li>◆ Ask questions about caring for babies to a visiting mum</li> <li>◆ Look at photographs of children when they were babies - empathise with babies needs</li> <li>◆ Play "inside-out" - where each member of the class says something nice about a chosen child.</li> <li>◆ Wash, dress and undress baby dolls in role play and water tray.</li> <li>◆ Play name games to familiarise each other with new class members</li> <li>◆ Play game "hide and seek" with classroom objects to familiarise themselves with the classroom areas</li> <li>◆ Role play rules and manners to establish class protocols</li> <li>◆ Discuss how the owl babies feel when they are left on their own</li> <li>◆ Explore stories about caring for each other through role-play, small world and puppetry.</li> <li>◆ Play circle games and matching games to emphasise turn-taking.</li> </ul> | <p>Settling in</p> <p>Invite a mum and new baby in (Waiting for baby to arrive!)</p> <p>Trip to Kirkhrale Courtyard</p> <p>Trip to tescos Farm to Fork</p> |

Prime Area: Communication and Language

| Learning Intentions  | Spontaneous learning opportunities and ongoing  | Planned activities  | Resources, events, outings and visitors  |
|--|---|---|--|
| <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Responds to instructions involving a two-part sequence.</li> </ul> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>◆ Use imaginative talk in role play, small world play, puppet play,</li> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Converse with others in all classroom areas</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Choose to look at books alone and with others</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> </ul> | <p>Texts:<br/>Class 2 went to the Zoo<br/>AARGHH Spider<br/>Who's our new teacher<br/>Who lives here?<br/>Sensational senses!</p> <ul style="list-style-type: none"> <li>◆ Letters and Sounds activities</li> <li>◆ Develop role play area into hospital/clinic</li> <li>◆ Talk about a personal visit to the hospital</li> <li>◆ Listen to above texts on the tape-recorder</li> <li>◆ Retell above texts with magnetic story props/small world toys/puppets</li> <li>◆ Contribute to class lift the flap book - knock, knock, who's there, someone beginning with? Focus on names</li> <li>◆ Yoga- listening to Debbie to follow Yoga positions... followed by quiet time</li> <li>◆ Sharing time sessions. Developing personal speaking skills and listening skills.</li> <li>◆ Developing taking turns to answer questions during sharing time.</li> <li>◆</li> </ul> | <p>Settling in</p> <p>Invite a mum and new baby in (when it arrives!)</p> <p>Trip to Tesco's Farm to fork</p> <p>Trip to Kirkharle Courtyard</p> |

Specific Area: Literacy

| Learning Intentions   | Spontaneous learning opportunities and ongoing  | Planned activities   | Resources, events, outings and visitors                                    |
|---|---|--|--|
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <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> <li>• Continues a rhyming string.</li> <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>Writing</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Choose to look at books alone and with others</li> <li>◆ Bring books and take books home</li> <li>◆ Read class labels, names, signs</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> <li>◆ Make marks to signify writing</li> <li>◆ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books</li> <li>◆ Write name at every opportunity - sign up for dinner, computer, bikes, as label for models, on any work on paper- name cards in Sassoon tracker font.</li> <li>◆ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough,</li> </ul> | <ul style="list-style-type: none"> <li>◆ Letters and Sounds activities</li> <li>◆ Jolly phonic sessions set 1 - set 8</li> <li>◆ Letter formation sessions- shaving foam, playdough, whiteboards, chalk outdoors</li> <li>◆ Story time- children encouraged to bring in story to share.</li> <li>◆ Develop role play area into hospital/clinic/ rainforest vet</li> <li>◆ Listen to above texts on the tape-recorder</li> <li>◆ Retell above texts with magnetic story props/small world toys/puppets</li> <li>◆ Signs and labels for classroom and role-play area using ICT</li> <li>◆ Labels and captions for body, tasting and smelling investigations</li> <li>◆ Contribute to big class information book about senses.</li> <li>◆ Make books in body shape</li> <li>◆ Make growth zig-zag book from baby to grandparent.</li> <li>◆ Make I spy books (eye shaped)</li> <li>◆ Contribute to class lift the flap book - knock, knock, who's there, someone beginning with? Focus on names</li> <li>◆ Make feely book with different textures</li> <li>◆ Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys.</li> </ul> | <p>Settling in</p> <p>Drama taster session<br/>Lesley's Little Theatre</p> |

**Ourselves Term 1 2014 Medium Term Planner Specific Area: Mathematics**

| Learning Intentions  | Spontaneous learning opportunities and ongoing  | Planned activities   | Resources, events, outings   |
|--|---|--|------------------------------|
| <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> | <ul style="list-style-type: none"> <li>♦ Sing number songs and rhymes e.g.</li> <li>♦ Count 1-5, 1-10, 1-20</li> <li>♦ Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)</li> <li>♦ Recite number names in order, continuing the count forwards or backwards from a given number</li> <li>♦ Count a set of objects (5, 10, 20) giving just one number name to each object</li> <li>♦ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>♦ Recognise none and zero in stories, rhymes and when counting</li> <li>♦ Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly)</li> <li>♦ Count sounds, movements, moving things, objects in a circle, blank number track</li> <li>♦ Count quietly on fingers and in head</li> <li>♦ Count in tens and twos</li> <li>♦ Estimate a number and check by counting</li> <li>♦ Recognise numerals 1-9, then 0 and 10, then 10 and beyond</li> <li>♦ Compare two numbers and say which is more or less</li> <li>♦ Say a number which lies between two given numbers</li> <li>♦ Begin to use the vocabulary of adding and subtracting</li> <li>♦ Find one more or one less than a number from 1-10</li> <li>♦ Solve simple practical problems and respond to "what could we try next?"</li> <li>♦ Make shape pictures and patterns using 2d shapes</li> </ul> | <ul style="list-style-type: none"> <li>♦ Number fairy and her exploits!</li> <li>♦ Contribute to pictogram / graph about eye colour or hair colour and count responses</li> <li>♦ Collect information in a survey about favourite colours</li> <li>♦ Record favourite tastes / smells in a pictogram and count responses</li> <li>♦ Sort out pictures healthy and non-healthy foods and display as a pictogram.</li> <li>♦ Make age pictogram which changes over the year "I am 4, I am 5" picture moves on child's birthday</li> <li>♦ 5's birthday party!</li> <li>♦ Measure heights using large plastic bricks</li> <li>♦ Compare heights and weights of children Order heights of groups of children</li> <li>♦ Sort sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order/ playmobile jungle/rainforest</li> <li>♦ Devise different ways to measure and compare heights of children</li> <li>♦ Use hands and feet to measure children's silhouettes and count.</li> <li>♦ Play counting games using fingers (and toes)</li> <li>♦ Put house numbers - make Halloween counting book</li> <li>♦ Playdough numbers</li> <li>♦</li> </ul> | <p><b>NUMBER FAIRY!!</b></p> |

**Ourselves Term 1 2014 Medium Term Planner Specific Area: Understanding the World**

| Learning Intentions   | Spontaneous learning opportunities and ongoing   | Planned activities  | Resources, events, outings and visitors   |
|---|--|---|---|
| <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Enjoys joining in with family customs and routines</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <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>Technology</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> | <ul style="list-style-type: none"> <li>Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc</li> <li>Make DT models with junk materials</li> <li>Make family puppets</li> <li>Build construction houses for play people families</li> <li>Get to know where things are kept in the classroom</li> <li>Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc.</li> <li>Observe things closely, record through drawing and modelling</li> <li>Discuss changes, patterns, similarities and differences e.g. Observe and record the weather</li> <li>Use computers, calculators, programmable toys, tape recorders, cameras confidently</li> <li>Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork</li> <li>Use small world and role play to explore other lives and environments</li> <li>Visit other people and places</li> <li>Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>Develop language of time through sequencing events and daily routines</li> </ul> | <ul style="list-style-type: none"> <li>Taste 3/4 different foods, identify them and state a favourite and say why</li> <li>Make different jellies and guess flavour.</li> <li>Smell 3/4 different smell pots, describe them and discuss likes and dislikes.</li> <li>Touch different fabrics and materials in class feely book/alphabet/names and describe</li> <li>Play feely bag games, describing objects hidden within</li> <li>Experience hot and cold contrasts - weather, clothes and record using collage materials on paper doll</li> <li>Listen to sounds tape and draw what is heard and discuss as a group.</li> <li>Game: A chosen child says "fish and chips" and a blindfolded child has to guess who it was by recognising the voice</li> <li>Listen to instruments behind a screen and guess which made the sound.</li> <li>Sort musical instruments into types of sounds e.g. bangs</li> <li>Experiment with magnifying glasses, telescopes, kaleidoscopes, colour filters, mirrors etc.</li> <li>Compare and describe seasonal colours, flower colours,</li> <li>Play blindfold guessing games dependant on hearing, touch etc</li> <li>Make graphs of eye colour, hair colour on computer</li> <li>Talk about a visit to the hospital, dentist, clinic</li> <li>Ask a new mum about looking after a baby and</li> <li>Recollect childhood experiences</li> <li>Bring in photos of children as babies - guess who is who</li> <li>Wash, dress and undress baby dolls</li> <li>Talk about what babies can and can't do and what they need when they are young e.g. bottle, cot and explain why</li> <li>Make a zig-zag book about growing from a baby to child to adult to grandparent</li> <li>Look at world- where we live and rainforests. Explore animals in the rainforests</li> </ul> | <p>Tesco's farm to fork (senses)</p> <p>Visit from Gorilla left in parcel from WWF!</p> |

| Learning Intentions  | Spontaneous learning opportunities and ongoing   | Planned activities   | Resources, events, outings and visitors   |
|--|--|--|---|
| <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• <b>Can copy some letters, e.g. letters from their name.</b></li> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• 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.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision</li> </ul> | <p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> <li>◆ Join in PE lessons that focus on travelling skills (running, hopping, skipping, jumping) and body parts</li> <li>◆ Swimming lessons begin week 3</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>◆ Make range of jigsaws</li> <li>◆ Sewing - cards, binca, holes punched in paper</li> <li>◆ Threading beads, reels, pasta, shapes etc.</li> <li>◆ Dressing up</li> <li>◆ Make collages/models using scissors, glue, tape, paper, junk</li> <li>◆ Use paintbrushes and mark-makers</li> <li>◆ Play with sand and water toys,</li> <li>◆ Use computer keys and mouse</li> <li>◆ Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>◆ Explore textures e.g. gravel, talc,</li> <li>◆ Use cutlery independently at lunchtimes</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>◆ Adopt healthy and hygienic routines throughout the school day</li> <li>◆ Changing for PE- turning clothes the right way around. Socks and tights!</li> <li>◆ Swimming. With help!</li> </ul> | <ul style="list-style-type: none"> <li>◆ Play starting and stopping on a signal games</li> <li>◆ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.)</li> <li>◆ Do aerobics classes to music and explore changes to bodies afterwards</li> <li>◆ Make plates of dough food (healthy/non-healthy)</li> <li>◆ Sort out pictures/menus of healthy and non-healthy foods and display as a pictogram.</li> <li>◆ Design and paint posters concerning personal hygiene routines lifestyles e.g. brush your teeth, wash your hands</li> <li>◆ Make a class book about things that help us to grow healthily (good food, rest and sleep, washing etc.) and things that don't (smoking, sweets etc.)</li> <li>◆ Read "I want my potty" as a starting point for discussing toileting routines</li> <li>◆ Role play keeping "baby" clean and well-fed</li> <li>◆ Handwriting sessions linked to letter formation using shaving foam, whiteboards etc</li> <li>◆ Handwriting programme the 'Jungle Journey' developing whole body for writing</li> <li>◆ Talk about effects of exercise after PE or outside play - perspiration, racing heart beat, heavy breathing, tiredness.</li> <li>◆ Practice sewing skills by punching holes in shapes (body, face) to sew through</li> <li>◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc.</li> <li>◆ Hula hoops to be explored at playtime blue bars, balancing, travelling and upper body strength</li> <li>◆ Wheeled toy play</li> <li>◆ Construction area outdoors to develop gross motor skills</li> </ul> | <p>Yoga Wednesdays (Autumn 1)</p> <p>Tag rugby Friday</p> <p>Swimming Tuesday</p> |

**Ourselves Term 1 2014 Medium Term Planner Specific Area: Expressive Arts and Design**

| Learning Intentions   | Spontaneous learning opportunities and ongoing   | Planned activities  | Resources, events, outings and visitors  |
|---|--|---|--|
| <p><b>Exploring and Using materials</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• 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.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, foods and materials</li> <li>◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>◆ Printing with string, shapes, food, leaves, lino,</li> <li>◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>◆ Modelling with junk, clay, dough, construction, wood</li> <li>◆ Look at paintings and other forms of art and discuss content and style</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from different times</li> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times</li> </ul> | <ul style="list-style-type: none"> <li>◆ Sing songs relating to body parts e.g. "heads, shoulders, knees and toes", "1 finger, 1 thumb", "Tommy Thumb", "Clap your hands and wiggle your fingers", "If you're happy and you know it clap your hands"</li> <li>◆ Explore using body parts, including voices, to make sounds</li> <li>◆ Draw around friend on playground to explore different body parts. Play can you find their hand etc</li> <li>◆ Clap syllables in children's names and make into patterns over a steady beat</li> <li>◆ Explore different ways of making sounds with musical instruments</li> <li>◆ Make collage alphabet or names with different textured materials.</li> <li>◆ Explore Henri Rousseau and his rainforest painting. BIG ART outdoors (linking with PD gross motor)</li> <li>◆ Design and paint posters recommending healthy lifestyles e.g. brush your teeth, wash your hands</li> <li>◆ Make pictures with hand prints, finger prints, foot prints etc.</li> <li>◆ Self portraits using mirrors, mixing skin colours</li> <li>◆ Observation drawings of eyes using magnifying glasses</li> <li>◆ Make collages on paper plates of healthy and non-healthy meals</li> <li>◆ Draw skeletons with white chalk on black paper</li> <li>◆ Make doll figurines from tin foil</li> <li>◆ Use different body parts to make textures e.g. bubble painting</li> <li>◆ Draw members of family focusing on scale</li> <li>◆ Make moving puppets using shapes</li> </ul> | <p><b>Music- Mrs Anderson singing for harvest festival</b></p> <p><b>Exploring un tune musical instruments</b></p> |



Independent Play - observations to include the Characteristic of Effective Learning.

**CHARACTERISTICS OF EFFECTIVE LEARNING:**

**Playing and Exploring**  
**(engagement)**

Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go':

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

**Active Learning**  
**(motivation)**

Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

**Creating and Thinking Critically (thinking)**

Having their own ideas:

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links:

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things:

- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Tapestry to highlight the Leuven Scales  
Well Being and Involvement in tasks

**The Leuven Scale for Well-being**

| <b>Level</b> | <b>Well-being</b> | <b>Signals</b>   |
|--------------|-------------------|--|
| 1            | Extremely low     | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.  |
| 2            | Low               | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.  |
| 3            | Moderate          | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.  |
| 4            | High              | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.  |
| 5            | Extremely high    | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance. |

**The Leuven Scale for Involvement**

| <b>Level</b> | <b>Well-being</b> | <b>Signals</b>   |
|--------------|-------------------|--|
| 1            | Extremely low     | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.  |
| 2            | Low               | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.                             |
| 3            | Moderate          | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted. |
| 4            | High              | Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.   |
| 5            | Extremely high    | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.   |