

Planning for continuous adult led provision

<p><u>Activity</u></p>	<p><u>Mark Making, Planning & Recall</u> – Children are encouraged to self-register and engage in a mark making or fine motor skills activity daily. They will make their first plan for worktime with their keyworker and key group. After worktime the key group will come back together to reflect on their initial plans and their learning.</p>	<p><u>Breadsticks</u> – Children take part in daily mathematics, calculating how many breadsticks we need to count out so that there are enough for everyone. This often includes making mathematical marks to create a tally. They wash their hands - wipes - before eating their breadsticks.</p>	<p><u>Story/Singing</u> – Children will engage in a daily story or singing session. This will be either within the key group, or joining with another key group to experience listening activities as part of a larger group.</p>
<p><u>Resources</u></p>	<p>Range of mark making & fine motor skills resources e.g. pencils, chalk, crayons, pens, highlighters, clipboards, chalkboards, rolls of paper, sand, peg boards, threading, mosaic tiles.</p> <p>Resources for planning/recall – e.g. photographs, planning books, telephones, talking toy, bottle spinner, puppets, fiddle toys.</p>	<p>Whiteboard, pen, rubber, number line, cubes, wipes, bowls, breadsticks.</p>	<p>Fiction/non-fiction books, story props, Interactive whiteboard, song props, number puppets. Musical instruments, musical or story cds.</p>
<p><u>Focused Curriculum Link</u></p>	<p><u>Characteristics of Effective Learning</u> – Making decisions, choosing how to do things, checking how well activities are going and reflecting on and evaluating their plans.</p> <p><u>Communication and Language</u> – to listen to others in a small group. To use talk to express preferences, and to organise, sequence and clarify thinking.</p>	<p><u>Mathematics</u> – to recite number names in order, counting with one to one correspondence and counting out breadsticks from a larger group. To recognise numerals, matching to the corresponding number of breadsticks. To represent numbers using marks on paper. To begin to use the vocabulary of addition and subtraction through practical activities. To solve problems involving addition, subtraction, doubling and halving.</p>	<p><u>Communication and Language</u> – To listen to stories with increasing attention and recall, joining in with repeat refrains and anticipating key events. To begin to follow a story without pictures or prompts.</p> <p><u>Literacy</u> – To have favourite stories and rhymes. To begin to understand how stories are structured, predicting how they think the story might end. To talk about settings, events and characters.</p> <p><u>Expressive Arts and Design</u> – To join in with and build up a repertoire of familiar songs. To join in with dancing and ring games. To explore sounds made by musical instruments.</p>
<p><u>Other possible links</u></p>	<p><u>Personal, Social and Emotional Development</u> – to develop the confidence to speak in a familiar group. To try a range of new activities.</p> <p><u>Literacy</u> – to recognise own name and names of other familiar people. To give meaning to marks as they draw or write.</p> <p><u>Physical Development</u> – to develop fine motor skills, using writing tools with increasing control.</p>	<p><u>Personal, Social and Emotional Development</u> – to be part of a larger group, taking turns and contributing ideas.</p> <p><u>Physical Development</u> – to show an understanding that good practices with regard to hygiene can contribute to good health,</p>	<p><u>Physical Development</u> – to move freely, with pleasure and confidence in a variety of ways. To show control and co-ordination in large and small movements.</p>
<p><u>Language and Questioning</u></p>	<p>What's your plan? Where will you work? Who with? What will you do first? What do you think you will need? Did it work? Did you have any problems? Would you do anything differently? Did you make any other plans? Can you tell us about them?</p>	<p>How many girls/boys in our group? How many children altogether? How many do we need? How can we work it out? What can we use to help us? What if we want two each? I think I'd like one...can we add one more? Look at the towers - are there more girls or boys? How do you know?</p> <p>Count, number names, numerals, add, , more, total, equals, how many, altogether, less, fewer, number sentence, number line, double, half,</p>	<p>What do you think this story will be about? Have you read it before? What can you see? What do you think this character is saying/doing/thinking. I wonder what will happen next. What was your favourite part? Do you have a favourite song? Tell me about the sound of the instruments.</p> <p>Story, song, rhyme, poem, character, setting, instrument, rhythm, beat</p>
<p><u>Individual Learning Opportunities</u></p>	<ul style="list-style-type: none"> • For all children to make a plan, verbally or using picture prompts. • For most to talk about their plans in a familiar group. • For some children to reflect on and evaluate their plans. 	<ul style="list-style-type: none"> • For all children to join in with counting • For most children to say number names in order, saying one number name for each object counted. For most to recognise numerals of personal significance. • For some children to solve problems involving addition, subtraction, doubling and halving. 	<ul style="list-style-type: none"> • For all children to listen to and join in with stories and songs. • For most children to talk about the story. • For some children to make predictions about what will happen next.

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