

Learning to promote Foundation Stage 1&2 Indoor/outdoor Classroom WB: 31.10.11 **Room on a Broom**

<u>Area/Activity</u>	<u>Inexperienced Learner 2-3</u>	<u>Semi- Experienced Learner 3-4</u>	<u>Experienced Learner 4-5plus</u>	<u>Extensions To the profile</u>
<p><u>Social & Emotional development</u> Focus question: What can you do? We are working towards encouraging children to have a positive sense of self. Every child will be encouraged to celebrate an individual achievement. Lots of positive discussion surrounding what each child can do NOW! FS will be encouraged to get physical outdoors and dodge ball and the parachute will be a daily choice for those children who are full of energy. Focus Question: What would you like to do? Ext: why would you like to do that? Introduction of plan, do and review with focus on the above question The children will be encouraged to give appropriate responses.</p>	<p>Encourage the children to positively explore their new environment. As they practice existing skills during play comment upon what they can do. Reward with praise, encouragement and stickers and reinforce what it is that they have done. Point to the child's picture on display reinforcing that they are special! During plan, do and review, encourage children to begin to point to what they want to do and say the word.</p>	<p>These children need to freedom to explore the indoor and outdoor classroom. During their play, highlight what the child can do or talk about what the child has achieved. Celebrate their success verbally and with stickers. Draw the child's attention to the I can ... /challenge display reinforcing what they can do and challenging them more. During planning time encourage the children to point to what they want to do and give a very simple sentence in response to the question.</p>	<p>During play remind children of their successes and skills. Encourage children to share their achievements and reward positively with praise and stickers. Involve these children in discussions surrounding what they can do that makes them special. Draw attention to their individual achievements on the Display. At planning time, these children should be encouraged to give a simple but clearer sentence on where they want to play.</p>	<p>Explain that everyone is special and different in their own way. Demonstrate this through discussions and ask children 'What can you do?' encourage them to respond with 'I can...!' Use the floor book to record the discussion and draw attention to the class display. During plan, do and review, these children need to respond to the question with a structured sentence i.e. 'This morning I would like to...'</p>

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<p>linking sounds to letters</p> <p>Focus question: What sound does your name begin with? What else begins with this sound? Batty Basics</p> <p>Blending</p> <p>Rhyme focus, broom, room, zoom, doom,</p> <p>Language for thinking</p> <p>Lots of focus on speaking and listening through story telling and singing rhymes in the outdoor classroom to expose children to the spoken language. ROOM ON A BROOM Support children through simple questioning to encourage them to share what they have been listening to or what they can hear.</p> <ul style="list-style-type: none"> • Use plan, do and review to practice speaking and listening. • Tuesday will see the introduction of 'what's in my bag?' Each Key worker has a bag in which there will be items that tell their group what they were doing that. Each bag will be linked to magic and wizards. • Snack time is a focus time to talk and share with food tasting lots of different oranges and satsumas will be good to link to our orange theme. • WOW word of the week is MAGNIFICENT 	<p>These children will need to be introduced to the tree house area. Encourage children to explore a simple story in small groups or 1-1. Point to pictures and use simple vocabulary as these children require lots of opportunity to hear the spoken language and extend their vocabulary. They need to engage in music making, hearing different sounds and singing different songs. Join in with circle time.</p>	<p>Encourage them to join in simple story telling in small groups. Lots of discussion about the pictures using simple sentences about what is happening. Read short stories and talk about what they have been listening to. Children need the freedom to explore music making to hear different sounds and new vocabulary. Can they think of a rhyme to sing? Join in with circle time and have the confidence to be the interviewer.</p>	<p>Pp1-2 Linking sounds</p> <ul style="list-style-type: none"> • Enjoys participating in rhyming and rhythmic activities • Can recognise rhythm in spoken words • Responds to rhymes and songs joining in with either voice or actions <p>PP1-2 Speaking and listening</p> <ul style="list-style-type: none"> • Follow simple instructions • Listen in group activities e.g. stories • Communicate with others through words or gestures. e.g. point to the activity they wish to participate in • Use conventions of pleas and thank you <p>Responds to a range of sounds through imitation</p>	<p>PP2-3 Begins to notice when words have the same beginning sound</p> <p>PP3-4</p> <ul style="list-style-type: none"> • Shows an awareness of words which rhymes <p>PP4-5</p> <ul style="list-style-type: none"> • Can sound up to 10 letters of the alphabet • Gradually can sound most letters of the alphabet <p>Speaking & Listening</p> <p>PP2-3</p> <ul style="list-style-type: none"> • Will join in at peripheral level with group conversations • Prefers informal to formal situations • Can follow different instructions and routines <p>PP3-4</p> <ul style="list-style-type: none"> • Will frequently talk to self during play • Build up vocabulary related to own experiences and continue to develop the forms of simple sentences • Extend forms of utterance to clarify meaning and show their thinking e.g. "I want to play with the red car next" <p>PP4-5</p> <ul style="list-style-type: none"> • Ask simple questions and show they are beginning to understand • Begins to listen to stories that are unfamiliar • Responds to questions such as 'What do you think happens next?'
<p>Reading & Writing Introduction of the Book of the week Room on Broom Simple</p>	<p>These children will physically explore simple books, learning</p>	<p>Lots of story telling in small groups exploring what is inside</p>	<p>Reading</p>	<p>See daily reading for PP</p>

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<p>questions like where is the start They will experience how to handle books respectfully and explore what is inside a book. They need to learn a story over a week to experience repetition and be able to tell you the author, characters and even to sequence the story.</p> <p>What's in the book?</p> <p>Using flash cards to develop the nine nouns with all children - see nine nouns list</p> <p>The magic spelling technique will be implemented into tag time and have focus time after lunch for FS2.</p> <p>Children will participate in Squiggle whilst You Wiggle. Children will be encouraged to explore independent mark making in different mediums. Chalk, foam. This will also be encouraged outdoors in a variety of mediums.</p> <p>In the writing area envelopes and coloured paper will be available for children to write letters to characters from the story. Dear Witch, please can I ride on your broom, Give a reason?</p> <p>Would you like to ask the witch if you can go on her broom?</p> <p>Whats in your cauldron? What would you have on your broom? Who would you let on your broom?</p> <p>A spell book could be found and the pages be empty - which means the children have to create spells and write lists of ingredients.</p>	<p>how to hold books and turn pages. Lots of simple story telling in small groups or 1-1 and encourage children to join in through pointing to pictures and using matching vocabulary. These very children may need a photograph on their name tag but encourage them to look up and to the left at tag time.</p> <p>Encourage these children to join in with Write Dance. Support children to explore foam, paint, chalks and crayons to experience mark making.</p>	<p>the book. Look at pictures and talk about what could be happening in the story. Point to the print with your finger but main emphasis should be on pictures.</p> <p>Encourage children to explore their name tag by looking up and to the left and hold their attention.</p> <p>Encourage quality movements during Write Dance.</p> <p>Lots of opportunity to explore the activities of Batty Basics but let them mark make independently. Encouraging them to give meaning to the marks they make.</p>	<p>Writing</p> <p>PP1-2</p> <ul style="list-style-type: none"> • Make up, draw and talk about stories associated with the drawings • Use a range of drawing equipment selectively • Recognise that drawing and writing are different <p>PP2-3</p> <ul style="list-style-type: none"> • Form letters correctly • Know that, when they write something, it has to make sense • Tell an adult what they want to say about a picture they have made • Recognise own name in print 	<p><u>differentiation.</u></p> <p>Writing</p> <p>PP3-4</p> <ul style="list-style-type: none"> • Use both upper and lower case letters when writing • When they read they go from left to right • Point to where the writing starts • When writing they move from left to right and start at the top and work down <p>PP4-5</p> <ul style="list-style-type: none"> • Write letters that are the same size and almost always written the right way round • Hold a pencil correctly • Uses left to right and bottom to top conventions of print • Is beginning to organise their writing on paper
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<p>Physical development Focus Question: Gross Motor: How can I move? Fine Motor: What can I make using scissors? What finger rhymes do I know? Give children the freedom to explore how their bodies move. What can they do? Can they hop, jump, run..... Explore lots of large body actions to accompany the singing of number/nursery rhymes as in CLIC new speckled log Ask questions such as, if you were a speckled frog how would you move? If you were a cat, bird, dragon? Create a performance area to show your moves. Bilateral exercises - FS1&2 doing paint a person using soft mitts.</p> <p>Having the brooms (from ASDA) in the physical space, for broom school. An adult will need to be the broom instructor and direct the L plated broom flyers ... see number for positional language. <u>Breakfast boogie at 8.30</u> Using sticky kids CD focusing on marching song with the children Can skip and march with opposite arm and leg</p> <p>Use the willow structure to fly under and around. Physical gang: every morning the physical gang will go into the yr1 playground and have large opportunities to run and jump and skip. They need 30 mins strong physical exercise.</p>	<p>Gross motor coordination Can skip and march with opposite arm and leg</p> <p>Can hop and two feet jump fluently PP1</p> <p>Fine muscle control Can put their own shoes on and off independently</p> <p>Can grasp, hold and release objects e.g. drinking from a cup PP1</p> <p>Balance and postural control Balance with eyes opened and closed whilst both feet are together for 10 seconds</p> <p>Stand on each leg for 5 seconds eyes open</p>	<p>Gross motor coordination</p> <p>Good knowledge of body parts e.g. arms, legs, trunk, head, hands and feet PP1</p> <p>FINE muscle control Can fasten and unfasten buttons and zips</p> <p>Co ordinate both hands in cutting skills e.g. one hand cuts and one stabilises</p> <p>Can tie the first knot in laces</p> <p>Balance and postural control Balance with eyes opened and closed whilst both feet are together for 10 seconds Stand on each leg for 5 seconds eyes open</p>	<p>Gross motor coordination</p> <p>Can coordinate the body parts in fluid movements e.g. skipping</p> <p>Can skip and march with opposite arm and leg</p> <p>Can hop and two feet jump fluently</p> <p>FINE muscle control Can fasten and unfasten buttons and zips</p> <p>Co ordinate both hands in cutting skills e.g. one hand cuts and one stabilises</p> <p>Can tie the first knot in laces</p>	<p>Gross motor coordination</p> <p>Can coordinate the body parts in fluid movements e.g. skipping</p> <p>Can skip and march with opposite arm and leg</p> <p>Can hop and two feet jump fluently</p>
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<p>Creative Focus questions: Art: What will you paint? Music: What will you sing? DT: What can I create? Role play: Can you be a witch? Bird? Frog? Cat? A dragon?</p> <p>The willow area outdoors will be changed to the dragons den where stories can be shared introduce flickering tea lights and torches will be available inside.</p> <p>Outside there will be letter formation zone where they can write in sand, then foam, then paint to create letters.</p> <p>Mon: green day, green water with peppermint, green foam (mix in paint). Lots of physical - build a broom stick obstacle course. KP will be needed to extend and develop the physical zone.</p> <p>Tuesday - Rhyme it day, combs in foam, pigs and wigs, bears on chairs, wellies in jelly, frogs on logs, pond and wand, fish in a dish, croak in a cloak, frisk the whisk and plunge the gunge, stars on guitars, trains in the rain, ride on a slide... all outdoor activities have rhyming purposes.</p> <p>Wed: Mixing and making a commotion in your potion - allow the children to mix and make and mash! Use bowls, mash, porridge, foam, food colouring</p> <p>Thurs: Favourite activities and under the canopy have a creation area ... opportunity to make magic creations at the creation station. Brooms, wands, dragons ... Fri: Spider day! Now the witch has a spider who</p>	<p>These children need the free experience of creativity. They need opportunity to participate in pretend play alongside more experienced learners. They need opportunity to manipulate a wide range of materials that allow them to use their senses through hearing, smelling, touching and feeling. They need to explore free painting and be encouraged to follow the process of paint and mark make with different items to make patterns but really let them paint the whole paper however they choose!</p> <p>Encourage them to participate in repetitive movements as they scumble and use mark making tools.</p> <p>Encourage them to work with the water getting wet, splashing and talking about their experiences in the water.</p> <p>Encourage them to get involved in everything sensory and discuss their findings and feelings with them.</p> <p>Encourage them to explore musical instruments and listen to the different sounds.</p>	<p>These children need to explore mediums such as paint, dough, chalks and musical instruments so that they can choose their preferred form of expression. Do a smart art demonstration for these children and then see if they can follow instruction, they can repeat it as many times as they please.</p> <p>Encourage them to describe what they see and what they can, hear, smell, touch and feel. Engage in their play and communicate with them about their creative endeavours.</p> <p>For assessment purposes, observe who enjoys messy play and who stands back from it. Encourage children to communicate verbally about their creations, what can they tell you about the colours, textures and experiences they have had?</p> <p>Encourage children to explore the musical instruments with more control. Encourage them to join in with construction activities and talk about creations.</p>	<p>These children need constant questioning with the focus questions. They need to explore their own creativity and be challenged by this approach.</p> <p>They can verbalise their sensory experiences provided by each stimulus.</p> <p>What can they see, touch, hear, and smell? What's different? What do they like and dislike about each stimulus? Can they tell their peers something special about their creations?</p> <p>Encourage these children to explore the musical instruments in the show stable and create loud/quiet sounds and make music to go with number rhymes.</p> <p>Visit the modelling area and explore the different materials. Encourage children to work alongside other children in their play and encourage talk by comparing creations and making comparisons.</p> <p>Explore different tools and expressive mediums to make a special effect.</p>	<p>These children require the questioning approach throughout their creative endeavours. Ask questions to challenge further learning such as how did you create that effect? What could you do next? Which part is your favourite? What would you change and why? How could you make that even better? Encourage children to enter into discussion about their creations with adults and children. Respect children's efforts and create a show area for discussion. Encourage unusual design. Encourage children to do their own independent work with different items. Encourage them to verbalise their experience and highlight the letter words that they use. Evaluate their work with their peers and adults. Can be recorded in the floor book. Can they explain to their peers how they made their creation so that they can make the same?</p>
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<p>wants to jump a board her broom and zoom to moon. Lots spider creations, black water with sparkle, weave spiders webs with wool, chalk spiders webs, string and glue spiders webs, pasta webs on plates, play hide the spider.</p>				
<p><u>Knowledge & understanding of the world</u></p> <p>Focus Questions:</p> <p>ICT:</p> <p>Science: What are you using that's the same? What are you using that's different? What happens when we change something we are using? PP2</p> <p>Different textures in the exploration area, green cornflour, green pasta, green sparkly dough.</p> <p>Communities: Looking at the festival celebration of Halloween in the welcoming of the winter. Talk about light and dark, look at the changes in weather and clothing. How does the air feel? Can you make dragon breath?</p> <p>Looking at changes outdoors, walking round the school looking at trees and leaves. Looking at colours and search for what's still green. Plant spring bulbs and Christmas flowering indoor plants.</p>	<p>These children really need the freedom to explore their immediate surroundings. Talk to them about what they see, smell, touch and hear as they play. Allow them to explore the water, sand, paint, glue and construction and talk to them about what they are experiencing. Talk to them about their end products and talk to them as they explore activities that are of interest them. Constantly commentate on what they are doing, if they add sand to water talk about the changes using simple vocabulary so that they become aware of cause and effect.</p> <p>Allow them to observe the interactive whiteboard and begin to develop an understanding of how to use it appropriately.</p>	<p>These children need explore their immediate environment and begin to know where everything belongs. Talk about the features of the outdoor classroom and what they can see. Again use lots of discussion about what they see, hear, smell and touch as they play. As they play ask questions about what is happening. Introduce the question 'What happens when...?' such as adding stones to guttering to stop water or changing a container to a container with holes. As they play with equipment ask them how it works and challenge their thinking.</p> <p>Allow them to explore the workshop alongside more experienced learners and develop their curiosity.</p>	<p>Constantly question these children as they play. Challenge them to explain what they are doing and how they are achieving their results. Encourage the children to show you what they are doing. Introduce the workshop and allow and talk about the possibilities of the resources within it and their uses to stretch their imaginations. Support these children to find out answers such as what happens when different colours are mixed together, what happens when dry spaghetti gets wet etc</p> <p>Take these children to the local shop and talk about the features that you see on route. Introduce the map of Thornaby as a display.</p>	<p>Again, these children need to be constantly questioned during their play. Ask them to explain how different tools work and how they can manipulate them to create a different effect. Encourage the children to visit the construction and challenge them to make a creation with the resources. Do they know what the different uses of the parts are? Give the children challenges to find out more information. What happens if ...? Encourage prediction then evaluation. Encourage children to be roaming reporters by mark making reports about what they have seen during their session or about their own play</p>

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<p>Numeracy</p> <p>Focus questions: Can you solve the problem? What happens if...? How many now? Where am I?</p> <p>Focus on lots and lots of number conversations using our weekly rhyme FS1 wind the bobbin and baa baa FS2 the passengers on the bus 12345</p> <p>Lots of focus on counting. Lots of physically acting out rhymes involving the number. SEE SLIC AND CLIC MIND MAP</p> <p>Outdoors have a shape table available to draw out and around the 2D shapes asking questions about the patterns and pictures they draw.</p> <p>There will be an assortment of counting activities such as number people, compare bears, farm animals, playdough mats, number frogs and jelly to use to make up number stories to stimulate questioning and problem solving.</p> <p>Lots of jumping on hopskotch. Many opportunities to physically act out number rhymes to explore number.</p> <p>FS2 See CLIC planning</p>	<p>Lots of singing number rhymes with the musical instruments. These children will just engage in physical counting activities and songs. They will count items using 1 -1 correspondence demonstrated by the keyworker.</p> <p>Encourage children to just enjoy exploring the activities with the support of more experienced learners.</p> <p>Encourage these children to jump on the trampoline and count for them to encourage them to join in.</p> <p>Let these children simply play with the shayped characters and find a favourite.</p> <p>Talk about positional language during play to introduce vocabulary.</p>	<p>As with the 2-3's, let these children explore the number rhyme songs. Let these children participate with the activities counting up to 5 then beyond. Have a midnight snack for 10 in the bed and encourage these children to group items in different amounts and count how many items are in each group.</p> <p>Again these children can physically experience numbers and begin to recognise numbers that are important for them such as their own age.</p> <p>Let them physically explore numbers. They can jump on the trampoline and count for their peers as they jump!</p> <p>Lots of talking about positional language during play, to stimulate vocabulary.</p>	<p>PP1-2</p> <ul style="list-style-type: none"> • Show interest in and listens to number rhymes and songs • Shows interest in numbers and counting during play • Happy to join in number rhymes involving addition • Enjoy creating pictures from shapes <p>PP2-3</p> <ul style="list-style-type: none"> • Attempt to count getting some numbers in the right order • Use some number names accurately in their play <p>Begin to represent numbers</p> <ul style="list-style-type: none"> • Recognise differences between unequal groups • Match simple shapes • Recognise similar shapes of different sizes 	<p>PP3-4</p> <ul style="list-style-type: none"> • Count out up to 6 objects from a larger set • Can work out 'one more than' up to 5 • Can count up to 5 • Talk about the features of shapes, using simple vocabulary such as 'flat'/'pointy' <p>PP4-5</p> <ul style="list-style-type: none"> • Count out up to 6 objects from a given set • Take up to 6 objects from a larger set • Can work out 'one less than' up to 5 objects • Know the names of shapes such as square, circle, and triangle <p>Extension 4-5</p> <ul style="list-style-type: none"> • Use number names to 10 in order in familiar contexts • Know that addition is the bringing together of two groups • Can copy and continue a simple pattern • Can recognise a mistake in a pattern
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