

Planning for Learning through People who help us

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Making plans

Child-friendly planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

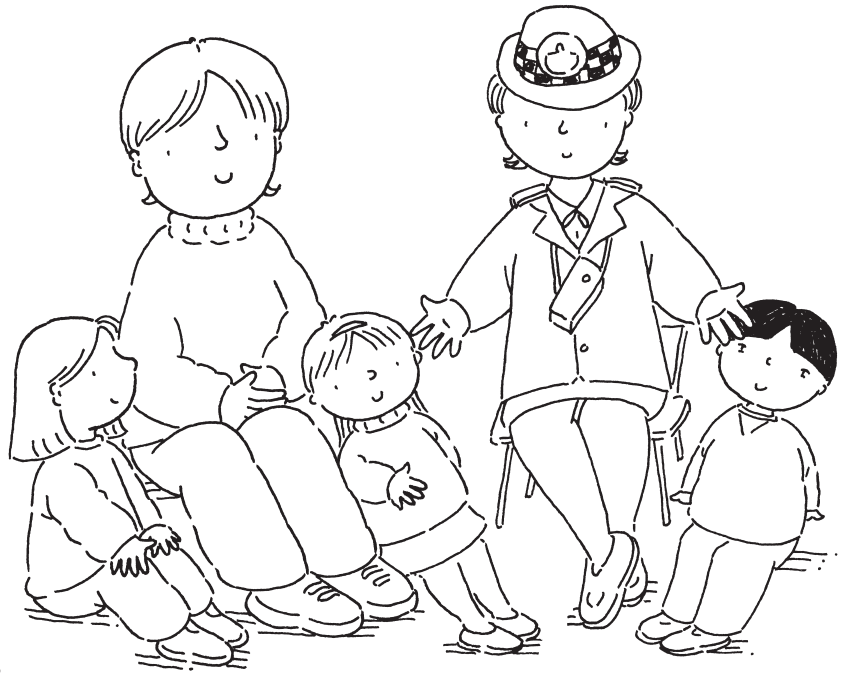
Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.

The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity. In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of



Learning are perhaps of most use for planning, assessment and recording.

Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any assessments or observations that you are likely to carry out. After carrying out the activities, make notes on your plans to say what was particularly successful, or any changes you would make another time.

A final note

Planning should be seen as flexible. Not all groups meet every day, and not all children attend every day. Any part of the plan can be used independently, stretched over a longer period or condensed to meet the needs of any group. You will almost certainly adapt the activities as children respond to them in different ways and bring their own ideas, interests

Using the 'Early Learning Goals'

The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework's content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2012), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are 'particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive' (page 4, DfE 2012). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages 4 to 7, have been used throughout this book to show how activities relating to 'People who help us'

could link to these expectations. For example, for Personal, Social and Emotional Development one aim relates to the development of children's 'self-confidence and self-awareness'. Activities suggested which provide the opportunity for children to do this have the reference



PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.

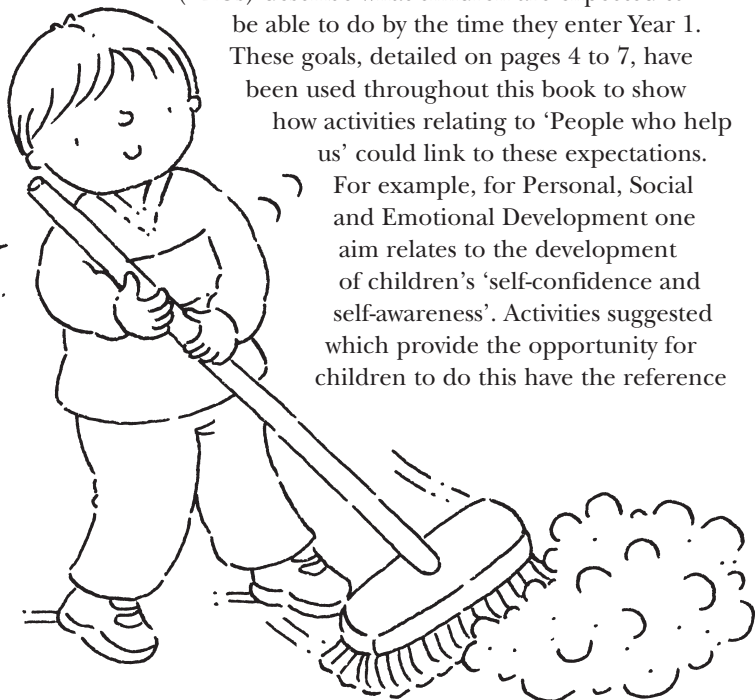
In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, while making collages of foods on paper plates, children will develop their knowledge of shapes as they talk about the shapes they select. In addition they will be able to use their imaginations and use skills within Expressive Arts and Design. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

The Prime Areas of Learning Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (CL2)

Speaking: 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. (CL3)



The theme 'People who help us' provides many opportunities for children to enjoy listening, understanding and speaking. When the children listen to stories, or speak to people such as a dentist or person from a fire station they will develop skills for CL1. Baking following a simple recipe and making plans for the 'Thank you party' will encourage both speaking and listening as well as require the children to follow instructions. Times spent speaking about people who help us at home, to have food and to be healthy and safe will allow children to develop their understanding and provide occasions for children to ask and answer questions.

Physical Development

Moving and handling: 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. (PD1)

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD2)

'People who help us' offers many opportunities for children to enjoy movement activities and to handle tools and equipment. When children take part in a simple circuit of activities, or play 'Simon says' where the actions relate to staying healthy, they can develop and demonstrate control and co-ordination. Making fruits from playdough and collecting skittles as pretend milk bottles helps children to develop their fine motor skills. Areas such as basic hygiene and going to the toilet independently, however, will be part of on-going, daily activity and, as a result, PD2 does not appear within the described activities for Physical Development for 'People who help us'.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (PSE1)

Managing feelings and behaviour: 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. (PSE2)



Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (PSE3)

'People who help us' offers many opportunities, both for child-initiated and adult-led activities, that will develop children personally, socially and emotionally. When playing in a role-play grocer's shop children have the opportunity to make relationships. When discussing safety, talking to a police officer or describing ways to be helpful at home, children can develop self-confidence and self-awareness. Role-playing being a parent allows children to manage their feelings and behaviour. Many of the areas described within the ELGs for Personal, Social and Emotional Development though, will be covered on an almost incidental basis. Any activity that involves collaboration will help children to build relationships whilst self-confidence can be promoted through activities that allow children to show initiative and follow their own trains of thought.

The Specific Areas of Learning

Literacy

Reading: 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. (L1)

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences

Theme 2: People who help us at school/nursery/pre-school

Communication and Language

- Ask children to suggest the names of all the people who help them at school/nursery/pre-school. Encourage them to think about the people who clean, who make meals, who look after the books, who set out activities and who answer the telephone. Talk about what would happen if one of the people was ill and could not do their work. Help the children to appreciate that each person has an important role. (CL3)
- Make finger puppets from card circles of the people who help at school. Enjoy using the puppets to talk about what the people have done to be helpful and what they hope to do. Collaborate in playing with the puppets. (CL3)

Physical Development

- Talk about the routines that are helpful when playing outside with large toys, such as stopping for a whistle or bell. Enjoy playing outside with large toys and encourage children to be helpful and also to appreciate how the adults that watch help them. (PD1)
- Talk about the rules that are necessary for using large apparatus safely. How do these rules help the teacher? How do the rules help children? Enjoy using large apparatus. Encourage children to understand both how they are helped and how they can help. (PD1)

Personal, Social and Emotional Development

- Ask children to make a portrait of someone who helps them at school/nursery/pre-school. Encourage children to choose their own materials and techniques. (PSE1)
- Ask children to suggest ways that they could help those who help them. Talk about the importance of being tidy and putting toys away in their correct places. Demonstrate how to clean a table with a damp cloth and how to use a dustpan and brush. Encourage children to be helpful and to think about how their actions affect others. (PSE2)

Literacy

- Turn the book corner into a library. Invite children to help to make tickets for books, labels for shelves/boxes and posters to show where different books are kept. Talk about the difference between non-

fiction and fiction books. During the week encourage children to take it in turns to be a librarian and to run the group's library. (L2)

- Read *Mr Tick the Teacher* by Allan Ahlberg and Faith Jaques. Is Mr Tick similar to teachers that the group know? Would children like to be taught by Mr Tick? All of Mr Tick's children's names begin with 't'. As a group make a word bank of names that begin with 't'. (L2)
- Read a story about a child going to school for the first time such as *Billy and the Big New School* by Catherine and Laurence Anholt or 'In which Sophie Goes to School' in *Sophie's Tom* by Dick King-Smith. Talk about the reasons why the children were worried about going to school and the things that they looked forward to. What helped the children to be happy to go to school? Make a welcome letter for a new child. (L2)

Mathematics

- Remind children of the discussion about putting toys away in their correct places. Provide children with baskets of shapes and ask them to help you to sort them. As children sort, encourage them to talk about the shapes, the number of edges/faces and their names. Ask children to make labels for the baskets and to count how many shapes are in each container. (M1, 2)
- Play the library game (see activity opposite). (M1)

Understanding the World

- Talk about the jobs that have to be done each day to keep the room clean. Investigate how long it takes for dust to form (see activity opposite). (UW2)
- Invite an adult known to the children to come and talk about their memories of school. Who were the people who helped them? What did they do to help their teachers and other adults? (UW1)
- Help children to look closely at their surroundings and to notice how furniture is arranged and where things are kept. Encourage them to compare these observations with a picture of a classroom in the past with children seated in rows, writing on slates. Help them to notice people's expressions and to think about how it might have felt to be at school then. Who would have helped those schoolchildren? (UW2)

Expressive Arts and Design

- Help children to draw around one of their hands and to cut it out. Decorate the hands with drawings of children or adults being helpful. Use the hands as leaves on a 'helping hand tree'. (EAD1)
- Enjoy using tuned and untuned percussion to make a 'tidy up' song or tune. Record the music and play it during tidying up times. (EAD1)
- Set out the role-play area with a small blackboard and chalk; a variety of pens, crayons, pencils and papers; books and so on. Invite children to take it in turns to be the teacher and to enjoy helping their pupils. (EAD2)

Activity: The library game

Learning opportunity: Counting to ten and recognising numerals to nine.

Early Learning Goal: Mathematics. Numbers.

Resources: Two sets of tickets with the numerals one to nine and four blank cards; 18 books with tickets (self-stick notes) with numerals one to nine.

Key vocabulary: Numbers one to nine, library, book, ticket.

Organisation: Small group.

What to do: Talk about the way librarians look after the books in a library and help people to borrow them.

Show children the books and the numbers attached to each one. Explain that they are going to take it in turn to select a ticket and borrow the book which matches the ticket. Shuffle the number cards and put them number side down in the centre of the group. Invite children in turn to take a number card and match it to a book. (The blank card means miss a turn.)

The game is finished when all the books have been borrowed. The winner is the person who has collected the most books.

Activity: Investigating dust

Learning opportunity: Observing and comparing.

Early Learning Goal: Understanding the World. The world.

Resources: Duster; square of white card 10 x 10 cm; shelf or table which can remain untouched for up to a week.

Key vocabulary: Dust, clean.

Organisation: Whole group.

What to do: Talk about dust and the way it gathers in places. Clear a shelf or table and invite children to help to clean it with a damp duster. Tell them that although the furniture has been cleaned dust will come back. Invite the children to help you to find out how long it takes for dust to form. Explain that in order to do the experiment the furniture must not be touched or disturbed.

Lay the card square in the centre of the cleaned surface. Each morning, inspect the furniture with the children. When dust has appeared, remove the card square and help children to compare the clean, protected area with the dust-covered surface. Allow each child to run a finger over the dust to both see and feel it. Also, compare the dusty card with a clean piece. Finally, talk about the cleaning jobs which are carried out at school/nursery/pre-school and help children to appreciate why they take place at regular intervals.

Display

Cut out a large tree trunk and branches from brown sugar paper. Display it at floor height so that children feel it is a real tree. Stick the helping hands on the branches. Nearby put out a basket of extra paper hands and during the week encourage children to add more helping hands of things that they have noticed others doing to help them. Cut out a large 't' from paper. On this write all the 't' names that children suggested. Invite children to suggest and write more 't' words to fill the letter.

