

Planning for Learning through Books

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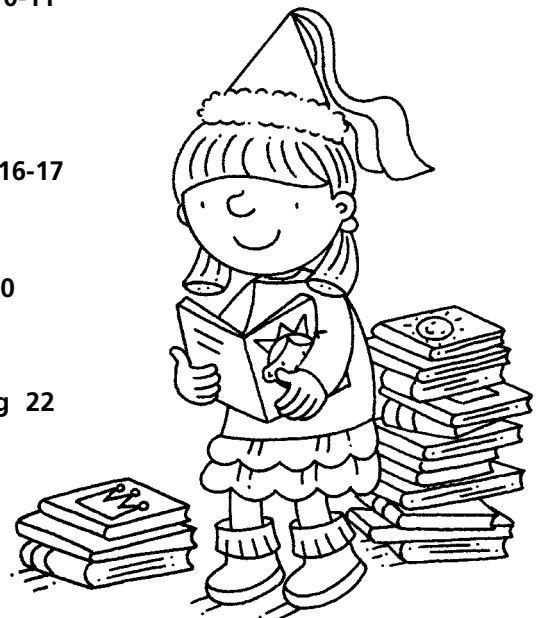
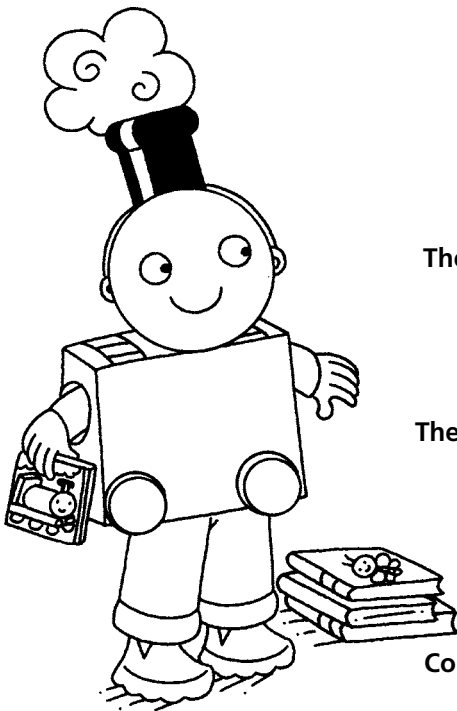
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Making plans

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.

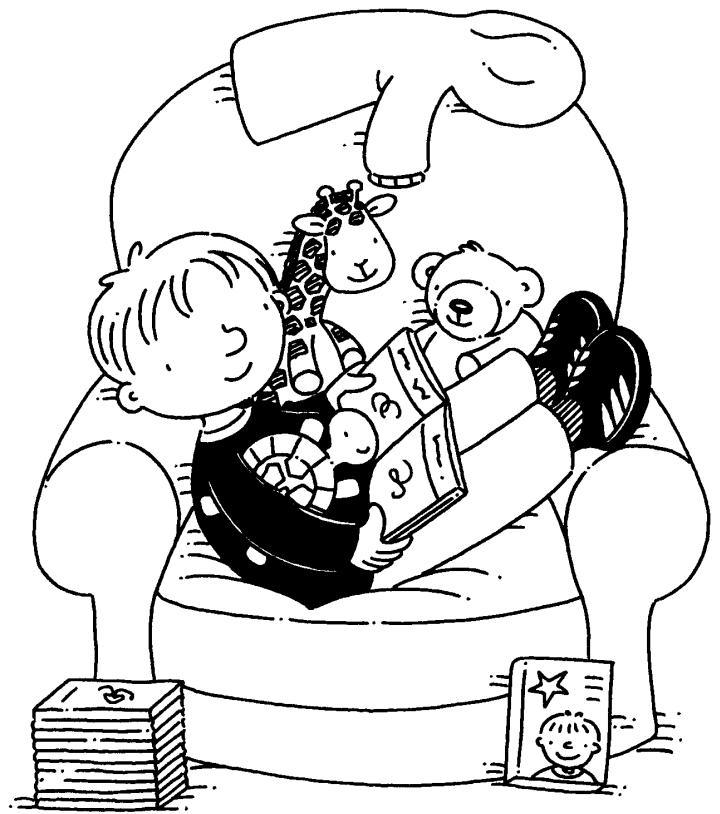
Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate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

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 6,

have been used throughout this book to show how activities relating to 'Books' 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, when the children make posters for a role-play library they will develop their writing skills for Literacy. In addition, when they decorate and use their posters, they will use their imaginations aiding the development of 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)

'Books' provides many opportunities for children to enjoy listening, understanding and speaking. When sharing favourite books, special books and poems, or playing 'I spy a book that ...' children will have the opportunity to listen and to ask questions. Making rosettes for the Book Day will



Example chart to aid planning in the EYFS

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
FOCUSED ACTIVITIES					
Focus Activity 1:					
Focus Activity 2:					
Stories and rhymes					
CONTINUOUS PROVISION (Indoor)					
Collage					
Construction (large)					
Construction (small)					
ICT					
Imaginative play					
Listening					
Malleable materials					
Mark making					
Painting					
Role play					
Sand (damp)					
Sand (dry)					
Water					
CONTINUOUS PROVISION (Outdoor)					
Construction					
Creative play					
Exploratory play					
Gross motor					
ENHANCED PROVISION (Indoor)					
ENHANCED PROVISION (Outdoor)					



Theme 1: Storybooks

Communication and Language

- Introduce the theme of storybooks. Invite children to select books from a box and explain why they have chosen them. Talk about how to care for books. (CL1, 3)
- Retell stories from pictures. In the home corner put out a toy bed, dolls, soft toys and a box of storybooks. Invite children to tell/read bedtime stories to the toys. (CL3)

Physical Development

- Use malleable materials to make models of book characters. (PD1)
- Read a storybook that gives scope for movement such as *We're Going on a Bear Hunt* by M Rosen. Encourage children to mime to the story. (PD1)

Personal, Social and Emotional Development

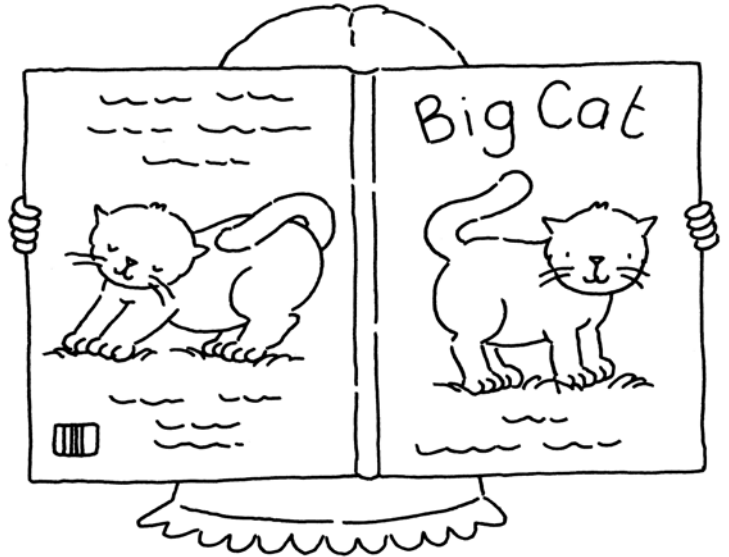
- Read a story that has a moral (such as a fairy tale). Encourage children to think about the message behind the story. (PSE2)
- Put out a box of storybooks that children know well and some puppets. Encourage them to collaborate to make up plays based on the books. (PSE3)

Literacy

- As a group, write letters to famous people and adults known to the group to ask what their favourite storybooks are and why. Place any replies in plastic wallets and make up a book of the letters. (L2)
- At story times, encourage children to notice where the title and names of authors and illustrators are on the books. Help children to sound out the letters. (L1)
- Make posters for a role-play library to advertise books. (See Expressive Arts and Design.) (L2)

Mathematics

- Enjoy using the 'Books for bedtime' counting rhyme (see activity opposite). (M1)
- Give each child a book made from three sheets of A4 paper folded in half. Number the pages from one to ten. Play a game in which children draw or stick a given number of things on a page according to its number. (M1)
- Sort a box of storybooks by different criteria such as size, number of pages, author, central character, books about teddies/not teddies, and so on. Count how many books fit into each category. Which pile has the most books? (M1)



Understanding the World

- Investigate how storyboards are made. What materials are used? How are the pages attached to the covers? Provide a range of materials, such as scrap papers, card, tape and a hole punch. Encourage children to work out the best way to join pages. (UW2)
- Examine a selection of books. Encourage children to notice similarities and differences in the print, the pictures, the type of paper. (UW2)

Expressive Arts and Design

- Make envelope bookmarks (see activity opposite). (EAD1)
- Make a role-play library complete with a desk for borrowing and returning books, a table and paper for children to make displays of books with labels, posters about books and a café. Invite children to be librarians, customers and to serve in the café. (EAD2)

Activity: Books for bedtime

Learning opportunity: Counting to ten.

Early Learning Goal: Mathematics. Numbers.

Resources: Ten storybooks.

Organisation: Whole group.

Key vocabulary: Numbers to ten.

What to do: Ask the group how many books they think are in the pile. Count, to check. Look through the books. Has anyone heard any of the stories? Talk about bedtime stories and the fun of choosing a book to hear at bedtime.

Lay out the books in a line. Recite the 'Books for bedtime' rhyme. Pick a child to choose a book. Continue using the rhyme with different children, each choosing one book. At other times, let children choose more than one book and help them to work out how many books will remain.

*Ten books on a shelf
Waiting to be read,
(Child's name) chooses (Insert a number one to ten)
And takes it/them up to bed*

Activity: Envelope bookmarks

Learning opportunity: Drawing and talking.

Early Learning Goal: Expressive Arts and Design. Exploring and using media and materials.

Resources: Wax crayons; used envelopes; picture books; an example of an envelope bookmark; scissors; examples of bookmarks.

Organisation: Small group.

Key vocabulary: Bookmark, names for colours, care.

What to do: Show children the bookmarks. Talk about what they are used for. Show the group a corner cut from a used envelope. Place it on a page in a storybook and explain that it can be decorated as a bookmark.

Show children some storybooks. Ask for suggestions of things that could be drawn to make good storybook bookmarks. Let children select a book and make an envelope bookmark for it.

Display

Put out the models of book characters along with the books from which they came on a table that will not be knocked. Write labels for the characters. Place the books made by children in baskets. Talk to children about how to take care of books when they are read.

Place the envelope bookmarks on A5 pieces of card on which the children have written 'by child's name' or drawn a picture of themselves.

Arrange the cards on a board covered with black sugar paper with a white border. Write up the heading: 'Take good care of books'.

