

Planning for Learning through Where I live

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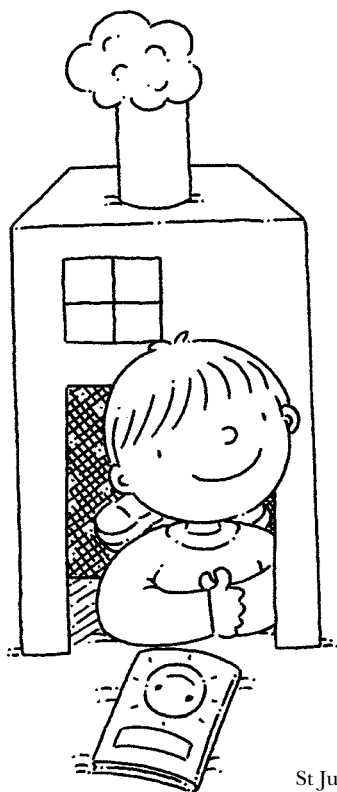
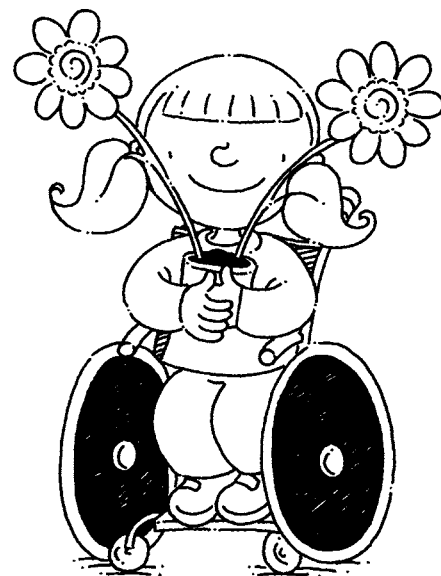
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Making plans

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 and although within the documents Areas of Learning are presented separately in reality children's activities and explorations cross over and combine with different subject areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording to ensure that key areas are not overlooked.

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.



Theme 1: On the high street

Communication and Language

- Read *Moving Molly* by Shirley Hughes. Talk about moving house and how it might feel. Look at estate agents' brochures together. Make an estate agent's window display, with removable brochures, cards and mark making. (CL1, 3)

Physical Development

- Chalk picture labels onto the floor for different areas of the high street, such as the café, the bank, the post office, the newsagent's. Call out an area and ask the children to run, walk in giant strides, jump or hop to that picture. (PD1)
- Talk about the launderette and dry cleaners – why do we need to keep our clothes clean? Set up a play launderette with dolls' clothes to wash in the water tray, wring out and peg on a washing line. Provide cards and clothes pegs for the children to label the washing. (PD1)

Personal, Social and Emotional Development

- Bring in a selection of DVDs. Make a rental shop. Talk about favourite DVDs and characters. Help the children to think about why they like different characters. Enjoy using the role-play playshop. (PSE3)



Literacy

- Set up a hairdresser's shop for dolls. Provide towels, shampoo, hair gel, pretend hairdryers, bobbles and slides. Make sure you include boy and girl dolls and dolls with different types and styles of hair. Add a phone, pens and appointment book and picture books depicting a range of hair styles and hair style magazines. (L1, 2)
- Use either photos taken on the local high street, or children's pictures, to make a group big book. Use the book to play 'I spy a building that...'. (L1, 2)

Mathematics

- Visit the recycling bank with paper, magazines, card, clean plastic containers and aluminium cans. Practise counting and weighing (see activity opposite). (M1, 2)
- Sing 'One currant bun in the baker's shop' (*This Little Puffin*). Try making some currant buns either from real ingredients or with salt dough. Count out the buns. Talk about 'one more' and 'one less'. (M1)

Understanding the World

- Ask some parents to come in and wash, dry and arrange each other's hair with the children's help. Let the

children touch, feel and smell each part of the process and encourage them to talk about what they are doing. (UW1, 2)

- On a visit to the high street look closely at the ground. What are the pavements made from? How are they patterned? Are there manhole covers? How is the street lit? (UW2)
- Make a treasure basket of technology items found on the high street, such as calculators, weighing scales, telephones, keyboards and so on (cut pictures from catalogues if you can't get the real thing). Talk about each item and how it is used in different shops and offices. (UW3)

Express Arts and Design

- Visit the high street and make a picture list of all the machines you can see. Make models of some of the machines, such as traffic lights, scanners, and washing machines, from boxes and other materials. Display some models use other ones for role-play. (EAD2)
- Visit the florist's. Examine the different shapes, colours, textures and scents of the flowers and foliage (see flower shop activity opposite). (EAD1)
- Sing the 'Pat-a-cake' song (*This Little Puffin*). Vary the

words to include other items in the bakery window, such as '... bake me some bread as fast as you can', or doughnuts, or biscuits, and so on. Make instruments to accompany the song. (EAD1)

and smell different plants, flowers and foliage. Look at the colours and shapes. Feel the thickness of the leaves, look at the shape of the petals.

Help each child to choose some textured paper and to mark out and cut the shape of a flower. Talk about the shapes you have seen, small petals, huge leaves, spikes and curls.

Encourage each child to experiment with the powder paint, mixing colours, sprinkling powder on dry and then dropping water on. Try blow painting or dripping really runny paint onto the different colours. Try to recreate some of the colours, textures and shapes you have seen at the florist's.

Ask each child to choose collage materials to complement their paint effects. Talk about how they are using the collage materials, to add the flower's centre perhaps, or to create spiky edges.

Activity: Sort it out

Learning opportunity: Counting, sorting and weighing everyday objects.

Early Learning Goal: Mathematics. Numbers. Shape, space and measurement.

Resources: Magazines; newspapers; old envelopes; plastic bottles; plastic cartons; scissors; pens; two large cardboard boxes and some weighing scales.

Organisation: Small group.

Key vocabulary: More, less, heavier, lighter, bigger, smaller, plastic, paper, recycle, recycling.

What to do: Visit the local recycling centre. Look at the sorts of materials that can be recycled. Talk about recycling and the benefits to the environment.

Cut a circular opening in two large cardboard boxes, big enough to post the recyclable materials through. Write and draw on each box the sorts of items that can go into each - a paper bank for newspapers, magazines and old envelopes, plastic bottles and cartons in the plastics recycling box.

Share the materials to be recycled between the children. Help them to sort them. Count them and weigh each item. Talk about and compare the weights and sizes of each item.

Take turns to post the items into the recycling boxes.

Activity: Flower shop

Learning opportunity: Talking, painting, cutting and collage.

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

Resources: Powder paints; textured papers; scissors; glue; collage materials.

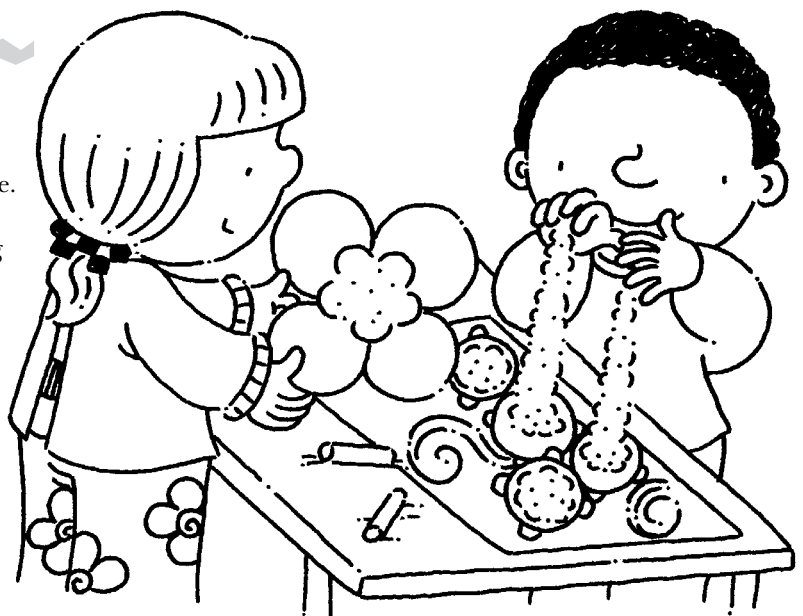
Organisation: Small group.

Key vocabulary: Smooth, rough, delicate, waxy, petal, stem, colour words, round, spiky, fragile.

What to do: Visit the local florist's to see, feel, touch

Display

Make a series of high street shop signs. Display beneath each sign items and services provided in that shop, such as letters and parcels beneath the post office sign, fruit under the greengrocer's, and so on. Include some of the models the children have made, such as washing machines under the launderette sign.



Theme 2: People where I live

Communication and Language

- Play a game of 'Who am I?' Describe someone who helps us, such as the traffic crossing patrol, what they wear, where they work, and so on, giving more and more clues until the children have guessed who it is. (CL3)
- Read *An Evening at Alfie's* by Shirley Hughes. Talk about the children's babysitters. Ask the children what makes a good babysitter. Provide dressing-up clothes and dolls and enjoy babysitting role-play. (CL1)

Physical Development

- Talk about people who make deliveries. Outside use wheeled and pedal vehicles to role-play being delivery people. (PD1)
- Use climbing equipment to be role-play window cleaners. (PD1)

Personal, Social and Emotional Development

- Play a listening and memory game. Take turns to add to and repeat a list of people who work where you live. Say, 'Where I live I saw the garage mechanic' and then the next child would need to say, 'Where I live I saw the garage mechanic and the window cleaner'. (PSE3)

Literacy

- Work together to make a lift-the-flap I-spy book. (See 'I work here' activity opposite.) (L1, 2)
- On cards write the names of people children know, where they live. Play games where clues are given and children find the relevant name. (L1)

Mathematics

- Play a game based on delivering milk. Collect clean, empty, plastic milk 'bottles'. Use large sheets of red, blue, green and yellow card as doors. Throw a die and take it in turns to deliver that number of bottles to a given door. (M1)
- Add a small milk crate with a number dial to indicate how many bottles of milk are needed for a home role-play area. Add paper and notes so the children can leave notes for the milk deliverer, coins to pay and also a notepad and a purse for the milk deliverer to collect the money. (M1)

Understanding the World

- Visit the local car wash. Set up a small world car wash (see activity opposite). (UW2, 3)
- In the water tray investigate sponges and cloths that would be useful for a window cleaner. Which one is most absorbent? (UW2)

- Outside enjoy being painters and decorators. Use big brushes and water to 'paint' safe fences, walls and floors. What happens to the water? (UW2)

Expressive Arts and Design

- Use large boxes, tubes and safe tyres to make a car wash and petrol station. Enjoy using them for role-play. (EAD2)
- Talk about any building sites near where you live, and the people who work there. Design and make warning triangles, traffic cones and building site signs. (EAD2)
- Play a parachute game with children taking turns to pretend to be a digger, mixer or so on, as you sing 'The drum on the mixer goes round and round' to the tune of 'The Wheels on the Bus', or perhaps 'The arm on the crane goes up and down', or 'The bucket on the digger goes empty and fill'. Encourage children to suggest additional lines for the song. (EAD1)

