



Pondhu  
Primary School

# Provision Plan

Week: Spring 1, Week 6

Topic: Chinese New Year

Key: Outdoor learning opportunities

Area of Learning	Development Matters	Provision	Positive Relationships <i>What adults could do Prompts</i>	Enabling Environments <i>What adults could provide</i>
<b>PSED</b> Making Relationships				
<b>PSED</b> Self-confidence and self-awareness				
<b>PSED</b> Managing feelings and behaviour	Beginning to be able to negotiate and solve problems without aggression. <b>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...</b>	Discussion regarding how to solve a disagreement – linked to Chinese New Year story.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Encourage children to think about issues from the viewpoint of others. <i>All of the animals wanted the New Year to be named after them. They could not agree. Have you ever had a disagreement with a friend? Can you tell us more about it? How did you solve the problem? Do you think that made it fair?</i>	Plan small group circle times when children can explore feelings/ Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.
<b>CL</b> Listening and attention	<b>...They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions...</b>	Share Chinese New Year story (linked to L – R).	Share rhymes, books and stories from many cultures... <i>What do you think is going to happen next? Who do you think is going to win the race? What do you think about what the rat did? What was your favourite part of the story? (See also PSED – MFB prompts).</i>	

<b>CL</b> Understanding				
<b>CL</b> Speaking				
<b>PD</b> Moving and handling	<p>Experiments with different ways of moving. Handles tools, objects, construction and malleable materials safely and with increasing control. <b>Children show good control and co-ordination in large and small movements...They handle equipment and tools effectively...</b></p>	<p>Use chopsticks to pick up various objects (linked to M – N and M – SSM).</p> <p>Experiment with different ways of moving – move like the different animals from the Chinese New Year race of animals (Chinese music CD – Dance of the Dragon) (linked to EAD – BI and EAD – EUMM).</p>	<p>Encourage children to move with controlled effort, and use associated vocabulary. Use music of different styles and cultures to create moods... Teach children the skills they need to use equipment safely. Encourage children to use the vocabulary of movement. Talk with children about the need to match their actions with the space they are in. Introduce and encourage children to use the vocabulary of manipulation. Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. <i>If I wanted to use the chopsticks to pick this up, I would hold them safely like this. You need to squeeze them together very gently...</i></p> <p><i>Which animals did we learn about in the Chinese New Year story? If I was going to be a snake, I would move my body like this...How could you move like a snake? How does that animal move differently?</i></p>	<p>Plan activities where children can practise moving in different ways and at different speeds, balancing... Provide activities that give children the opportunity and motivation to practice manipulative skills. Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice them.</p>
<b>PD</b> Health and self-care				

<p><b>L</b> Reading</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p>	<p>Share Chinese New Year story (linked to CL – L&amp;A).</p>	<p>Encourage children to recall words they see frequently. Model oral blending of sounds to make words in everyday contexts. Model to children how simple words can be segmented into sounds and blended together to make words. <i>See PSED – MFB and CL – L&amp;A prompts.</i></p>	<p>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.</p>
<p><b>L</b> Writing</p>	<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words, Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and others things such as labels, captions. Attempts to write short sentences in meaningful contexts. <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words...</b></p>	<p>Write notes for inside money envelopes.</p>	<p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Demonstrate writing so that children can see spelling in action. Demonstrate how to segment the sounds in simple words and how the sounds are represented by letters. Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</p>	<p>Provide a range of opportunities to write for different purposes about things that interest children.</p>
<p><b>M</b> Numbers</p>	<p>Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.</p>	<p>Order numbers on dragon’s feet.  Ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc in animal race.  Noodles and chopsticks – matching numeral and quantity, writing numbers, more and less.</p>	<p>Make sure children are secure about the order of numbers before asking what comes before or after each number. Encourage children to make up their own story problems for other children to solve. Use mathematical vocabulary</p>	<p>Encourage children to count the things they see and talk about and use numbers beyond ten. Encourage children to record what they have done, e.g. by drawing or tallying.</p>

	<p>Estimates how many objects they can see and checks by counting them.          Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.          Records, using marks they can interpret and explain.  <b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</b></p>		<p>and demonstrate methods of recording, using standard notation where appropriate.</p>	<p>Make number lines available for reference and encourage children to use them in their own play.</p>
<p><b>M</b>          Shape, space and measure</p>	<p><b>Orders two or three items by length or height.</b>  <b>Orders and sequences familiar events.</b>  <b>Children use everyday language to talk about size...time...to compare quantities and objects and to solve problems.</b></p>	<p>Put noodles in order of length.           Order/sequence of animals in race.</p>		<p>Plan opportunities for children to describe and compare...measures.</p>
<p><b>UW</b>          People and communities</p>	<p><b>...They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>	<p>Similarities and differences between both cultures, foods, zodiac animals etc.           Gain awareness of Chinese culture          – Watch DVD of Chinese new year          - Eat Chinese food</p>	<p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.  <i>People celebrate Chinese New Year in different ways....What do you think they might be doing in this picture? What kind of things do we celebrate? How are they the same/different to the Chinese New Year celebrations?</i>  <i>What do you think about the Chinese dumplings? Do they taste like any other foods you have eaten before?</i></p>	
<p><b>UW</b>          The world</p>	<p>Looks closely at similarities, differences, patterns and change.  <b>Children know about similarities and differences in relation to...materials.</b></p>	<p>Make Jiaozi (Chinese dumplings).</p>	<p>Pose carefully-framed open-ended questions, such as “How can we...?” or “What would happen if...?”  <i>What could this ingredient be? What do you notice about it? How is it the</i></p>	

			<p><i>same/different to this one? What do you think will happen when we mix these together? How has the mixture changed?</i></p>	
<p><b>UW</b> Technology</p>	<p>Completes a simple programme on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Education City - World Dress up – Asia – China.</p>	<p>Teach and encourage children to click on different icons to cause things to happen on a computer program. <i>Which piece of clothing are you going to choose? How could you change it to something different?</i></p>	<p>Provide equipment involving ICT, such as computers.</p>
<p><b>EAD</b> Exploring and using media and materials</p>	<p>Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>Children sing songs, make...dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p>Learn Chinese New Year songs.  Move like the different animals from the Chinese new year race of animals (Chinese music CD – Dance of the Dragon) (linked to PD - MH).  Make large class collage of snake (Year of the Snake).  Make spiral snakes.  'Dancing' dragons (with border roll).  Money envelopes.  Paint pictures of animals from race.  Make Chinese lanterns.  Make animal masks.  <i>Trailblazing – building dens with large sheets.</i></p>	<p>Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. <i>See PD – MH prompts.</i>  <i>A snake is very scaly. What could we use to make his scales look real? If I was going to make this snake look scaly, I would use...</i>  <i>To make the dragon's body, we need to fold the border roll very carefully. Fold them over the top of each other, this way, then that way...How could we attach the dragon's head to its body?</i>  <i>I think that this would be a brilliant place to build a den. How could we make sure that the sheets don't fall down? Where are you going to build your den? Why have you</i></p>	<p>Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</p>

			<i>chosen that area? How could you make it even better?</i>	
<p><b>EAD</b> Being Imaginative</p>	<p>Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Plays alongside other children who are engaged in the same theme, Plays cooperatively as part of a group to develop and act out a narrative. <b>Children use what they have learnt about media and materials in original ways, thinking about their uses and purposes. They represent their own ideas, thoughts and feelings through...art, music, dance, role-play and stories.</b></p>	<p>Experiment with different ways of moving – move like the different animals from the Chinese new year race of animals. (Chinese music CD – Dance of the Dragon) (linked to PD - MH).</p> <p>Respond in a variety of ways to music – Play Chinese music, children dance freely to music (with scarves).</p> <p>Chinese restaurant role-play – with writing opps – menu templates, order forms etc.</p> <p>Act out story of animal race with masks.</p>	<p>Help children to gain confidence in their own way of representing ideas. Be aware of the link between imaginative play and children’s ability to handle narrative. Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. Introduce descriptive language to support children, for example ‘rustle’ and ‘shuffle’. <b>See PD – MH prompts.</b></p> <p><i>Listen carefully to the music. What do you notice about it? How could you dance to it? Could you move your scarf in a different way?</i></p> <p><i>I’m going to pretend that I’m cooking in this Chinese restaurant. Can I take your order? Let me write that down. Who are you going to be? What will happen next?</i></p>	<p>Extend children’s experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</p>