



Pondhu  
Primary School

# Provision Plan

Week: Autumn 1, 1-3

Topic: Knowing me, knowing you

Area of Learning	Development Matters	Provision	Positive Relationships <i>What adults could do</i>	Enabling Environments <i>What adults could provide</i>
<p><b>PSED</b> Making Relationships</p>	<p>Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. <b>Children play co-operatively, taking turns with others... They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p>	<p>- Circle time/games , e.g. 'names' and 'swap places if...' following 'getting to know you' theme. - 'Getting to know you' board game.</p>	<p>Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions.</p>	<p>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Provide activities that involve turn-taking and sharing in small groups.</p>
<p><b>PSED</b> Self-confidence and self-awareness</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations (30-50m). Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <b>...They are confident to speak in a familiar group, will talk about their ideas...</b></p>	<p>- Circle time/games , e.g. 'names' and 'swap places if...' following 'getting to know you' theme.</p>	<p>Recognising and enjoying children's successes with them helps them to feel confident.</p>	<p>Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</p>
<p><b>PSED</b> Managing feelings and behaviour</p>	<p>Aware of own feelings, and knows and that actions and words can hurt others' feelings (30-50m). Understands that own actions affect other people... Aware of the boundaries set, and of behavioral expectations in the setting. <b>Children talk about how they and other 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</b></p>	<p>- Introduce six Golden Rules - we are gentle, we listen, we are kind and helpful, we look after property, we are honest, we work hard - through story books and Golden Rule circle time provision. - Introduce feelings (sad, happy, angry, calm) through 'Moppy' stories.</p>	<p>Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Encourage children to think about issues from the viewpoint of others. Make time to listen to children respectfully and kindly, and explain to all children why this is important....</p>	<p>Plan small group circle times when children can explore feelings... Involve children in agreeing codes of behaviour and taking responsibility for implementing them. Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.</p>

	<b>follow the rules...</b>			
<b>CL</b> Listening and attention	Maintains attention, concentrates and sits quietly during appropriate activity. <b>Children listen attentively in a range of situations...They give their attention to what others say and respond appropriately...</b>	- Listening to others as they share photographs about what they did in the holidays. Asking a question if they would like to.	Model being a listener by listening to children and taking account of what they say in your responses to them. Explain why it is important to pay attention when others are speaking. Give children opportunities to both speak and to listen...	Plan regular short periods when individuals listen to others, such as...sharing an experience or describing something they have seen or done.
<b>CL</b> Understanding				
<b>CL</b> Speaking	Can re-tell a simple past event in the correct order. Uses talk to connect ideas... recall and relive past experiences (30-50m). Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <b>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.</b>	- Sharing photographs and talking about what they did in the holidays.	Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. Value children's contributions and use them to inform and shape the direction of discussions.	Provide opportunities for taking for a wide range of purposes... Provide opportunities for children to participate in meaningful speaking and listening activities.
<b>PD</b> Moving and handling				
<b>PD</b> Health and self-care	Dresses with help... (30-50m). <b>...They manage their own basic hygiene and personal needs successfully, including dressing independently...</b>	- Introduce hall and practice getting changed for PE.	Acknowledge and encourage children's efforts to manage their personal needs...	
<b>L</b> Reading	Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books...Holds books the correct way up and turns pages (30-50m). Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	- Focus on ORT books during story times. - Re-cap ORT characters regularly using display. - Begin to share own reading books.	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 and be segmented into sounds and blending together to make words. Support and scaffold individual	Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.

	Knows that information can be retrieved from books and computers.		children's reading as opportunities arise.	
<b>L</b> Writing	Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning... Writes own name and others things such as labels, captions.	- Draw a picture and write about their own family (link to ORT family/characters). - Write name/draw face on birthday balloon labels. - Write name for disguise pictures.	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. Support and scaffold individual children's writing as opportunities arise.	Provide a range of opportunities to write for different purposes about things that interest children.
<b>M</b> Numbers	Counts up to three or four objects by saying one number name for each item. Counts objects to 10...	- Make butterfly hand prints – counting how many fingers of each colour etc.	Encourage use of mathematical language, e.g. number names to ten.	Encourage children to count the things they see... Help children to understand that five fingers on each hand make a total of ten fingers altogether...
<b>M</b> Shape, space and measure				
<b>UW</b> People and communities	Knows some of the things that make them unique... (30-50m). <b>Children talk about past and present events in their own lives and in the lives of family members. They know about the similarities and differences between themselves and others...</b>	- Introduce 'Chatterbox'. - 'Who is it?' circle time game – link to similarities and differences between each other.	Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.	Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events.
<b>UW</b> The world	<b>...They talk about the features of their own immediate environment and how environments might vary from one another...</b>	- Go on a tour around the school, discussing different rooms/areas.	Encourage children to express opinions on built environments...	
<b>UW</b> Technology	Uses ICT hardware to interact with age-appropriate computer software.	- Draw picture of self on 2Paint software.	Support children to coordinate actions to use technology... Teach and encourage children to click on different icons to cause	Provide...equipment involving ICT, such as computers.

			things to happen in a computer program.	
<b>EAD</b> Exploring and using media and materials	<p>Sings a few familiar songs (30-50m). Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Children sing songs...and dance...They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<ul style="list-style-type: none"> <li>- Re-cap familiar songs and introduce new songs and rhymes daily.</li> <li>- Make disguises on photos of their faces using different media (pipe cleaners, tissue paper, gummed paper etc.)</li> <li>- Colour picture of body and glue on head.</li> <li>- Make Moppy collages to represent each feeling.</li> <li>- Make salt dough letters for first letter of name.</li> </ul>	Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.	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.
<b>EAD</b> Being Imaginative				