

The Foundation Years Long Term Plan Regina Coeli Catholic School

Characteristics of Effective Learning - Playing and exploring (engagement)		
Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
<p><u>Finding out and exploring</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people.</li> <li>• Using senses to explore the world around them.</li> <li>• Engaging in open-ended activity.</li> <li>• Showing particular interests.</li> </ul> <p><u>Playing with what they know</u></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience.</li> <li>• Representing their experiences in play.</li> <li>• Taking on a role in their play.</li> <li>• Acting out experiences with other people.</li> </ul> <p><u>Being willing to 'have a go'</u></p> <ul style="list-style-type: none"> <li>• Initiating activities.</li> <li>• Seeking challenge.</li> <li>• Showing a 'can do' attitude.</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error.</li> </ul>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> <li>• To show curiosity about objects, events and people.</li> <li>• To use their senses to explore the world around them.</li> <li>• To engage in open-ended activity.</li> <li>• To show a particular interest.</li> </ul> <ul style="list-style-type: none"> <li>• To use their experiences to pretend that an object is something else.</li> <li>• To represent their experiences in their play.</li> <li>• To be able to take on a role in their play.</li> <li>• To act out experiences with other people.</li> </ul> <ul style="list-style-type: none"> <li>• To initiate activities.</li> <li>• To seek a challenge.</li> <li>• To have a positive 'can do' attitude.</li> <li>• To know that it is okay to take a risk.</li> <li>• To engage in new experiences/activities.</li> <li>• To learn by trial and error.</li> </ul>	<p>Encourage children to explore. Practitioners to help children to achieve what they are trying to do, without taking over or directing. Practitioners to join in with play sensitively.</p> <p>Model pretending that an object is something else.</p> <p>Encourage children to try new activities and take risks.</p> <p>Model learning by trial and error. Provide resources relevant to children's interests.</p> <p>Provide an environment that is visually calm and orderly - helping children to concentrate.</p> <p>Plan first hand experiences for the children.</p> <p>Ensure that children have uninterrupted time to play and explore.</p>

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Characteristics of Effective Learning - Active Learning (motivation)		
Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
<p><u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time.</li> <li>• Showing high levels of energy &amp; fascination.</li> <li>• Not easily distracted.</li> <li>• Paying attention to details.</li> </ul> <p><u>Keeping on trying</u></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur.</li> <li>• Showing a belief that more effort or a different approach will pay off.</li> <li>• Bouncing back after difficulties.</li> </ul> <p><u>Enjoying achieving what they set out to do</u></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals.</li> <li>• Being proud of how they have accomplished something - not just the end result.</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise.</li> </ul>	<p><b><i>Children will be able....</i></b></p> <ul style="list-style-type: none"> <li>• To be able to maintain focus on an activity for a period of time.</li> <li>• To show high levels of energy and fascination.</li> <li>• To maintain focus when other things are going on around them.</li> <li>• To pay attention to details.</li> </ul> <ul style="list-style-type: none"> <li>• To persevere with an activity when challenges occur.</li> <li>• To understand that there may be a different way of approaching something to succeed.</li> <li>• To know that it pays to put in more effort.</li> <li>• To try again after being faced with difficulties.</li> </ul> <ul style="list-style-type: none"> <li>• To show satisfaction when they have met their goals.</li> <li>• To talk about how they have accomplished something (the process).</li> <li>• To be proud of how they have accomplished something.</li> <li>• To enjoying meeting challenges.</li> </ul>	<p>Support children to choose activities - what they want to do and how they will do it.</p> <p>Help children become aware of their own goals, make plans and review their own progress and successes.</p> <p>Share Learning Journey's with the children.</p> <p>Share targets with children.</p> <p>Talk about what you see children trying to do, and encourage them to talk about their processes and successes.</p> <p>Child voice on the long observation form.</p> <p>Child voice/parent voice.</p> <p>Be specific when you praise - say what you are praising.</p> <p>Provide new and unusual objects/experiences for children to explore. Link to children's interests.</p> <p>Ensure that children have time and freedom to become deeply involved in activities.</p> <p>Keep significant activities out rather than tidying them away - use daily observations to inform planning for the next day.</p>

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Characteristics of Effective Learning - Creating and Thinking Critically (thinking)		
Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
<p><u>Having their own ideas</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul> <p><u>Making links</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><u>Choosing ways to do things</u></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed.</li> <li>• Reviewing how well the approach worked.</li> </ul>	<p><b><i>Children will be able....</i></b></p> <ul style="list-style-type: none"> <li>• To be able to think of their own ideas.</li> <li>• To find ways to solve problems.</li> <li>• To find new ways to do things.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to make links in their experiences.</li> <li>• To notice patterns in their experiences.</li> <li>• To be able to make predictions.</li> <li>• To test out their ideas.</li> <li>• To develop ideas of grouping, sequences, cause and effect.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to make plans to solve a problem or reach a goal</li> <li>• To be able to make decisions about how to approach a task, solve a problem or reach a goal.</li> <li>• To review and check how well their activities are going.</li> <li>• To change strategy as needed.</li> <li>• To review their work.</li> </ul>	<p>Model and encourage language of thinking and learning e.g. think, know, remember, idea, plan, learn, find out, etc.</p> <p>Model being a thinker, showing that you do not always know something but that you can think about it and find out.</p> <p>Reception - thought for the week.</p> <p>Encourage open ended thinking.</p> <p>Model talking aloud as you work/play.</p> <p>Give children time to talk and think.</p> <p>Remember that some children may need more time than others e.g. EAL, SEN.</p> <p>Value questions from children.</p> <p>Support children's interests over time.</p> <p>Encourage children to talk about problems they encounter.</p> <p>Plan-do-review.</p> <p>Build in opportunities for children to play with materials before using them in planned tasks e.g. clay.</p> <p>Play</p> <p>Establish recognisable and predictable routines.</p> <p>Use mind maps.</p>

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