



Stocksbridge Nursery
Infants School
Long Term Planning –
F1

ENABLING ENVIRONMENT
Provision – Permanent
resources

NATURE TABLE

- Interactive seasonal display
- **Autumn:** leaves, cones, bark, twigs, sycamore seeds,
- **Winter:** Snow, ice, Christmas display, evergreen leaves, worms
- **Spring:** bulbs, plants growing, frogspawn, daffodils, Easter display.
- **Summer:** Roses, ant farm, Sun flowers

**NON FICTION BOOKS & JIGSAWS
TO SUPPORT LEARNING**

FEELY BOX

- Object reflecting current interests change every fortnight.

SMELL POTS

- Lemon, orange, curry, lavender, mint.

Natural Science Areas

AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Play with children. Encourage them to explore, and show your own interest in discovering new things.
- Help children as needed to do what they are trying to do, without taking over or directing.
- Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.
- Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.
- Encourage open-ended thinking by not settling on the first ideas: What else is possible?
- Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea..
- Extend children's experiences of the world.
- Arouse awareness of features of the environment
- Introduce vocabulary to enable children to talk about their observations and to ask questions.
- Help children to notice and discuss patterns around them.
- Examine change over time.
- Use correct terms.
- Pose carefully framed open-ended questions "What would happen if
- Encourage children to speculate on the reasons why things happen or how things work.
- Give children time to talk and think.
- Value questions, talk, and many possible responses, without rushing toward answers too quickly.
- Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.

THE UNIQUE CHILD

Assessment Look, listen & note 2Simple

(22 – 36)

- Notices detailed features of objects in their environment.

(30 – 50)mnth

- Comments and asks questions.
- Can talk about some of the things they have observed
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

(40 – 60)

- Looks closely at similarities, differences, patterns and change