**Planning for Learning through Investigative Play Year Group:**

**Date:**

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| **The Arts**  Learning Intentions |
| **Language & Literacy** |
| **Mathematics & Numeracy** |
| **Personal Development & Mutual Understanding (Include TS & PC)** |
| **Physical Development & Movement** |
| **The World Around Us (Include ICT)** |

## Understanding the value of Play

Teachers should have a clear understanding of the curriculum requirements for the year group they are working with. Much of the curriculum in the Foundation Stage and Key Stage One has the potential to be delivered through the medium of Play.

The play experiences offered to the children should be appropriately pitched and have clear intentionality. There should be obvious progression as the children move from pre-school through Foundation Stage and in to Key Stage One.

Teachers should ensure that the play experiences offered to the children are investigative, suitably challenging and will afford the children with an opportunity to lead and direct their own learning.

Learning Intentions that are matched to curriculum requirements will be set out by the teacher and will intend to provoke real and developmentally appropriate exploration and investigation by the children. Children will often digress from the original Learning Intentions. Adults should be confident to support children’s explorations through close observation, skilful interactions and provision of additional materials.

Adults must view the process of learning as being as important as producing an end product.

The role of the adult should include the following:

* **Researching** and **Planning**
* Sourcing open ended materials/resources with ***intentionality***
* Arranging the materials with purpose and ***intentionality***
* **Observing** how the children interact with the resources and with each other - **Not** imposing your ideas on the children
* Affording children **plenty of time** for exploration, investigation, interaction and repetition with the materials
* Intervening appropriately by asking **real** and **open-ended questions –** encouraging children to describe their thinking
* **Storing resources** where the children can access them independently
* **Engaging** the children in a **review session** where the learning through play can be highlighted and built upon

**Comment on and evaluate the extent to which Thinking Skills and Personal Capabilities are being promoted and developed**

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| **Thinking Skills and Personal Capabilities** | **Throughout Foundation Stage pupils should:** | **Evaluative Comment** |
| **Managing Information** | - work with a focus, asking and responding to questions to clarify the task;  - select, with help, information from materials and resources provided and suggest ways to obtain information;  - follow directions in relation to a task;  - begin to plan;  - identify and use simple methods to record information; |  |
| **Thinking, Problem-Solving and Decision Making** | - show their ability to memorise by recalling and restructuring experiences and stories;  - make close observations and provide descriptions of what they notice;  - show the ability to sequence and order events and information, and to see wholes and parts;  - identify and name objects and events as same/different, and sort and put objects into groups;  - make simple predictions and see possibilities;  - give opinions and reasons;  - ask different types of questions; |  |
| **Being Creative** | - be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;  - talk about their memories and experiences;  - play for pleasure and as a form of creative expression;  - show excitement, enjoyment and surprise in learning;  - be willing to take on new challenges;  - experiment with ideas through writing, drawing, mark making and model making; |  |
| **Working with Others** | - be willing to join in;  - learn to work and play co- operatively;  - develop routines of listening, turn-taking, sharing, co-operating and reaching agreement;  - be able to learn from demonstration and modelling;  - be aware of how their actions can affect others;  - learn to behave and to use words to suit different purposes;  - develop confidence in being with adults and other pupils in a variety of contexts; |  |
| **Self-Management** | - talk about what they are doing and what they have learned;  - develop the ability to focus, sustain attention and persist with tasks;  - develop awareness of emotions about learning, their likes and dislikes;  - be able to make choices and decisions; and  - ask an adult or friend for help. |  |

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| **WEEK 1 & 2** |  | | |
| **ICT**  Includes any digital devices | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** |  | | **Further Action** |

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| **WEEK 1 & 2** |  | | |
| **Role Play & Imaginative Play**  Includes small world | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** |  | | **Further Action** |

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| **WEEK 1 & 2** |  | | |
| **Physical Development**  FMS & GMS | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** |  | | **Further Action** |

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| **WEEK 1 & 2** |  | | |
| **Construction Play**  Includes large and small equipment | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** |  | | **Further Action** |

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| **WEEK 1 & 2** |  | | |
| **Creativity** | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** | | | **Further Action** |

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| **WEEK 1 & 2** | | | |
| **Investigation**  Includes sand & water | **Inside** | **Outside** | |
|  | **Experience:** | **Experience:** | |
| **Resources:** | **Resources:** | |
| **Evaluation:** |  | | **Further Action** |

**Additional Outdoor Experiences**