

Deliberate Provision Enhancement Plan HT2

Focus Interaction Pupils	PSED	C&L	EAL	SEND
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	Room 1	Room 2	Room 3	Outside
C and L	<p>QfL: How do I ask and answer questions about a book using 'where' and 'what'?</p> <p>Book Corner: Sharing stories together, adults to ask children where and what questions and encourage the children to pose these.</p> <p><b>F1 Intentional Vocabulary:</b> dress, clothes, fasten, zip, button, shirt, skirt, coat, jumper</p>	<p>QfL: How do I talk to my friends about what I am doing?</p> <p>Workshop: Making autumn pictures with natural resources found at forest school</p> <p><b>F1 Intentional Vocabulary:</b> make, stick, talk, listen, turn</p> <p><b>F2: Intentional Vocabulary:</b> conversation, listen, respond, respectful, natural materials,</p>	<p>QfL: How do I ask and answer questions about a book using 'how' and 'why'?</p> <p>Book Area: Sharing books, adults to be asking how and why questions and encourage children to pose these.</p> <p><b>F2: Intentional Vocabulary:</b> how, why, question, understand, explain, character, story setting, beginning, middle, end</p>	<p>QfL: Can I talk about what I have done?</p> <p>Pumpkins/conkers: Conker rolling and pumpkins</p> <p><b>F1 Intentional Vocabulary:</b> rolled, pushed</p> <p><b>F2: Intentional Vocabulary:</b> watched, observed, trickled</p>
PSED	<p>QfL: Can I put on clothing independently?</p> <p>Different clothing in role play to try on, zipping up coats for outdoors</p> <p><b>F1 Intentional Vocabulary:</b> dress, clothes, fasten, zip, button, shirt, skirt, coat, jumper</p>	<p>QfL: Can I join in activities happily?</p> <p>Autumn themed small world – natural resources, invertebrates, woodland animals.</p> <p><b>F1 Intentional Vocabulary:</b> join in, share, take turns, waiting your turn,</p> <p><b>F2: Intentional Vocabulary:</b> cooperate, decide, patience</p>	<p>QfL: Can I talk about the things I like and dislike?</p> <p>Café Role play area – Children to be encouraged to talk about food they like and dislike.</p> <p><b>F2: Intentional Vocabulary:</b> dislike, enjoy, delicious, detest, favourite, least favourite</p>	
Physical	<p>QfL: Can I move my body in different ways to the music?</p> <p>Moving in different ways to music – scarves</p> <p><b>F1 Intentional Vocabulary:</b> twirl, swirl, twist, turn, float, higher, lower</p>	<p>QfL: Can I use a holepunch confidently?</p> <p>Table Top: Hole punch leaves to thread onto string.</p> <p><b>F1 Intentional Vocabulary:</b> thread, hole punch, squeeze, pinch</p> <p><b>F2: Intentional Vocabulary:</b> carefully, delicate, thread</p>	<p>QfL: Can I use scissors with successfully?</p> <p>Table Top: Cutting around a template (autumn pictures)</p> <p><b>F2: Intentional Vocabulary:</b> follow, turn, round, carefully, precise</p>	<p>QfL: Can I use brushes confidently?</p> <p>Painting with water: brushes and buckets</p> <p><b>F1 Intentional Vocabulary:</b> marks, hold, press, round, circle, line</p> <p><b>F2 Intentional Vocabulary:</b> large, small, twirls, zig zag, pattern</p>

<p><b>Literacy</b></p>	<p><b>QfL: Can I talk about what I see in a book?</b></p> <p>Book Area: Spot the difference / look and find books in the reading area</p> <p><b>F1 Intentional Vocabulary: look, find, spot, page, difference, same</b></p>	<p><b>Autumn small world</b></p> <p><b>QfL: Can I make marks and label the pictures?</b></p> <p>F1: Making marks linked to autumn theme</p> <p>F2: Following previous literacy session, children to practise labelling autumn pictures.</p> <p><b>F1 Intentional Vocabulary: mark, pencil, trace, follow, grip, press</b></p> <p><b>F2: Intentional Vocabulary: pencil grip, segment, grapheme, sound, listen, letter, phoneme.</b></p>	<p><b>Mark making area: revisiting last week's literacy</b></p> <p><b>QfL: Can I write a sentence?</b></p> <p>Children to access resources to recap and embed dictated sentences from literacy sessions</p> <p><b>F2 Intentional Vocabulary: Vocabulary linked to literacy sessions and dictated sentences – see literacy plan</b></p>	<p><b>QfL: Can I use brushes confidently?</b></p> <p>Painting with water: brushes and buckets</p> <p><b>F1 Intentional Vocabulary: marks, hold, press, round, circle, line</b></p> <p><b>F2 Intentional Vocabulary: large, small, twirls, zig zag, pattern</b></p>
<p><b>Mathematics</b></p>	<p><b>Construction Area:</b></p> <p><b>QfL: Can I words to describe my tower?</b></p> <p>Build blocks associating more blocks with terms like 'big', and fewer bricks with terms like 'small'.</p> <p><b>F1 Intentional Vocabulary: build, tall, long, big, small, fewer, less, more, greater</b></p>	<p><b>Sand Tray:</b></p> <p><b>QfL: Can I talk about how much sand is in my container?</b></p> <p>F1/2: Filling different sized vessels in sand by pouring from one to another</p> <p><b>F1 Intentional Vocabulary: pour, fill, full, half full, empty, bigger, big, small, smaller.</b></p> <p><b>F2 Intentional Vocabulary: pour, fill, full, half full, empty, big, large, larger, largest, small, smallest, smaller, compare, order, the most, the least, capacity.</b></p>	<p><b>Maths Area:</b></p> <p><b>F2: QfL: How can I organise cubes into different containers?</b></p> <p>Filling – filling containers with cubes in an organised way</p> <p><b>F2 Intentional Vocabulary: pour, fill, full, half full, empty, big, large, larger, largest, small, smallest, smaller, capacity.</b></p>	<p><b>Maths Area:</b></p> <p><b>F2: QfL: Can I follow directions?</b></p> <p>Give and follow spatial direction – obstacle course</p> <p><b>F1 Intentional Vocabulary: over, under, around, through, next to, at the side of</b></p> <p><b>F2 Intentional Vocabulary: across, along, balance, instructions</b></p>
<p><b>Understanding the world</b></p>	<p><b>QfL: How can I twist and stretch the objects?</b></p> <p>Table top: Things that twist and stretch – forces</p> <p><b>F1 Intentional Vocabulary: object, twist, pull, stretch, long</b></p>	<p><b>QfL: Can I talk about my family celebration and compare to others?</b></p> <p>Role play – Talk about special times in our families – Christmas/Eid/Diwali</p> <p><b>F1 Intentional Vocabulary: special time, party, family, decorations, gift, present</b></p> <p><b>F2 Intentional Vocabulary: celebrate, feast, festival</b></p>		<p><b>QfL: Can I make collections of natural objects and name them?</b></p> <p>Collect items from forest school:</p> <p><b>F1 Intentional Vocabulary: sticks, leaves, twigs, conkers, pinecones,</b></p> <p><b>F2 Intentional Vocabulary: collection, hoard</b></p>
<p><b>Expressive Arts and Design</b></p>	<p><b>QfL: How do I mix paint to make new colours?</b></p> <p>Exploring how paint colour changes when colours are mixed.</p> <p><b>F1 Intentional Vocabulary: colour, colour names, mix, change, new</b></p>	<p><b>QfL: How can I print using natural objects?</b></p> <p>Workshop activity 2: Printing with leaves, conkers, sticks</p> <p><b>F1 Intentional Vocabulary: print, paint, press, picture</b></p> <p><b>F2 Intentional Vocabulary: scrape, pattern, create</b></p>	<p><b>QfL: Can I add details to my drawings?</b></p> <p>Table top: Observational drawing of leaves</p> <p><b>F2 Intentional Vocabulary: Veins, detail, shape, closely</b></p>	<p><b>QfL: Can I move my body to music from around the world?</b></p> <p>Outdoor stage: Music from around the world. Creating dances to perform.</p> <p><b>F1 Intentional Vocabulary: dance, move, body, high, low</b></p> <p><b>F2 Intentional Vocabulary: rhythm, shake, routine, movement, perform, audience</b></p>