

Deliberate Provision Enhancement Plan HT1

| Focus Interaction Pupils | PSED | C&L | EAL | SEND |
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|                 | Room 1  | Room 2  | Room 3   | Outside   |
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| <b>C and L</b>  | <p><b>Book Corner: enjoy listening to parts of stories and rhymes</b></p> <p>QfL: Can I listen to an adult tell me a story or rhyme?</p> <p>Children to listen to stories and rhymes led by an adult.</p> <p><b>F1 Intentional Vocabulary: story, listen, look, book, turn, pages, rhyme, song, singing</b></p> | <p><b>Home Corner: Talk about families and home life</b></p> <p>QfL: Can I talk in full sentences?</p> <p>Children to talk about families and home life. F1 to be supported to speak in full sentences. F2 to be extended using connectives in speech.</p> <p><b>F1 Intentional Vocabulary: family, brother, mum, dad, sister, baby, toddler, teenager, grandma, grandad, pet</b></p> <p><b>F2 Intentional Vocabulary: cousin, neighbour, aunt, uncle, parent</b></p> | <p><b>Vet Role Play: Use specific vocabulary relating to Vet role play</b></p> <p>QfL: Can I use new vocabulary in my play?</p> <p>Children to use the new vocabulary relating to vets</p> <p><b>F2 Intentional Vocabulary: Vet, patients, customers, pills, medicine, operation, vaccination, injuries, ill, instruments, stethoscope</b></p>                         | <p><b>Stage Area: Musical instruments and music</b></p> <p>QfL: Can I be confident when performing in front of others?</p> <p>Children to use instruments and perform with music to others</p> <p><b>F1 Intentional Vocabulary: music, dance, slow, fast, sing, move, body</b></p> <p><b>F2 Intentional Vocabulary: perform, project, audience, routine, applause, instrument, beat, names of instruments</b></p> |
| <b>PSED</b>     | <p><b>Join in with activities set up in the room.</b></p> <p>QfL: Can I join in with the activities on offer?</p> <p>Children to be encouraged to join in with a variety of activities set up in the room.</p> <p><b>F1 Intentional Vocabulary: join in, activity, choose, play, busy</b></p>                   | <p><b>Construction Area: Work collaboratively with others</b></p> <p>QfL: Can I build with my friends?</p> <p>Children to work collaboratively to build models in construction.</p> <p><b>F1 Intentional Vocabulary: friend, together, help, join in, share, turns</b></p> <p><b>F2 Intentional Vocabulary: collaborate, contribute, resolve, solution</b></p>  | <p><b>Vet Role Play Area: Joining in with sustained play</b></p> <p>QfL: Can I happily join in play with others?</p> <p>Children to be encouraged to discuss ideas with friends to extend play.</p> <p><b>F2 Intentional Vocabulary: I notice that... Can you show me/your friend... I wonder... What happens next What will happen if... What do you think...</b></p> | <p><b>Ring Games</b></p> <p>QfL: Can I follow rules to join in with ring games?</p> <p>Children to join in with ring games led by an adult</p> <p><b>F1 Intentional Vocabulary: circle, join, together, listen, looking,</b></p> <p><b>F2 Intentional Vocabulary: follow instructions, rhyming, rules, instructions</b></p>   |
| <b>Physical</b> | <p><b>Malleable: Using a range of playdough tools to cut shapes into playdough</b></p> <p>QfL: Can I use a range of tools?</p> <p><b>F1 Intentional Vocabulary: roll, flat, stamp, cut, shape, peel, press, push</b></p>  | <p><b>Workshop: making mini characters at the workshop</b></p> <p>QfL: Can I use scissors to cut around a shape?</p> <p>Children to make mini figures of themselves at workshop. Focus on cutting skills.</p> <p><b>F1 Intentional Vocabulary: Cut, scissors, snip, open close, careful, line</b></p> <p><b>F2 Intentional Vocabulary: along, around, accurate, turn, precise, controlled, follow</b></p>   | <p><b>Mark Making: Work towards a static tripod grip by tracing lines</b></p> <p>QfL: Can I hold a pencil correctly?</p> <p>Children to use pre writing sheets to practice pencil control.</p> <p><b>F2 Intentional Vocabulary: trace, follow, accurately, pencil grip, control</b></p>  | <p><b>Bike Area: Pedalling a trike</b></p> <p>QfL: Can I use strength and control when peddling?</p> <p><b>F1 Intentional Vocabulary: pedal, bike, trike, track, seat, handles</b></p> <p><b>F2 Intentional Vocabulary: follow, control, turn, balance, steer</b></p>   |

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| <p><b>Literacy</b></p>                   | <p><b>Instruments</b></p> <p>QfL: Can I make different sounds with the instruments?</p> <p>Children to make different sounds using the instruments</p> <p><b>F1 Intentional Vocabulary:</b> music, sound, loud, quiet, fast, slow, instrument</p> | <p><b>Small World: House</b></p> <p>QfL: Can I make up a story?</p> <p>Encourage children to create narratives with the families in the house small world</p> <p><b>F1 Intentional Vocabulary:</b> one day, next, end, ending</p> <p><b>F2 Intentional Vocabulary:</b> Once upon a time, happily ever after, first, finally, after that, in the end</p>            | <p><b>Mark making area: revisiting last week's literacy</b></p> <p>QfL: Can I write a sentence?</p> <p>Children to access resources to recap and embed dictated sentences from literacy sessions</p> <p><b>F2 Intentional Vocabulary:</b> Vocabulary linked to literacy sessions and dictated sentences – see literacy plan</p> | <p><b>Mark Making: chalking faces</b></p> <p>QfL: Can I give meaning to pictures I draw?</p> <p>Children to develop control and grip to draw faces on the playground</p> <p><b>F1 Intentional Vocabulary:</b> face, eyes, nose, mouth, head</p> <p><b>F2 Intentional Vocabulary:</b> Detail, shape, chin, forehead, shade, eyelashes</p>  |
| <p><b>Mathematics</b></p>                | <p><b>Role Play: Comparing weights of objects</b></p> <p>QfL: Can I compare the weights of objects?</p> <p>Weighing scales and objects to weigh in role play</p> <p><b>F1 Intentional Vocabulary:</b> weigh, heavy, light, scales</p>             | <p><b>Sand Area: Capacity filling containers in sand</b></p> <p>QfL: Can I talk about how much sand is in my container?</p> <p>Filling different sized containers with sand</p> <p><b>F1 Intentional Vocabulary:</b> fill, top, full, empty, half full, tip, pour</p> <p><b>F2 Intentional Vocabulary:</b> full, largest, contains, smallest, order, container</p> | <p><b>Maths Area</b></p> <p><b>F2: QfL:</b> Can I compare towers of different heights?</p> <p>Building towers – comparing which is tallest, shortest</p> <p><b>F2 Intentional Vocabulary:</b> tall, tallest, taller, short, shorter, shortest, compare, order, height</p>   | <p><b>Maths Area</b></p> <p><b>F2: QfL:</b> Can I compare length?</p> <p>Drawing different lines on playground with chalk - whose line is the longest? Who will get there first?</p> <p><b>F1 Intentional Vocabulary:</b> line, long, short, turn</p> <p><b>F2 Intentional Vocabulary:</b> longest, longer, shorter, shortest, length</p>   |
| <p><b>Understanding the world</b></p>    | <p><b>Home Corner: Talk about my own family</b></p> <p>QfL: Can I talk about my family?</p> <p><b>F1 Intentional Vocabulary:</b> mum, dad, home, sister, brother, baby, family</p>  | <p><b>Home Corner: Talking about special animals children have in their families.</b></p> <p>QfL: Can I name different animals that we have in our families?</p> <p><b>F1 Intentional Vocabulary:</b> pet, animal names</p> <p><b>F2 Intentional Vocabulary:</b> care, feed, routine, help, special</p>  | <p><b>Table Top: Mapping route to school</b></p> <p>QfL: Talk about the features that we see on our journey to school?</p> <p>Children to map their route to school</p> <p><b>F2 Intentional Vocabulary:</b> features, map, route, turn, forwards, straight ahead, village, road, buildings, landmark</p>                       | <p><b>Construction: Fire station</b></p> <p>QfL: Can I talk about different occupations?</p> <p>Children to build houses/fire engines. Dress up as fire fighters, hoses etc</p> <p><b>F1 Intentional Vocabulary:</b> fire, hot, burn, job, fire fighter, fire engine, help, helmet, hose</p> <p><b>F2 Intentional Vocabulary:</b> occupation, save, rescue, emergency, appliance, protect, extinguisher</p> |
| <p><b>Expressive Arts and Design</b></p> | <p><b>Maths table top: Identify and name colours</b></p> <p>QfL: Can I name and sort the different colours?</p> <p><b>F1 Intentional Vocabulary:</b> colour, sort, colour names, different, same</p>  | <p><b>Workshop: develop different joining techniques, gluing and taping</b></p> <p>QfL: Can I join materials using glue and tape?</p> <p><b>F1 Intentional Vocabulary:</b> glue, stick, tape, join, add</p> <p><b>F2 Intentional Vocabulary:</b> connect, fix, secure, control, precise</p>  |   | <p><b>Buckets and Paint brushes</b></p> <p>QfL: Can I use paintbrushes with control?</p> <p>Children to use buckets and thick paintbrushes to make marks on the playground</p> <p><b>F1 Intentional Vocabulary:</b> dots, line, swirls, spots, circle</p> <p><b>F2 Intentional Vocabulary:</b> zig zags, stripes, control, pattern, straight, curved, curly</p>   |