

A brief introduction about the EYFS 'Talking and Thinking Book'.

Objects of interest are placed in the 'questions' box over time. As a class the children then look together at the box and its contents. Children's ideas and thoughts are recorded without re-framing or interpretation so that they are a genuine record of their thinking. These are recorded on cards and open ended questions are collected in response to interests shown. The children add a picture to their question card so that they can express ownership over the planning process.

The book is created with children during a play session, it can then be used to analyse the starting points for learning that children are suggesting, rather than adults thinking up random "activities" for children to "do". Responsive planning is at the root of learning. Adults can then create PLODs - possible lines of development. Due to the consultations adults need to accept that these may change.

The books are then available to children at all times. Joint ownership should give children the right to revisit their thinking whenever they wish. There has to be a feedback loop to the children so that they know that the process of consultation is actually changing something. This is done by reviewing the book during play sessions and as a whole class.

		People who help us - Spring 1 2018 EYFS				
	WEEK 1 <i>WB 8th Jan</i>	WEEK 2 <i>WB 15th Jan</i>	WEEK 3 <i>WB 22nd Jan</i>	WEEK 4 <i>WB 29th Jan</i>	WEEK 5 <i>WB 5th Feb</i>	
Questions	<i>How do Doctors help us?</i> <i>Why do we need them?</i> <i>How do they know what to do?</i> <i>How do we keep healthy?</i>	<i>What do police do?</i> <i>What do they wear?</i> <i>What things do they need?</i>	<i>What do firefighters do?</i> <i>What do they wear?</i> <i>What things do they need?</i> <i>What is a fire station like?</i>	<i>Who helps you keep safe at sea and on boats?</i> <i>How do we keep safe near the river in town?</i> <i>What do lifeguards do?</i>	<i>How do we keep safe walking on the road?</i> <i>What do the signs mean?</i> <i>How do we keep safe?</i> <i>How can we be helpful?</i> <i>What helps at school? at home?</i>	
MONDAY	Doctor powerpoint images, how to doctors help us? ELG 2, 6, 13. Doctors role play area, ELG 17.	Read police story. How do they help us? ELG 13, 14 What do we notice about what police wear? Why do they wear this? ELG 5 Draw and label picture of a police officer and what they wear. ELG 7, 10. Police role play outside. ELG 1, 2, 3, 17	Share story about firefighters. What do they do? What do we notice about what they wear? How do they keep themselves safe? Design an outfit for a firefighter which will keep them safe. ELG 5, 6, 8, 10, 13, 14, 16.	Look at powerpoint of coastguards. What do they do? How would they keep people safe? ELG 4, 5, 6, 8, 13, 15.	Show pictures of children walking on the road, partner talk to discuss the dangers of walking on the road. What could we do to keep ourselves safe? ELG 6, 8.	
TUESDAY	Forest School- Pretending to make 'magic medicine' with items in the forest. How will the medicine help us? ELG 16, 17	Forest School- Finger print activity. ELG 16	Forest School- Numbers with 'fire' in the trees, number recognition activity. Moving in different ways around the forest ELG 7, 11, 16 How is fire made? Learn about fire safety and light a fire. ELG 2, 3, 4, 5, 6, 7, 8, 14.	Forest School- Set up water area with boats and people. Sinking and floating experiments. ELG 5, 12, 13, 14. Estimate and record their findings. ELG 10, 11, 12.	Look at signs that we might find around town, what do they mean? How do we know that? How can signs keep us safe? Make our own signs and give them a meaning, how will they keep people safe? ELG 5, 8, 16.	
WEDNESDAY	Miss Polly had a dolly story sack. ELG 6, 16. How did the doctor help Miss Polly? Writing activity- ELG 10. How did the doctor know what to do? ELG 5	Share the story of 'Goldilocks and the three bears' and make 'wanted' posters for the porridge thief. ELG 9, 10 Take pictures of the crime scene with ipads. ELG 15.	What is fire? Writing simple sentences about fire. ELG 10.	Lifeguards: Watch video clip of lifeguards talking about their job. Ask children questions: What do they wear? Why do they wear bright clothes? What do the signs mean? How do they keep you safe in the pool? ELG 13.	Circle time- think of someone who helps us? Independently write them a thank you letter. ELG 1, 2, 6, 9, 10, 13, 14.	
THURSDAY	How do we keep ourselves healthy? ELG 8 How do we keep our teeth healthy? ELG 8, 14. Egg and cola sugar experiment	Look at police powerpoint from Twinkl. Draw pictures of police and what they do. ELG 7, 10.	How do we keep ourselves safe at school? What do we do if there is a fire? Who will keep us safe? Walk around the school with ipads to take pictures of fire safety signs. ELG 1, 2, 3, 4, 5, 6, 8, 13, 15.	Show children pictures of the river in town, share ideas about how they would keep safe around the river. Record their ideas. ELG 10, 13, 15.	Circle time- How can they be helpful at school? How can they be helpful at home? Record children's comments. Draw picture and label how they are going to be helpful. ELG 2, 4, 10, 13.	
FRIDAY	Dentists- how do we keep our teeth healthy? Look at egg experiment, how difficult is it to brush the eggs to get the cola off? ELG 8, 14	Look at the patterns on a police car, what do we notice? ELG 12 Woven police car making	Summary of learning using powerpoint from Twinkl. What number would we need to call if we ever needed the fire brigade? What things do firefighters need? Draw and label pictures of firefighter and objects that they need. ELG 4, 5, 7, 8, 9, 10, 13.	Read the story of the boy who cried wolf. Discuss how we should only call for help when it is an emergency. ELG 2, 4, 5, 6, 8, 13, 14. What is an emergency, can children draw a picture and independently write a sentence of the emergency? ELG 7, 9, 10, 16.	Circle time – show the question box. A 'what have we learnt review'. Record children's opinions about the topic and comments about what they have learnt.	
PLODs						

