

## **Short-term Curriculum Planning Template**





This is a **sample** template to help you create short-term plans for children's learning and development based on their interests and upcoming celebrations and events. This planning involves <u>observing</u>, <u>listening</u>, <u>talking to</u> and <u>playing</u> with children and <u>organising</u> interesting and fun activities and experiences with them.

Group: toddlers

Date: 12 December 2014

What interests the children? What do they want to do and find out? How can we help them?

What seasonal events and celebrations do we need to plan for? What will we do?

(Prompts: Observe the children play. Listen and talk to them. Talk to parents. Find information in books, websites and through visits. Make things. Add new props.)

When we put up the Christmas tree in the lobby last week the children were really interested in it and loved looking at it every day. We'll bring in a tree for our room and hang the decorations they make on it. Some of the children don't really like making the decorations so we can hang their pictures on it.

There's a holly bush in the garden and we can cut some pieces from that and bring them in.

On Monday Ben's mammy was in her Garda uniform when she dropped Ben and the children loved it. They liked the colours and the hat. We have photos printed and put together of different uniforms and we will put this in the book area. Saoirse's daddy was on the way to the mart with a cow and calf when he brought her to crèche in his jeep. The children saw this through the window and loved it and we brought out some of the children to see the cow and calf.

What resources can we use? How will we support the children's language development?

(Prompts: materials, visitors, interaction strategies, 'special' words linked to the interest/event/celebration)

Words to describe the sounds made by the decorations... like shaking, tinkling, jingling, dinging, banging, rolling, the feel of them like smooth, furry, velvety, slippy, shiny, glittery

Christmas words like reindeer, santa, snowman, holly, prickly, berries... all depending on what engages the children.

Santa is visiting. Ask him to bring more farm animals for the farm set

Ben's mammy is going to come again later in the week in uniform.

Bring in farming books and magazines and invite Saoirse's daddy to come again.

Make sure the camera is charged up as we might get some video.

How will we find out what the children have learned? How will we document and share this?

(Prompt: See Aistear's theme posters. Think about photos, learning records and stories, drawings and writings, discussions, portfolios, journals, meetings with parents.)

Christmas story document panel outside door for parents.

Ali was most interested in the holly. He loved exploring the shape of the leaves and we'll put the photos in his special book. (ET, Aim 1, LG4)
Lots of chatting about all that is happening. New words being used all the time. (C, Aim 2, LG 1)

Ben and Saoirse delighted that their mammy and daddy are the centre of attention (I&B, Aim 2, LG 2) ET=Exploring and Thinking C=Communicating I&B=Identity and Belonging

LG=Learning goal

This resource was developed through the Aistear in Action initiative.