

# Medium Term Plan for Autumn 1 2021

## Little Butterflies Nursery



In developing a **Medium Term Plan**, typically covering a half-term period, our practitioners will:

- Draw upon our detailed Long Term Plans – these show the sequencing of knowledge and skills for all subjects, across each year group
- Ensure that they build upon prior learning, through an understanding of knowledge and skills taught in previous year groups (or earlier in the same year/term)

In developing a **Context for Learning**, covering a half term or less, our teachers will:

- Devise a theme that will provide meaningful, cross-curricular learning opportunities – our belief is that this adds to pupil motivation and makes learning even more relevant
- Ensure that across the 6 half terms, there are a range of focus areas for Contexts for Learning – for example a CfL could be based on a book, or on an imaginary theme relevant to the children's interests

### **4 Principles of EYFS**

**These 4 overarching principles shape everything we do in Early Years and we consider all aspects of these when planning:**

#### **A Unique Child**

- Every child is a competent learner and can be resilient, capable and confident

#### **Positive Relationships**

- Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school

#### **Enabling Environments**

- The environment plays a key role in supporting and extending children's development and learning

#### **Learning and Development**

- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

In Early Years, the objectives listed below are taken from Birth to 5 Matters and are colour coded according to the ranges (2, 3 and 4)



## Title of Context for Learning: All about me!

### Cross Curricular links: PSED

#### Personal, Social and Emotional Development (PSED)

- We will welcome children into Nursery supporting them as they leave their parents/carers.
- We will shadow children as they explore their new Nursery observing any areas of interest planning activities linking to these interests.
- We will support children playing alongside and with others encouraging sharing, turn taking and kind hands, words and feet.
- We will discuss and follow our golden rules and rewards using visual aids
- We will discuss our daily routine using visual aids in the Nursery and on key carpets.

#### Communication and Language Development (CAL)

- We will encourage the use of role play/ imaginative play, talking bags and photos to develop language.
- We will discuss our likes and dislikes at Nursery and at home.
- We will talk about our families and people who are special to us.
- We will encourage the children talk about where we live and who we live with.
- We will sing our favourite songs and introduce our core songs.
- We will discuss what we have done over the summer holidays using visual aids.

#### Physical Development (PD)

- We will sing finger and toe rhymes such as 'Peter Pointer where are you?' and 'This little piggy went to market.' to develop fine motor skills.
- We will play ring games such as 'ring a ring a roses' and 'head, shoulders, knees and toes' to promote gross motor movements.
- We will encourage the use of loose parts indoors and outdoors to develop gross motor skills.
- We will support and encourage the children to take off coats and wellies independently.
- We will encourage the children to use the potty at nappy changing times and support with clothing.

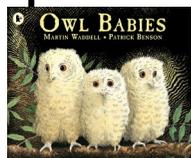
#### Literacy (L)

- We will introduce core stories to the children with a focus on 'Owl Babies' and 'Guess how much I love you.'
- We will our sing core songs and discuss our favourites.
- We will play listening games such as 'sound lotto', 'what's that noise?' and 'Simon says'.
- We will go for an autumn listening walk to Backhouse Park listening to the sound of leaves crunching, the birds singing and the trees moving.
- We will look at familiar logos such as 'ASDA' and 'McDonalds' and discuss our experiences there.

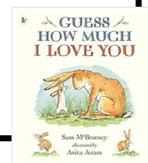
#### Maths (M)

- We will sing number songs such as '1, 2 buckle my shoe', '3 current buns' and '1,2,3,4,5 once I caught a fish alive.'
- We will encourage filling and emptying pots, bowls, jugs and containers in the water, sand and messy tray with adults modelling language such as full, empty, more, less, pour etc.
- We will encourage the children to stack objects and match shapes with spaces on inset puzzles.
- We will encourage the children to make their own patterns and creations using the transient art station and loose parts.

### Autumn 1 — Little Butterflies



#### All About ME!



#### Hooking children in:

- Create floor book with children using photos of children and their families, their house and things they enjoy doing at Nursery.
- A trip to the local park collecting conkers, leaves, pinecones and sticks.
- Introduce key carpet pets that children can care for at home over the weekend.

#### Key Vocabulary:

Mam, Dad, Brother, Sisiter, baby, Nana, Gran, Grandad, pets, home, house, shops, park, leaves, sticks, pinecone, conkers

#### Core Texts:

- Owl babies
- Guess how much I love you

#### Understanding the World (UTW)

- We will take selfies on the ipad and use them for self registration.
- We will look at family photos and discuss people who are special to use.
- We will use photos to talk about what we have done with our families over the holidays.
- We will build positive relationships with our children and families by closely shadowing children while playing and plan in family days i.e. a trip to the park with parents.
- We will have a walk to our local park and discuss seasonal changes, changes in the weather and collect things linking to autumn such as leaves and conkers.

#### Expressive Arts and Design (EAD)

- We will encourage the children to create self portraits using the ipad, paint, pencils and natural resources from the transient art area.
- We will make handprints to display in the foyer.
- We will sing core songs and other nursery rhymes.
- We will encourage the children to join in with sticky kids and ribbon dancing, listening to the instructions and developing motor skills.

### **Characteristics of Effective Learning**

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should be learning from their environment, experiences and activities. During this half term, we will be focusing on encouraging:

**Playing and Exploring**

- Playing with what they know

**Active Learning**

- Being involved and concentrating

**Creating and Thinking Critically**

- Having their own ideas

### **Area Enhancements to Continuous Provision this half term:**

### **Other planned school events this half term**

**Reading Area 'The snug'**. We have added books to encourage discussion about themselves and their families, such as 'Owl Babies' and 'Guess how much I love you' and will rotate story boxes so the children can retell stories using props.

**Construction/Small World Area/ loose parts**. Our new drag race ramp is available for children to access in the vehicle section of our construction area. It introduces the numbers 1-4 for the children to explore and talk about with practitioners and provides opportunity for simple language development e.g. 'ready, steady, go!' 'Weeee!' 'Whoosh!' etc

We also have a new tree house with woodland animals promoting imaginative play, sorting and communication and language skills.

**Water Area**. Children have access to jugs and bowls allowing them to fill and empty discussing capacity. We will add different colours to the water to promote discussions about our favourite colours, linking this to their eye colour, hair colour and colours they may see at home.

**Play dough/ Malleable Area**. Play dough will be available for children to mould and develop their fine motor skills. Tools will be introduced also. Face features such as ears and noses will be added for children to make a 3D sculpture of their faces. Cookery resources such as rolling pins, cutters and scales will be used to encourage 'home' role play such as baking cakes and biscuits.

**Creative Area/ Transient Art**. Children will have access to mirrors for self portraits with a mixture of resources such as paint, crayons, pencils and natural materials. Open ended resources will be available for children to get creative with and explore, cut and manipulate. Practitioners will encourage mark making with large sheets of paper and pens during group times with activities such as squiggle while you wiggle.

**Maths Area**. Numerals to 1 – 10 have been displayed around the Nursery for children to become familiar with. Children will be able to use a range of loose parts to count and sort and will have opportunities to sing number songs independently using the finger puppets, song stones and song sticks.

**Home corner**. Children will be encouraged to engage in first hand experiences such as cooking and looking after siblings etc. They will have access to dolls, dolls clothes, kitchen items and real food to chop, pour and scoop.

**Technology**. Smart Notebook and Paint programmes will be displayed on IWB for children to draw their own portraits. Children will be shown how to use the camera on adults ipads to take selfies to display on 'All about me' board.

**Sand Area**. Children have access to a large sand pit allowing them to climb inside and explore dry and wet sand using their senses. There are a variety of resources in which the children can develop their motor skills by scooping, flicking, pouring, stamping and patting etc.

**Outdoor Area**. Children will explore the outdoor area, becoming familiar with the provision there. They will be able to make potions, make berry crumble and use the scuttle bikes and scooters. They will also discuss change in seasons and will explore signs of Autumn.

Autumn walk to back house park

Harvest festival

Halloween Party

### **Prime Areas of Development**

#### **Personal, Social and Emotional Development**

##### Making Relationships

- Builds relationships with special people
- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Builds relationships with special people but may show anxiety in the presence of strangers

#### **Communication and Language**

##### Listening and attention

- Concentrates intently on an object or activity of own choosing for short periods
- Pays attention to own choice of activity, may move quickly from activity to activity

##### Understanding

- Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?)

<p><b>Sense of self</b></p> <ul style="list-style-type: none"> <li>Shows separation anxiety as they become more aware of themselves as separate individuals</li> <li>Shows growing self-confidence through playing freely and with involvement</li> </ul> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious</li> <li>Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of single words in context is developing, e.g. cup, milk, daddy</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Uses sounds in play, e.g. brrrm for toy car</li> <li>Uses single words</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it</li> </ul>
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<p><b>Physical Development</b></p> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</li> <li>Pushes, pulls, lifts and carries objects, moving them around and placing with intent</li> <li>Develops security in walking upright using feet alternately and can also run short distances</li> <li>Changes position from standing to squatting and sitting with little effort</li> <li>Shows interest, dances and sings to music rhymes and songs, imitating movements of others</li> <li>When holding crayons, chalks etc, makes connections between their movement and the marks they make</li> <li>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</li> <li>Turns pages in a book, sometimes several at once</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>Self-soothes and is able to drop off to sleep when conditions are right for them</li> <li>Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)</li> <li>Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium</li> <li>Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support</li> <li>Interested in making and exploring sounds with objects</li> <li>Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need</li> </ul>
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<p><b>Specific Areas of Development</b></p> <p><b>Literacy</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Responds to sounds in the environment such as cars, sirens and birds</li> <li>Is interested in and anticipates books and rhymes and may have favourites</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</li> </ul> <p><b>Maths</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers</li> <li>Looks for things which have moved out of sight</li> </ul> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Explores space around them and engages with position and direction, such as pointing to where they would like to go</li> <li>Enjoys filling and emptying containers</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Stacks objects using flat surfaces</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated actions in songs and stories</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Shows an interest in emptying containers</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Responds to words like lots or more</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>Says some counting words</li> <li>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Beginning to arrange items in their own patterns, e.g. lining up toys</li> </ul>
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## **Understanding the World**

### **People and communities**

- Recognises key people in their own lives
- Is interested in photographs of themselves and other familiar people and objects

### **The world**

- Closely observes what animals, people and vehicles do
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking

### **Technology**

- *The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave*
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

## **Expressive Arts and Design**

### **Creating with materials**

- Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration
- Mirrors and improvises actions they have observed, e.g. clapping or waving

### **Being imaginative and expressive**

- Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)
- Expresses self through physical actions and sound