

# Medium Term Plan for Autumn 2 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: Light and Dark

### Cross Curricular links: C&L

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

- We will encourage children to talk about their feelings using visual aids focusing on happy, sad, angry and scared.
- We will continue to encourage the children to share and take turns of toys.
- We will encourage the children to play more independently.
- Linked to Anti-Bullying week we will encourage the children to be kind and collect raffle tickets for good behaviour.

#### Literacy (L)

- We will introduce two new core stories to the children with - 'Whatever Next!' and 'My Pet Star'.
- We will encourage the children to use story boxes to retell our new core stories and add props in the role play area so children can take on the role of their favourite characters.
- We will our sing core songs and introduce songs linking to Christmas in preparation for our Christmas Sing Along.
- We will play listening games such as 'sound lotto', 'what's that noise?' and 'Simon says'.

#### Maths (M)

- During group time we will encourage the children to count their friends and then with adult support and find the correct number to display.
- We will sing number songs such as 'zoom, zoom, zoom', '5 little men in a flying saucer' and '1, 2 buckle my shoe'
- When singing number songs we will encourage the children to join in with actions.
- We will encourage counting loose parts within in the different areas of Nursery up to 5.
- We will encourage children to explore different shapes within the room.

#### Communication and Language Development (CAL)

- We will encourage the children to sit together in a small group listening to and join in retelling core stories.
- We will learn Christmas songs in preparation for our Christmas sing along. 'Jingle bells', 'We wish you a Merry Christmas' and 'When Santa got stuck up the chimney.'
- We will continue to use talking bags, listening games to develop children's language and listening and attention skills.
- We will encourage the children to help at tidy up time encouraging the children to listen to simple instructions.

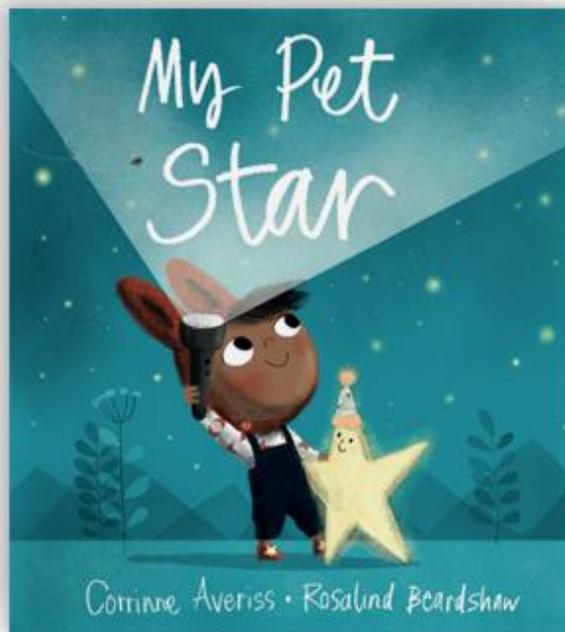
#### Physical Development (PD)

- 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 develop gross motor movements using loose parts creating obstacle courses that the children can climb and balance on.
- We will encourage the children to take part at snack time, introducing our ponder floor book.
- We will support and encourage the children to take off/ put on coats and wellies independently.
- We will encourage the children to use the potty at nappy changing times and support with clothing.

### Autumn 1 — Little Butterflies



### Light and Dark



#### Understanding the World (UTW)

- We will have a walk to our local park and discuss seasonal changes.
- We will look at photos of ourselves on local visits and adults will make notes of children's thoughts by writing in a speech

the story of Diwali and use Cbeebies short about Diwali traditions.  
bonfire night and look at a fireworks display.  
about Christmas, reading the Christmas letters to Santa, decorating our Christmas tree  
to our local post box to send our letters to

#### (EAD)

work/ space pictures using paint, glitter  
pieces to glue and stick.  
using trays of glitter, our fingers and  
stampers to create kind pictures and do  
dots (anti-bullying week).  
decorate Christmas cards, decorations and  
encourage the children to dance to festive music and  
ice to develop gross motor movements.

### **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**

- Finding our and exploring

**Active Learning**

- Enjoying achieving what they set out to do

**Creating and Thinking Critically**

- Making links

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

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

**Sand Pit** – The children have access to a large sand pit allowing them to climb inside and explore wet and dry sand. The children are able to select from a variety of resources to develop their gross motor and fine more skills. The children are encouraged to scoop, pour, flick, stamp, pat and mix etc.

**Construction Area** – Stocked with many different resources, the children are encouraged to build, stack, climb, balance and make enclosures to develop imaginary and role play. Children are encouraged to transport other loose parts/ toys from around the room to support play.

**Loose Parts** – Loose parts can be found throughout the Nursery for children to transport and use within their play to develop their imagination and speech and language skills. This term we have of gems of different sizes, cinnamon sticks and anise stars.

**Small World** – This term we will be introducing a 'Winter Wonderland' habitat housing animals such as polar bears, penguins, seals and walrus' along with flour, cotton wool and glitter to represent snow. Children will be able to develop vocabulary, mark make and develop imagination skills.

**Role play/ Play dough area** – We have added a space for play dough resources, such as rolling pins, star cutters and stampers etc, in the role play area prompting the children to re-enact what they see at home e.g. cooking/ baking. Loose parts such as gems, corks, and pasta have been added to develop imagination, vocabulary and creativity skills.

**Dressing up area** – Coats, hats, slippers, dressing gowns have been added linking to the cold weather we are experiencing outside.

**Creative Area** – The creative area has been split into two sections mark making and messy. The mark making station allows children to use chalk, pencils, crayons, pens and scissors either on the floor or at a low table to develop fine motor skills movements. Whereas the messy creative area allows children to develop gross motor movements with the use of easels and free standing wall. Children are also able to enjoy lots of sensory exploration in the area with the use of a messy tray.

**Technology** – Children will receive a call from Santa Claus via ipad, a microwave has been added to the role play area for children to warm up their play dough creations, children can document their 'work' using an ipad to take a photo. E.g. building with the lego, blocks, magnets, or a picture they have made.

**Water Area** - The children have access to cups, jugs and bowls encouraging filling and emptying and discussions about capacity. Glitter will be added to dark coloured water to represent a night's sky. Ice will also be added towards the end of the year to develop children vocabulary and promote discussions about the weather and the change in season.

**Sensory Area** – A black and white mat has been added to the sensory area along with sensory light and shiny objects. This provides a dark, calm space with in Nursery where children can rest and relax.

**The snug!** – Stories linking to light and Dark such as 'Whatever Next!', 'Peace at last' and 'Can't you sleep little bear?' have been added along with cushions and throws to encourage children to snuggle up alone or with an adult. Story boxes and props have been added to help retell the following core stories 'Whatever Next' and 'My Pet Star.'

**Outdoors** – Children will be encouraged to wear a wet suit and wellies when exploring outside, promoting independence when dressing/ undressing. We will explore the changes and results of the weather changing. E.g. going from mild to very cold and looking at the changes within the environment - colourful leaves to bare trees.

Anti-Bullying week focusing on the story 'KIND'.

A walk to Backhouse Park

A walk to our local Post box

Parent Christmas craft workshop and sing along

Christmas Party

## ***Prime Areas of Development***

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

#### Making Relationships

- Closely watches others' body language to begin to understand their intentions and meaning
- Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration
- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

#### Sense of self

- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs

#### Understanding Emotions

- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine
- Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking

### **Communication and Language**

#### Listening and attention

- Enjoys laughing and being playful with others
- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations

#### Understanding

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

#### Speaking

- Copies familiar expressions, e.g. Oh dear, All gone.
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Beginning to talk about people and things that are not present

### **Physical Development**

#### Moving and handling

- Starts to throw and release objects overarm.
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint
- Climbs inside, underneath, into corners and between objects
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge
- Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time
- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.
- Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
- Turns pages in a book, sometimes several at once

#### Health and self-care

- Self-soothes and is able to drop off to sleep when conditions are right for them
- Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)
- Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults
- Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support
- Interested in making and exploring sounds with objects
- Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need

## ***Specific Areas of Development***

### **Literacy**

#### Reading

- Responds to sounds in the environment such as cars, sirens and birds
- Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences
- Is interested in and anticipates books and rhymes and may have favourites

#### Writing

- 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).

### **Maths**

#### Number

- May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers
- Looks for things which have moved out of sight

#### Spatial awareness

- Explores space around them and engages with position and direction, such as pointing to where they would like to go
- Enjoys filling and emptying containers

### Shape

- Stacks objects using flat surfaces
- Responds to changes of shape
- Attempts, sometimes successfully, to match shapes with spaces on inset puzzles

### Patterns

- Joins in with repeated actions in songs and stories
- Initiates and continues repeated actions

### Measures

- Shows an interest in emptying containers

### Comparison

- Responds to words like lots or more

### Counting

- Says some counting words
- May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence

### Shape

- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles

### Patterns

- Beginning to arrange items in their own patterns, e.g. lining up toys

## **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

- Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves
- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
- 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
- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
- 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