

Medium Term Plan for Spring 1 2022

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: Once upon a time

Cross Curricular links: C&L

Personal, Social and Emotional Development (PSED)

- Using song baskets we will take turns to select and talk about different objects.
- We will continue to use our kind pot, star of the week and carpet pets to reward positive behaviour.
- We will encourage the children to make their own decisions e.g. building houses selecting their resources, decorating gingerbread men etc.

Communication and Language Development (CAL)

- We will explore story boxes together naming the characters, materials used to build houses, and repeating repeated phrases.
- We will use song baskets to sing songs such as 'Old MacDonald had a farm.' 'When goldilocks went to the house of the bear.'
- We will play listening games such as 'what's that sound?' 'Simon says' and sound lotto games, encouraging the children to develop their listening and speaking skills.

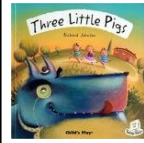
Physical Development (PD)

- We will develop gross motor skills using large loose parts to create our own houses/ dens.
- We will discover whether we like gingerbread by baking our own gingerbread men and decorating them with a variety of sweets e.g. chocolate buttons, jelly tots, icing sugar.
- We will continue to encourage the children to dress and undress themselves at when getting their nappy changed or using the potty/ toilet.
- We will encourage the children to wash and dry their hands before snack, after using the toilet, after messy play and before lunch.
- We will incorporate a relaxing time listening to relaxing music and have a few minutes to quietly reflect upon our day.

Literacy (L)

- We will introduce this terms core stories 'The 3 Little Pigs' and 'The Gingerbread Man' using story boxes.
- We will retell the story of 'The 3 Little Pigs' and 'The Gingerbread Man' using props and encourage the children to join in with repeated phrases such as 'I'll have and I'll puff and I'll blow your house down!' and 'Run, Run as fast as you can you can't catch me I'm the Gingerbread man.'
- We will name the characters in the story and predict what might happen next.
- We will use a variety of resources to mark make such as shaving foam, oats, gloop, sand and paint.

Spring 1 — Little Butterflies Once upon a time



Hooking children in:

- The 3 little pigs story box
- Baking Gingerbread Men

Key Vocabulary:

Big, bad, wolf, pigs, straw, sticks bricks, house, I'll huff and puff and blow your house down.
Gingerbread man, baker, wife, boy, house, cow, fox, river, run, run as fast as you can you can't catch me I'm the Gingerbread man!

Core Texts:

- The 3 Little Pigs
- The Gingerbread Man

Maths (M)

- We will bake and decorate our own gingerbread men following a recipe, weighing out all the ingredients.
- We will discuss our daily routine looking at our now and next board allowing our new starters to become familiar with our daily routine. Our older Butterflies will have the opportunity to predict what might happen next.
- During group time we will count the children in the circle allowing children to become familiar with rote counting and numbers.
- We will ask the children to match number to quantity e.g. 'give me 1, give me 2.'

Understanding the World (UTW)

- We will build houses to keep the 3 little pigs safe and talk about which resources we will use and why.
- We will discuss what our own homes are made of and look at different types of buildings e.g. mud huts and log cabins.
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Expressive Arts and Design (EAD)

- We will build houses for the 3 Little Pigs using real resources from the story (straw, sticks and bricks) and other loose parts.
- We will create pictures of the characters from both stories to use when retelling the story.
- We will bake our own gingerbread men and decorate using jelly tots, smarties, icing sugar and chocolates.
- We will use a variety of sensory resources to explore mark making such as paint, gloop, shaving foam, oats, straw, twigs, sticks.
- We will use rollers and stampers to explore paint and the different effects that they leave.

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:

Sand Pit – The children have enjoyed exploring 'cooking' with the sand. Pots, pans and bowls have been added along with a variety of utensils and loose parts such as shells, pasta, gems and pine cones.

Construction Area – Linked to the story 'The 3 Little Pigs' we have added sticks, straw and wooden bricks to encourage the children to build houses of their own. We have also added the characters from the story to encourage the children to retell the story in their own words.

Loose Parts/ Small world – We have added a range of loose parts to all areas within the room. We have added a large loose part section in the small world to encourage den building. This area is stocked with wooden bricks, large materials, pegs, string and scissors.

Role play/ Play dough area – Natural resources have been added to this area along with scissors following the interests of some of the children (cutting). We have removed wooden food and stocked area with loose parts such as gems, pasta, twigs etc to encourage the children to cook meals using their imagination.

Dressing up area – Coats, hats, slippers, dressing gowns have been added linking to the cold weather we are experiencing outside. We have also added a dolls bath, changing mat and cot so children can re-enact their bedtime routine.

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 have been encouraged to bath the babies using bubble bath, sponges and towels (low technology).

Water Area - The children have access to cups, jugs and bowls encouraging filling and emptying and discussions about capacity. We have added dolls and a baby bath, sponges, bubble bath and towels to the water area encouraging PSED skills and EAD.

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 within Nursery where children can rest and relax.

The snug! – Stories linking to 'Once upon a time' such as Goldilocks and the three bears, 'Little Red Riding Hood' 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 'The 3 Little Pigs' and 'The Gingerbread Man.'

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.

Other planned school events this half term

Exploring our local area
visiting shops, the park, the library etc

Pancake Tuesday

Valentines Day

Chinese New Year

Prime Areas of Development

Personal, Social and Emotional Development

Making Relationships

- Asserts their own ideas and preferences and takes notice of other people's responses
- Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Communication and Language

Listening and attention

- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door

Understanding

<p>Sense of self</p> <ul style="list-style-type: none"> - Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions <p>Understanding Emotions</p> <ul style="list-style-type: none"> - Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries - Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset 	<ul style="list-style-type: none"> - Understands different situations - able to follow routine events and activities using nonverbal cues - Selects familiar objects by name and will go and find objects when asked, or identify objects from a group - Identifies action words by following simple instructions, e.g. Show me jumping <p>Speaking</p> <ul style="list-style-type: none"> - Beginning to put two words together (e.g. Want ball, More juice) - Uses language to share feelings, experiences and thoughts
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<p>Physical Development</p> <p>Moving and handling</p> <ul style="list-style-type: none"> - Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions - Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands - Sits comfortably on a chair with both feet on the ground - Runs safely on whole foot - Moves in response to music, or rhythms played on instruments such as drums or shakers - May be beginning to show preference for dominant hand and/or leg/foot <p>Health and self-care</p> <ul style="list-style-type: none"> • Can actively cooperate with nappy changing, dressing/undressing • Starts to communicate regarding urination and bowel movement • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Uses physical expression of feelings to release stress. • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons

<p>Specific Areas of Development</p> <p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> • Begins to join in with actions and sounds in familiar song and book sharing experience • Repeats and uses actions, words or phrases from familiar stories <p>Writing</p> <ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making • Enjoys the sensory experience of making marks

<p>Maths</p> <p>Number</p> <ul style="list-style-type: none"> • Gets to know and enjoys daily routine <p>Spatial awareness</p> <ul style="list-style-type: none"> • Investigates fitting themselves inside and moving through spaces <p>Cardinality</p> <ul style="list-style-type: none"> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things <p>Shape</p> <ul style="list-style-type: none"> • Enjoys using blocks to create their own simple structures and arrangements <p>Patterns</p> <ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme <p>Measures</p> <ul style="list-style-type: none"> • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines

<p>Understanding the World</p> <p>People and communities</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Has a sense of own immediate family and relations and pets <p>The world</p> <ul style="list-style-type: none"> • Remembers where objects belong 	<p>Expressive Arts and Design</p> <p>Creating with materials</p> <ul style="list-style-type: none"> • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Joins in singing songs
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<ul style="list-style-type: none">• Matches parts of objects that fit together, e.g. puts lid on teapot <p><u>Technology</u></p> <ul style="list-style-type: none">• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times• Plays with water to investigate “low technology” such as washing and cleaning	<p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none">• Pretends that one object represents another, especially when objects have characteristics in common• Creates sound effects and movements, e.g. creates the sound of a car, animals
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