

Medium Term Plan for Spring 2 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: The Wheels on the Bus go round and round!

Cross Curricular links: C&L

Personal, Social and Emotional Development (PSED)

- We will prepare our older children for their move up to big nursery by visiting Big Nursery and meeting their new teachers.
- Our January starters will begin a short group time session with a ratio of 1:1/ 1:2 in the sensory snug focusing on PSED and C&L development.
- Adults will continue to play alongside the children encouraging sharing and turn taking, modelling how to look after the toys and modelling empathy.

Literacy (L)

- We will celebrate World Book Day with a pyjama day at Nursery exploring different story boxes and activities linking to our favourite stories.
- We will listen to Nursery rhymes and songs using the ipad and encourage the children to join in with the words and actions.
- We will encourage the children to mark make with 'squiggle while you wiggle' using black markers. This theme/ song will be 'The wheels on the bus.'

Maths (M)

- We will celebrate world maths day with a variety of Maths activities.
- We will encourage the children to count everyone in the circle at group time and find the correct number.
- We will look at shape within the nursery environment and go for a shape walk.
- Linking to science week we will measure the children to see who is the tallest and shortest and see who grows the most over the next few weeks.

Communication and Language Development (CAL)

- Play what's that sound listening to different vehicle noises.
- Use a vehicle talking bag naming vehicles and discussing their features to build vocabulary
- Introduce new songs such as 'I'm driving in my car', 'The wheels on the bus go round and round', 'Down at the station' and 'Row, row, row your boat.'

Spring 2 — Little Butterflies The Wheels on the Bus go round and round!

Hooking children in:

- Bus trip to Backhouse Park
- Washing bikes and scooters outdoors
- Transport theme games and jigsaws

Understanding the World (UTW)

- We will go on a bus trip to Backhouse Park and discuss road safety.
- Look at and discuss photographs of ourselves on the bus.
- We will look at the seasonal changes from winter to spring by walking around our local area.
- We will celebrate science with a growing theme preparing our garden to plant flowers and sow seeds
- We will Explore Easter by going on an egg hunt and sing 'Hot crossed buns', 'Chick, chick, chick, chick, chicken, lay a little egg for me.'

Physical Development (PD)

- We will continue to support children potty training, encouraging those who are more confident to use the toilet independently.
- We will encourage the children to remove shoes independently and store away on their key carpet areas.
- We will encourage children to try pancakes linking with Pancake Tuesday. Children will then be able to pick their own toppings and will be encouraged to flip their pancake!
- We will visit 'Big Nurseries' outdoor area encouraging the children to use the climbing frame to develop gross motor skills such as climbing the stairs.

Key Vocabulary:

car, bus, van, truck, boat, bike, digger, aeroplane, helicopter, police car, ambulance, fire engine, motor bike, vroom, brum, whoosh! Ready, steady, go, fast, slow, loud, quiet, nee nar, zoom

Core Texts:

- What the Ladybird Heard
- Dear Zoo
- That's not my train
- Emergency!
- I wish I were a pilot
- The big red bus
- Dig, Dig, Digging!

Expressive Arts and Design (EAD)

- We will listen to 'Tiny Tweeties' 'Down at the station' joining in with the actions and vocalisations.
- We will mark make with paint using a variety of vehicles and look at the different tracks they make.
- Explore the changes in seasons with observational drawing and paintings and gluing and sticking with natural resources such as flowers.
- We will decorate eggs for the Easter egg competition and make Mother's day cards for our special people.

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 out 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 – We have added large trucks to the sand pit and a variety of vehicles to the sand pit. Children will be able to continue following their interest of filling and emptying with the trucks and will be able to explore mark making in the sand.

Construction Area/ small world – We have added ramps, road signs, a variety of vehicles, train track and blocks (as road) to encourage children to build their own little towns/ cities. Children will be able to develop their language skills linking to speed and distance such as fast, slow, far, short etc, practice counting and sorting vehicles, explore shape and develop fine motor skills.

Loose Parts - We have added steeling wheels, chairs, tyres, materials, tools, bolts and screws to our loose parts area. Children will be encouraged to build their own vehicles and encouraged to develop imagination skills and problem solving skills.

Role Play/ Play dough area – We have turned our role play area back into a house, still with baking resources as this has been quite popular over the last few weeks. We have also incorporated a role play building site within the loose parts for children to build their own vehicles/ work on the building site developing imagination skills and language skills. We hope the will also support children with sharing and taking turns and working together as a team.

Dressing up area – Helmets and welly boots have been added to our loose parts area to encourage children to dress/ undress themselves and take on the role of builder, mechanic etc.

Creative Area – We will continue to use paint daily as the children have been extremely interested in paint. We will add vehicles and look/ discuss the different tracks that they make. We will also be making Mother's day cards for the children to send home to their special person.

Technology – We have added remote control cars to the construction area developing skills such as making the car go forwards and backwards. We have also added the wooden rainbow blocks and regular wooden blocks to use as obstacles.

Water Area – Boats and gutting have been added to continue supporting the children's interest of filling and emptying. We have also added fish and fishing nets to develop hand eye coordination.

Sensory Area – The sensory area remains a place of calm with quiet activities such as the foam blocks and shiny stones for our new starters. This area will be used to settle our new starters and can be a safe place for children to go and relax/ sleep if need be.

The snug! – We have added cuddly toys and stories linking to transport to our story snug. Books have also been dotted around various areas in nursery linking to transport.

Outdoors – We have added sponges, rags and water spray bottles to the water area to encourage children to wash the bikes, diggers, scooters and car. We have added the trucks to the sand and mud area to encourage children to fill and empty. We will also explore the car park/ watch traffic to see what kind of vehicles we can see to build vocabulary. We will have some quiet time outside to see what vehicles we can hear to develop listening skills.

Bus trip to Backhouse Park – Thursday 3rd March 2022

Pancake Tuesday - Tuesday 1st March 2022

World Book Day - Friday 11th March 2022

Mother's Day – 27th March 2022

Science week – Wb 14th March 2022

World Maths Day - 24th March 2022

Stay and Play session (New Starters) – Monday 28th March 2022

Prime Areas of Development

Personal, Social and Emotional Development

Making Relationships

- Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy
- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it

Communication and Language

Listening and attention

- Shows interest in play with sounds, songs and rhymes

Understanding

- Understands different situations - able to follow routine events and activities using nonverbal cues

<p>Sense of self</p> <ul style="list-style-type: none"> - Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine - Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding Emotions</p> <ul style="list-style-type: none"> - Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement - Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling - Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<ul style="list-style-type: none"> - Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet - Developing understanding of simple concepts (e.g. fast/slow, good/bad) <p>Speaking</p> <ul style="list-style-type: none"> - Beginning to ask simple questions - Beginning to use word endings (e.g. going, cats)
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<p>Physical Development</p> <p>Moving and handling</p> <ul style="list-style-type: none"> - Can walk considerable distance with purpose, stopping, starting and changing direction - Jumps up into the air with both feet leaving the floor and can jump forward a small distance - Begins to walk, run and climb on different levels and surfaces - Begins to understand and choose different ways of moving - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools <p>Health and self-care</p> <ul style="list-style-type: none"> - Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing - Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges - Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning - Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling

<p>Specific Areas of Development</p> <p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... - Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps <p>Writing</p> <ul style="list-style-type: none"> - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

<p>Maths</p> <p>Number</p> <ul style="list-style-type: none"> - Gets to know and enjoys daily routine - Shows an interest in objects of contrasting sizes in meaningful contexts <p>Spatial awareness</p> <ul style="list-style-type: none"> - Investigates fitting themselves inside and moving through spaces - Begins to remember their way around familiar environments <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 - Beginning to select a shape for a specific space <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 - Shows an interest in size and weight
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<p>Understanding the World</p> <p>People and communities</p> <ul style="list-style-type: none"> - Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. - 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 - Matches parts of objects that fit together, e.g. puts lid on teapot 	<p>Expressive Arts and Design</p> <p>Creating with materials</p> <ul style="list-style-type: none"> - Notices and becomes interested in the transformative effect of their action on materials and resources - Creates sounds by rubbing, shaking, tapping, striking or blowing - Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow
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- Notices detailed features of objects in their environment

Technology

- 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
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car

Being imaginative and expressive

- 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
- Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations