

Medium Term Plan for Summer 1 2022

Little Butterflies Nursery

*Down at the bottom
of the garden!*



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: Down at the bottom of the garden!

Cross Curricular links: PSED, C&L and PD

Personal, Social and Emotional Development (PSED)

- We will welcome and support new starters with shorter sessions, building sessions up depending on individual needs.
- We will introduce free flow play (indoors and outdoors) allowing the children to make their own decisions.

Communication and Language Development (CAL)

- We will sing new songs linking to our topic such as 'There's a worm at the bottom of the garden', 'There's a tiny caterpillar on a leaf...', and 'What is yellow?'
- We will explore sensory bins and talking bags to develop vocabulary.
- We will develop listening skills by exploring musical instruments and playing listening games

Physical Development (PD)

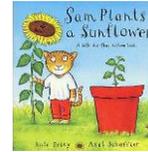
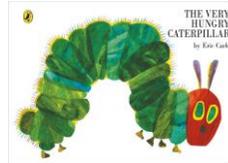
- We will encourage the children to try new fruits such as strawberries, pears and plums linking to the story 'The very hungry caterpillar'.
- We will develop gross motor movements by digging in the garden to plant seeds and bulbs.
- We will explore the changes in the weather and discuss sun safety.

Literacy (L)

- We will read core stories such as 'The very Hungry caterpillar' and 'Sam plants a sunflower' with props to support the children retelling the stories.
- We will go on a listening walk in the garden/ on the school field and identify the sounds that we can hear.
- We will sing our core songs daily and encourage the children to fill in the missing words.
- We will provide the children with a messy tray to explore mark making and different textures.

Maths (M)

- Using the story 'The very Hungry Caterpillar' we will count objects such as seeds and fruits to match number to quantity.
- We will look at size by having a sun flower competition using vocabulary such as taller, shorter, small, medium and large.
- We will practice counting by counting the number of children at nursery and look for the correct number to match



Summer 1

Down at the bottom of the garden!

Understanding the World (UTW)

- We will create a mini beast habitat in the garden to explore different insects and care for them.
- We will plant seeds, bulbs and plants in the garden and discuss what they will need in order to grow.
- We will go foraging on the school field to look for mini beasts and exciting plants.

Hooking children in:

- A mini beast hunt
- Planting seeds, bulbs and plants
- Foraging on the school field/ backhouse park

Key Vocabulary:

Mini beast, insects, beetle, caterpillar, butterfly, cocoon, flower, seeds, planting, plants, garden, dig/ digging

Core Texts:

- The very hungry caterpillar
- Sam plants a sunflower

Expressive Arts and Design (EAD)

- We will encourage colour mixing to create mini beast art.
- We will do observational pictures of plants and flowers.
- We will sing and dance to 'Tiny Tweeties' songs in particular 'creepy crawlies' and 'Jack climbed the beanstalk.'
- We will explore loud and quiet sounds using the musical instruments.

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 – This term we have condensed the resources in the sand area down. We have added a range of utensils, bowls, cake tins, bamboo scoops and funnels to explore the children's interests of filling and emptying.

Construction Area/ small world – In the small world area we have created a mini beast habitat with natural resources and added a farm. The children will be able to develop their vocabulary and imagination while exploring these areas.

Loose Parts – As the children have enjoyed building with the large wooden blocks we have added more so that they can build their own creations on a larger scale.

Role Play – We have added three different dried pasta (twisty, penne and spaghetti) to the role play area allowing the children to cook with real food. We will also supply mushrooms for the children to develop hand eye coordination while chopping.

Play dough area – We have moved the play dough from the role play area back to its own area and added mini beast figures, mini best stampers and cutters. The children will be encouraged to make their own mini beasts by manipulating the play dough – tearing, rolling, squeezing etc.

Creative Area – We will continue to use paint daily as the children have been extremely interested in paint and painting our hands/ arms. We will add natural resources such as pasta, rice and lentils along with petals, herbs and leaves to create their own art work with glue.

Water Area – We will added oranges, lemons and limes along with leaves and petals to develop language skills and fine motor skills. The children will be encouraged to squeeze the fruit, fill, pour empty and discuss what they see, smell and feel.

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. We have also added a sensory light that children can watch on the ceiling if they need to rest time.

The snug! – We have added cuddly toys and stories linking to mini beasts and plants to our story snug. Fiction books and information books have also been dotted around various areas in nursery linking to our current topic.

Outdoors – We have decided to allow free flow this term enabling the children to decide whether they would like to play inside or outside.

Adults still assist with putting on/ off willies and suits for new children and encourage older children to have a go themselves.

We have added a potting area so the children can fill and empty pots with soil and seeds and can help to plant flowers in the garden, this will also develop gross motor skills and build on the children's existing vocabulary.

We have also added a mini beast area where the children can explore different mini beasts using the magnifying glasses.

Welcoming and settling in our new children

Exploring the school field looking for mini beast and different plants

Celebrating the Queens jubilee with a tea party in the garden

Prime Areas of Development

Personal, Social and Emotional Development

Making Relationships

- Enjoys playing alone and alongside others and is also interested in being together and playing with other children
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions

Sense of self

Communication and Language

Listening and attention

- Listens with interest to the noises adults make when they read stories
- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus

<ul style="list-style-type: none"> Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is sensitive to others' messages of appreciation or criticism <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<p>Understanding</p> <ul style="list-style-type: none"> Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) <p>Speaking</p> <ul style="list-style-type: none"> Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses longer sentences (e.g. Mummy gonna work)
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<p>Physical Development</p> <p>Moving and handling</p> <ul style="list-style-type: none"> Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climbs up and down stairs by placing both feet on each step while holding a handrail for support Holds mark-making tools with thumb and all fingers <p>Health and self-care</p> <ul style="list-style-type: none"> Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day Feeds self competently Can hold a cup with two hands and drink well without spilling Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Begins to recognise danger and seeks the support and comfort of significant adults

<p>Specific Areas of Development</p> <p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhyme <p>Writing</p> <ul style="list-style-type: none"> Knows that the marks they make are of value <p>Maths</p> <p>Comparison</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' <p>Counting</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) <p>Spatial awareness</p> <ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) <p>Shape</p> <ul style="list-style-type: none"> Makes simple constructions Chooses puzzle pieces and tries to fit them in <p>Pattern</p> <ul style="list-style-type: none"> Joins in and anticipates repeated sound and action patterns

Measures

- Beginning to anticipate times of the day such as mealtimes or home time
- Explores differences in size, length, weight and capacity

Understanding the World

People and communities

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends

The world

- Can talk about some of the things they have observed such as plants, animals, natural and found objects

Technology

- Seeks to acquire basic skills in turning on and operating some digital equipment
- Uses pipes, funnels and other tools to carry/ transport water from one place to another

Expressive Arts and Design

Creating with materials

- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
- Enjoys and responds to playing with colour in a variety of ways, for example combining colours

Being imaginative and expressive

- Begins to make believe by pretending using sounds, movements, words, objects
- Creates rhythmic sounds and movements