

Medium Term Plan for Summer 2 2022

Little Butterflies Nursery



In Summer!



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 support our older Butterflies with transitional visits to 'Big Nursery' so that they can meet their new teachers and become familiar with their new Nursery room.
- We will walk along to backhouse park in pairs encouraging the children to help to keep each other safe by holding hands and staying together in a line.

Communication and Language Development (CAL)

- We will explore a sensory woodland small world area with grass, water, mud, a forest, snow and a bear cave to develop language skills, build vocabulary and develop imagination.
- We will also explore a rock pool habitat in the water area with fish, crabs, sloppy sand, shells and sea weed.

Physical Development (PD)

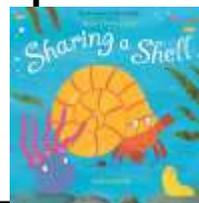
- We will make teddy bear toast/ pancakes with the children encourage children to add their own toppings such as chocolate spread, peanut butter, bananas, strawberries and blueberries.
- Discuss Sun safety and encourage the children to wear sun hats, sun cream and sunglasses and make sure they are drinking plenty of water and try some ice pops!

Literacy (L)

- We will focus on the core stories 'We're going on a bear hunt' and 'Sharing a shell' and explore story boxes to support the children when retelling the story.
- Large mark making resources will be made available to the children so that they can develop gross motor movements in the creative area.



Summer 2 In Summer!



Hooking children in:

- A Bear hunt to Backhouse Park
- A trip to Seaham beach

Key Vocabulary:

Summer, hot, warm, sun hat, sunglasses, sun cream, grass, river, forest, snow, cave, bear, bear hunt, shell, crab, brush thing/ bristle worm, blob, anemone

Core Texts:

- We're going on a bear hunt
- Sharing a shell

Maths (M)

- Shells and stones will be available in the sand and water area for the children so collect, sort and count.
- We will add smaller jars and utensils to the water area to explore capacity and encourage children to use the appropriate language – empty, full, more, less, small, big etc

Understanding the World (UTW)

- We will visit Backhouse park and explore the seasonal changes while on a 'Bear Hunt'. We will walk through long wavy grass, walk along a dried up river, squelch in the thick mud, stumble in the forest and find a bear cave.
- We will visit Seaham Beach to build sandcastles, find interesting objects such as shells, pebbles, and sea glass and paddle in the sea!

Expressive Arts and Design (EAD)

- Together we will create big art work by using large sheets of paper stuck to the floor with paint available for the children to use as they please. E.g. handprints, footprints, stampers, brushes, rollers etc
- We will explore the loose parts together building our own simple structures and add people and animals figures to develop our imaginations.

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 – We have created a woodland themed small world area linking to the story Bear Hunt to help children to retell the story and develop their imagination.

Loose Parts – The children are still enjoying exploring the large wooden blocks and are particularly interested in balancing and using the blocks as a ramp for their cars and trains.

Role Play – Before the half term break the children were interested in going to visit the local shops, therefore we made a little shop window and added felt cakes for the children to sell linked to their current interest of baking. We hope to visit the shops this half term and maybe bake some crispy cakes.

Play dough area – The children have enjoyed using the oven to bake play dough pies using baking trays, plates and casserole dishes. We have added some natural resources from the garden such as lavender, twigs and rosemary and have moved the play dough back to the role play area.

Creative Area – We have removed the table in the creative area and used large sheets of paper to create big art work. The children are able to select from a variety of resources such as stampers, rollers, paint brushes and gluing and sticking resources to create art work together. We have also added a low table to the mark making area giving the children somewhere to sit and colour in/ mark make/ cut.

Water Area – The children have really enjoyed using lemons, and limes in the water area and have shown an interest in small jars and smaller spoons to fill, empty, scoop and mix. We have added these items and have added pale colours to the water and summer scents.

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 will continue to care for our plants outside and even use them in the mud kitchen and water area to make perfumes and delicious food.

Transitional visits to Big Nursery for older children

Bear Hunt at Backhouse Park

A trip to Seaham Beach

Parents consultations

Parents workshop

Visit to the local shops

Prime Areas of Development

Personal, Social and Emotional Development

Making Relationships

- Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
- Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

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

<ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>Sense of self</p> <ul style="list-style-type: none"> Is developing an understanding of and interest in differences of gender, ethnicity and ability Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 	<p>attention fully obtained – using child's name helps focus</p> <ul style="list-style-type: none"> Is able to follow directions (if not intently focused) <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?) Understands use of objects (e.g. which one do we cut with?) <p>Speaking</p> <ul style="list-style-type: none"> Uses a variety of questions (e.g. what, where, who) Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
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<p>Physical Development</p> <p>Moving and handling</p> <ul style="list-style-type: none"> Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully <p>Health and self-care</p> <ul style="list-style-type: none"> Develops some independence in self-care and shows an awareness of routines such as hand washing or teeth cleaning but still often needs adult support Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions Can name and identify different parts of the body
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<p>Specific Areas of Development</p> <p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>Writing</p> <ul style="list-style-type: none"> Knows that the marks they make are of value Distinguishes between the different marks they make <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) Beginning to count on their fingers. <p>Shape</p> <ul style="list-style-type: none"> Makes simple constructions

- Chooses puzzle pieces and tries to fit them in
- Recognises that two objects have the same shape

Pattern

- Joins in and anticipates repeated sound and action patterns
- Is interested in what happens next using the pattern of everyday routines

Measures

- Beginning to anticipate times of the day such as mealtimes or home time
- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future

Counting

- May enjoy counting verbally as far as they can go
- Begin to recognise numerals 0 to 10

Understanding the World

People and communities

- Learns that they have similarities and differences that connect them to, and distinguish them from, others
- Enjoys joining in with family customs and routines
- Shows care and concern for living things and the environment

The world

- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

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
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets

Expressive Arts and Design

Creating with materials

- Uses 3D and 2D structures to explore materials and/or to express ideas
- Enjoys joining in with moving, dancing and ring games

Being imaginative and expressive

- Begins to make believe by pretending using sounds, movements, words, objects
- Sings to self and makes up simple songs