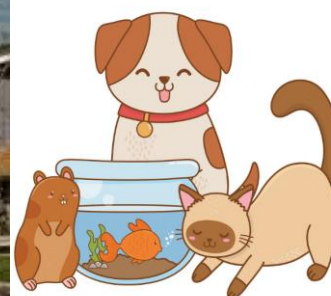
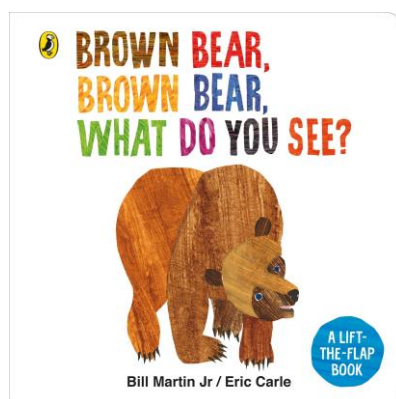


Medium Term Plan for Spring 2 2022

Foundation Stage - Nursery



The 4 Key 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 in this Medium Term Plan below are taken from birth to 5 matters and are colour coded according to the range band.



Title of Context for Learning: Animal Madness

Cross Curricular links:

Personal, Social and Emotional Development (PSED)

- Talk about familiar animals they own. Discuss taking care of them.
- What kind of things do we need to do?
- Discuss what animals need and link to healthy me- Jigsaw
- Link sleep and eating and link to animals in the farm- who look after the animals?

Physical Development (PD)

- Let children observe and talk about the movements of different animals – fast, slow, creeping, running, hopping, darting. Explore the vocabulary involved.
- Develop creative movement through using various fabrics/drapes masks to represent animals.
- Look at the main parts of our body- what parts do animals have?

Understanding the World (UTW)

- Talk about animals they know. Ask questions to encourage discussion, e.g. What are they like? Why do you like them? What can they do? How are they different?
- Look at pictures of an animal at differing stages of its life. Use the pictures to sequence the lifespan. Introduce young - > older vocabulary
- Look at and compare photographs, videos of different environments i.e. farm
- Talk about differences and similarities where animals and people might live, what they do, what they eat etc
- Look at features of animals: fur, feet, feathers, tails, scales, wings, shells etc

Maths (M)

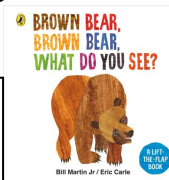
- Make a jungle with Lego/Duplo. Count the animals and identify sizes and shapes. Talk about comparative sizes: Is the elephant enclosure bigger than the monkey house? How much space would the penguins need? Where would be the best place to put a shop, café, playground?
- Read stories and create small world environments which involve animals, position and/or directions
- .
- Provide daily opportunities for counting – make an animal number line, use animal masks, puppets, ears & tails ... count soft toy or plastic animals, count small world animals, look out of the window - how many birds are outside ? How many wings/eyes/legs do they have?
- In small world play – farm set - there are 3 animals in the field, 2 more arrive, how many are there?
- Look at colours of animals from brown bear brown bear story- count out that colour of counters and find the correct numeral
- Explore the size and length of animals and order biggest to smallest
- Explore the weight of different toy animals- which is heavier? Which is lighter?

Spring 2 – Nursery Animal Madness



Key Vocabulary

Animals, pigs, dog, duck, bear, farm, baby, adult



Hooking the children in:

- Animal hunt
- Colour hunt
- Farm trip

Core Texts:

Brown bear, Brown bear
3 little pigs

Communication and Language (CAL)

- We will develop story language and retell the stories we share in class using a variety of props to support this (Puppets, props) Children will join in repeated refrains in familiar stories for example, Brown bear
- Rehearse the story brown bear using Talk 4 Writing strategies
- Asks and answers questions about the stories, e.g. What animals are in the story? What colour is the duck?
- Use animal puppets to encourage children to talk about own animals or which pet they would like to have & why.
- Encourage children to talk about their own experiences of animals, at home, at friends and relatives, on holiday etc.

Expressive Arts and Design (EAD)

- Re-create animal habitats using small world resources, sand or water trays
- Talk about the patterns on different animals e.g. leopards, tigers, zebras. Ask the children to re-create their favourite patterns and then develop a pattern of their own using the same colours.
- Sing songs/rhymes with an animal theme and emphasise the sounds made by animals e.g. “Five Cheeky Monkeys” “Old McDonald”

Literacy (L)

- Read books linked to jungle and animals e.g. 3 little pigs
- Reading Recognising fiction and non-fiction books.
- Provide opportunities for children to retell and re-enact stories, e.g. using big books, masks, small world figures, puppets,
 - Use familiar stories as a basis for making own big books. (Talk For Writing – Brown bear)
 - Use the photograph for a stimulus to use descriptive language.
 - Encourage children to draw and paint pictures related to a variety of animals – adult to model writing for variety of purposes – shopping lists, letters to the farm etc

<p>Characteristics of Effective Learning</p> <p>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:</p> <p>Playing and Exploring</p> <ul style="list-style-type: none"> • Playing with what they know <p>Active Learning</p> <ul style="list-style-type: none"> • Being involved and concentrating <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Having their own ideas
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Area Enhancements to Continuous Provision this half term:	Other planned school events this half term
<p>Book Area – story stones and props linked to each story and previous stories we have read this half term. Add QR codes for Brown Bear Brown Bear. New Ipads and Three Little Pigs props. Leave animal themed fiction and non fiction books out.</p> <p>Malleable Area/ Finger Gym –feeding the animals game with tweezers, jigsaws, dough disco, put the spots of the ladybirds, peg the numbers to match the animal make the ladybirds. Cutting skills with straws etc</p> <p>Home corner – caring for the animals/pets, put out vets equipment and appointment cards, sending letters to the zoo. Farm shop. Fruit and vegetable stall roll play.</p> <p>Creative Area – wrapping up animals, animal stamps, drawing animals, animal footprints, painting own animals. Making lion paper plates. Sponges and stamps with paint. Colour mixing.</p> <p>Computer Area/iPads – My Animal Safari, Animal Muddle. New Ipad games</p> <p>Outdoors – bean planting and caring for the plants, finding and looking after animals, mini beast hunt, Gloop and Mud Kitchen (coloured water)</p> <p>Water Area- washing and scrubbing the animals, different colours and bottles for capacity</p> <p>Sand area- safari scene, adding jungle animals. Adding kitchen into the home corner.</p>	<p>Hall hill farm trip</p>

<p>Prime Areas of Development</p>	
<p>Personal, Social and Emotional Development</p> <p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Is developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Is able to follow directions (if not intently focused) • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
<p>Physical Development</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body 	

- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body

Specific Areas of Development

Literacy

Reading

- 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
- Begins to be aware of the way stories are structured, and to tell own stories
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps

Writing

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right

Maths

Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting

- Begins to say numbers in order, some of which are in the right order
- 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.
- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future
- Beginning to anticipate times of the day such as mealtimes or home time
- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
- May enjoy counting verbally as far as they can go
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Uses some number names and number language within play, and may show fascination with large numbers
- Begin to recognise numerals 0 to 10 Cardinality
- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings
- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like.

Understanding the World

Beginning to have their own friends

- Learns that they have similarities and differences that connect them to, and distinguish them from, others
- Notices detailed features of objects in their environment
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment

Expressive Arts and Design

Explores and learns how sounds and movements can be changed

- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

experience

- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose