

# Medium Term Plan for Autumn 2 2021

## 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 Development Matters and are colour coded according to the month stage bands



## Title of Context for Learning: Destination Celebration

Cross Curricular links: UW

### Personal, Social and Emotional Development (PSED)

- Discuss why we wear poppies and the significance of Remembrance Day.
- Discuss how Stickman and his family are feeling after he gets further from the family tree.
- Discuss and explore family traditions at home
- Discuss Christmas and Diwali and why they are celebrated- what are our own traditions
- Compare traditions and celebrations

### Expressive Arts and Design (EAD)

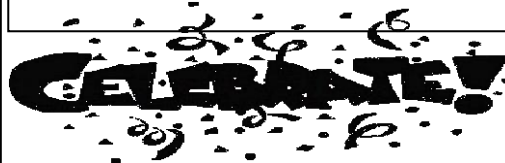
- Hand prints for Kind
- Make bonfire scenes using colour mixing techniques
- Splatter firework pictures using different techniques
- Make birthday cake designs and make own using our favourite
- Make reindeer dust using glitter and oats
- Make tree decorations using salt dough stars with ribbons
- Make Birthday/ Christmas cards
- Make calendars for 2021

### Literacy (L)

- Read ARGH Spider, introducing through t4w and actions
- Read a range of fiction and non-fiction texts linked to light and dark and celebrations
- Write letters to Santa
- Leave messages for the kind elf
- Write a lost poster for Stickman
- Write notes to the spider
- Chalk firework pictures

### Maths (M)

- Learn the songs 'Five Little Men in a Flying Saucer' and '5 little ducks'. Counting how many sticks are left in the family tree when there is one less
- Count the spiders in the web and link to numerals to 5
- Make rocket pictures and talk about shape and colour
- Making rockets on cork boards linked to 2D shape (naming and describing) and making 2d shape witch pictures
- Using fireworks as a stimulus explore shapes and patterns and begin to create our own-Making comparisons to size which is the biggest and smallest fireworks
- Shops linked to birthday/ Christmas gifts focusing on money vocabulary
- Look at the numbers on the advent calendar.
- Practise number formation using Christmas app.
- Sing Christmas/Winter number rhymes (5 mince Pies, 5 little Snowflakes) - looking at how many are left.
- Look at the sizes of different presents and lengths of ribbons etc.



### Hooking the children in:

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- Nativity
- bus journey around Sunderland
- Elf on the shelf

### Key Vocabulary

Day, night, rocket, fireworks, sparklers, pudy bear, light, poppy Christmas, Santa/ Father Christmas

### Core Texts:

Whatever Next  
Argh Spider

### Communication and Language (CAL)

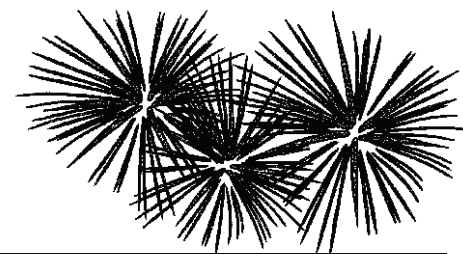
- Discuss and answer questions related to topic stories, predicting what will happen next.
- Discussing firework safety and why it is important
- Discuss why we have bonfire night and what we do to celebrate it
- Discussion around Santa/North Pole/Christmas/Presents.
- Look at the Nativity story together and talk about why people celebrate Christmas

### Physical Development (PD)

- Use tweezers to pick stars out of the sky
- Make play dough diva lamps and teddy bears
- Use cutters to make star sandwiches
- Use finger lasers to write name on a black surface
- Chop fruit to use for our celebrations
- Wrapping presents
- Cutting skills- cut out items from the catalogues
- Add spider legs to the spider using pegs

### Understanding the World (UTW)

- We will be learning about our own cultures and traditions e.g. Bonfire night
- Discuss and describe what you can see on bonfire night
- Describe what you can see when making playdough and during experiments.
- We will also make links and compare to other cultures –Halloween, Diwali, Christmas
- Use iPads to make own firework display.
- We will understand the importance of safety on Bonfire night - we will link to Literacy.
- Developing an awareness of own and other cultures: Nativity, Christmas.
- Discussing hibernation of hedgehogs and woodland animals



## 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

- Playing with what they know

### Active Learning

- Being involved and concentrating

### Creating and Thinking Critically

- Having their own ideas

## Area Enhancements to Continuous Provision this half term:

## Other planned school events this half term

**Book Area** – Add topic books linked to Space, Bonfire, Diwali and Christmas. Add role play resources to encourage retelling of stories.

**Writing Area** – Add topic themed pictures to the writing area to encourage children to write about different celebrations. We will add a selection of different kinds of writing paper to encourage the children to write for different purposes such as story writing, fact sheets, books, cards etc

**Construction Area** – We will add boxes to make rockets, card and glitter to make festive Christmas cards and mendhi hands for Diwali.

**Water Area/ outdoors** – Add coloured water/glitter to recreate colours and experiences from Bonfire/Diwali/ Christmas. For Halloween, add ice and orbeez, to create opportunities for sensory exploration.

**Malleable Area** – Make christmas play clay using cinammon and peppermint, black playdough and sparkles/pom poms for bonfire and Diwali.

**Creative Area** – Add a variety of creative materials to support the children in making Firework scenes, sparklers, Christmas cards.

**Computer Area/iPads** - Add firework arcade game for children to make their own Firework display. PNP Santa message for all children using Interactive Whiteboards.

**Sand Area-** Add natural resources such as pumpkin seeds, twigs, bark, pebbles and glitter. We will add cars to match the children's interests.

**Finger Gym-** Tweezers and mini beasts sorting, wrapping presents, firework explosion.

**Role Play-** bears going to the moon, Fire station, gift shop, Santa's grotto

**Messy Tray-** Ghost gloop, glittery firework writing, rice crispy snap, crackle and pop, paint splattering, winter wonderland.

**Cooking:**  
Traditional Diwali food

Christmas biscuits

Remembrance day

Bus Journey

Nativity and Christmas workshops

## Prime Areas of Development

### Personal, Social and Emotional Development

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

Builds relationships with special people but may show anxiety in the presence of strangers

Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

Is gradually learning that actions have consequences but not always the consequences the child hopes for

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

### Communication and Language

- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus
- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
- Developing understanding of simple concepts (e.g. fast/slow, good/bad)

## Physical Development

- Begins to walk, run and climb on different levels and surfaces
- Begins to understand and choose different ways of moving
- 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
- Develops some independence in self-care and shows an awareness of routines such as handwashing 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
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots

## Specific Areas of Development

### Literacy

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats and uses actions, words or phrases from familiar stories
- 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
- 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 rhymes

### Reading

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology.

### Maths

- Chooses puzzle pieces and tries to fit them in
  - Recognises that two objects have the same shape
  - Makes simple constructions
  - Moves their bodies and toys around objects and explores fitting into spaces
  - Begins to remember their way around familiar environments
  - Responds to some spatial and positional language
  - Explores how things look from different viewpoints including things that are near or far away
- Chooses items based on their shape which are appropriate for the child's purpose  
Responds to both informal language and common shape names  
Shows awareness of shape similarities and differences between objects  
Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes  
Attempts to create arches and enclosures when building, using trial and improvement to select blocks

### Understanding the World

- Has a sense of own immediate family and relations and pets
- 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
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
- Seeks to acquire basic skills in turning on and operating some digital equipment
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Plays with water to investigate "low technology" such as washing and cleaning
- Uses pipes, funnels and other tools to carry/ transport water from one place to another

### Expressive Arts and Design

- Joins in singing songs
- 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
- 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
- Uses 3D and 2D structures to explore materials and/or to express ideas
- Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
- Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
- Creates rhythmic sounds and movements