

Medium Term Plan for Autumn 1 2021

Foundation Stage - Nursery



In developing a **Medium Term Plan**, typically covering a half-term period, our teachers 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 (4 and 5)



Title of Context for Learning: Me, Myself and I

Cross Curricular links: PSED

Personal, Social and Emotional Development (PSED)

- Introduced to and follow the golden rules and discuss rewards and traffic light system
- Talk about favourite things and who lives in our house
- Part from parents with support and develop relationships with families
- Make new friends/ work alongside others
- Discuss daily routines through pictures displayed in classroom

Physical Development (PD)

- Take off own coat and hang up on peg
- Learn how to take jumper on and off and put own shoes on and off
- Negotiate space in outdoor area
- Introduce the bikes and scooters to develop gross motor skills
- Use the toilet with support and wash hands
- Use balls and parachute to play all about me games

Literacy (L)

- Introduce core stories and focus on Brown Bear and The Very Hungry Caterpillar
- Join in with repetitive phrases when listening to familiar stories
- Mark make and write labels after drawing a picture of their family
- Sing a range of nursery rhymes, becoming for familiar with rhyming words

Maths (M)

- Sing songs linked to number e.g. 5 current buns and 5 speckled frogs
- Use our calendar to countdown for special events e.g. birthdays
- Identify 2d shapes in pictures, e.g. a picture of a house. Begin to name the 2d shapes (N)
- Count the number of children in Nursery twice daily and record using number rhyme
- Record favourite things using chart and count number



Hooking the children in:

- A walk around the local area to collect conkers
- Butterfly release
- Trip to Backhouse Park

Key Vocabulary

Home, pets, Mam, Dad, brother, sister, Car, bus, train, aeroplane, food, caterpillar, butterfly, healthy, cocoon

Core Texts:

Brown Bear, Brown Bear

Hungry Caterpillar

Kind

Communication and Language (CAL)

- Use of role play/ house corner to develop language
- Sing a range of familiar and new nursery rhymes
- Talk about who lives in their house and who is in their family
- Discuss why family members are important.
- Retell past events (bus journey) in the correct order

Expressive Arts and Design (EAD)

- Use paint to create self portraits
- Explore mixing colours using our powder paints area
- Explore the open ended resources in the creative area
- Make hand prints and foot prints on large paper
- Sing core songs (Heads, Shoulders, Knees and Toes, If You're Happy and you Know It, Dingle Dangle Scarecrow, Wheels on the bus)

Understanding the World (UTW)

- Use an iPad to take a selfie
- Make comparisons between themselves and their peers
- Test vehicles on different textured ramps
- Drawing representations of people who they live with
- Talk about changes in the weather, look at the Autumn season and see what we can find on a walk around our local area.

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

Reading Area. Books to encourage discussion about themselves and their families, such as 'Owl Babies' as well as non-fiction books about our bodies.

Writing Area. House templates will be available for children to draw and label who lives in their house. Different writing tools and large scale writing opportunities given

Construction/Small World Area. The new wooden rainbow can be accessed with challenge cards to give the children ideas of what they can make. Farm animals and transport resources available for children to access to promote discussions. Big blocks will be available on the veranda to promote discussion about jobs such as being a builder.

Water Area. Bubbles will be added to the water to encourage children to wash their dolls and discuss bath time routines. Colour will be added to promote discussion such as favourite colours, linking this to their eye colour and hair colour.

Malleable Area. Play dough will be available for children to mould and develop their fine motor skills. Tools will be introduced also. Face features such as ears and noses will be added for children to make a 3D sculpture of their faces. Cookery resources used to encourage 'home' role play.

Creative Area. Children will have access to mirrors and paint so that they can paint a self-portrait. Open ended resources will be available for children to get creative with and explore, cut and manipulate.

Maths Area. Numerals to 5 will be left out to encourage children to read and write them. Children will be able to use a range of loose parts to count with and order, as well as matching them to the numerals. Children will have opportunities to sing maths songs independently using the finger puppets.

Home corner. Children will be encouraged to engage in first hand experiences such as cooking and looking after siblings etc. They will have access to dolls, dolls clothes and kitchen items.

Computers/iPads. Smart Notebook and Paint programmes will be displayed on IWB for children to draw their own portraits. Senses app to be available on the iPads as well as Lego food apps, to encourage the children to discuss their likes and dislikes. Children will also be shown how to use the camera to take selfies of themselves.

Sand Area. Children can explore their senses through playing with wet and dry sand. They can develop their motor skills with pouring and patting actions.

Outdoor Area. Children will explore the outdoor area, becoming familiar with the provision there. They will be able to make potions, make berry crumble and use the bikes. They will also discuss change in seasons and will explore signs of Autumn.

Harvest
Bus journey
Butterfly release

Prime Areas of Development

Personal, Social and Emotional Development

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Communication and Language

- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs and rhymes
- Identifies action words by following simple instructions, e.g. Show me jumping
- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)

Physical Development

- Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
- Sits comfortably on a chair with both feet on the ground
- Runs safely on whole foot
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- 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
- Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling

Specific Areas of Development

Literacy

Reading

- 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

Writing

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough 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