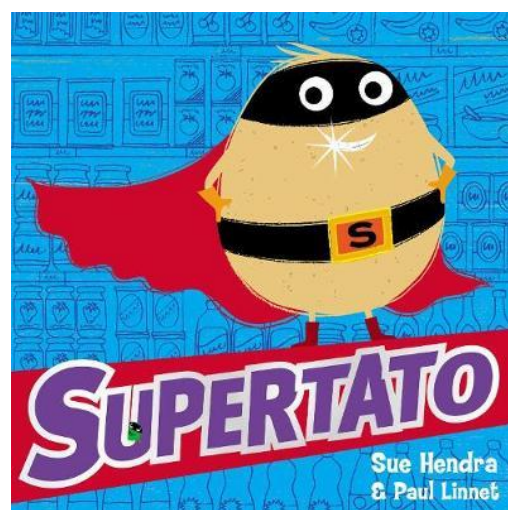
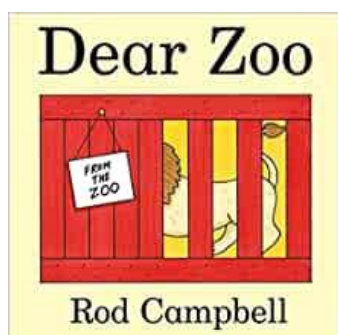


Medium Term Plan for Spring 1 2022

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 Ranges.



Title of Context for Learning: Let's pretend – Superheroes

Cross Curricular links: CAL & EAD

Personal, Social and Emotional Development (PSED)

- Discuss real life superheroes- what you are your talents? What makes you unique?
- Discuss what it means to be a superhero – spend some time talking about what the children feel makes someone a superhero again refer to real life people who help us
- Discuss superheroes in our own environment and what makes them super e.g. policemen, firemen, nurses.

Expressive Arts and Design (EAD)

- Design and make supertatoes
- Make capes and eye masks to be used for role play around the classroom
- Make secret messages using candle wax and also uv light pens
- Use percussion instruments to make the sounds of different superheroes.

Literacy (L)

- Wanted posters to catch our sandpit thief!
- Interrogation questions to determine if our suspect is guilty.
- 'Superhero Code Breaking', which encourages children to use initial sounds to decode secret messages!
- Encourage children to talk and write about being a superhero
- Writing in speech bubbles
- Make a comic strip using comic life on the iPad.

Maths (M)

- Superhero addition and subtraction problems using maths mastery part whole model
- Superhero challenges- can you free the superhero by finding the right numbered key to unlock the padlock?
- Singing superhero number rhymes
- Weighing ingredients when cooking/baking
- Superhero size ordering, which one is the tallest/shortest?
- Finding one more and less using super number lines
- Numicon skyline shape matching.
- Following instructions to make Chinese food.
- Shapes on CNY patterns

Spring 1 – Nursery Superheroes



Hooking the children in:

- The sandpit goes missing!
- A visit from a real life superhero
- The evil pea capturing vegetables

Key Vocabulary

Hero, villain, good, evil, character, Batman, Superman, Wonder woman, supergirl Chinese, Kung Hey Fat Choi, animal, zookeeper, real life superhero (doctor, teacher, postman etc)

Core Texts:

Supertato
Dear zoo



Communication and Language (CAL)

- Create a superhero den/lair to encourage children to role play and add narrative to their play.
- Use superhero story stones and story spoons to encourage retelling stories.
- Use key words and vocabulary linked to superheroes such as 'pow' 'wow' 'boom' 'crash'.
- Discuss what the animals do in Dear Zoo

Physical Development (PD)

- Superheroes in a tangle finger gym activity.
- Create a superhero obstacle course outside where children have to climb and manoeuvre around laser beams.
- Cut vegetables linked to the story of Supertato.

Understanding the World (UTW)

- Make a comic strip using comic life on the iPad.
- Use clever cats to encourage the children to create maps or scenes and explore how to program them
- Use iPad apps – Morfo and Superhero Me to take photos of each other and place different disguises on.
- Children could use a camera to take photos of each other and then make face editable superheroes for display, self-registration or small-world activities.
- Create a superhero challenge 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

Book Area - Superhero tent with stories such as Supertato, Supertato Veggies Assemble and Eliot Midnight Superhero. Dear zoo text and animal fact books

Writing Area - Editable speech bubbles for children to write on, superhero lined paper, notepads, wanted posters. Dear zoo puppets, character colouring

Construction Area - Superhero figurines added along with cars. Story stones and story spoons to create stories. Make your own zoo with blocks

Water Area - Washing vegetables, superhero capes, frozen vegetables. Wash the toy animals.

Malleable Area - Colourful and scented play dough, superhero play dough mats, googly eyes. Make your own animal

Creative Area - Mask and cape templates, dress vegetables as superheroes, handprint superheroes using paint. Character masks, toilet roll animals etc

Computer Area/iPads - Comic Life app, Morfo, Superhero Me on iPad's. guess the animal games and QR codes. Real life superhero role play and pictures

Sand Area - Kryptonite sand messages, coloured sand, evil pea hunts.

Prime Areas of Development

Personal, Social and Emotional Development

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 companionship with adults and other children, sharing experiences and play ideas

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

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

Communication and Language

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

- Focusing attention – can still listen or do, but can change their own focus of attention
- Understands use of objects (e.g. Which one do we cut with?)
- Uses language to share feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly and is able to use them in communicating
- Uses a variety of questions (e.g. what, where, who)
- Beginning to use a range of tenses (e.g. play, playing, will play, played)
- 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

Physical Development

- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

Specific Areas of Development

Literacy

- 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

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

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
- 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

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