

Little Learners Medium Term Plan



Continuous Provision

- Malleable** play dough-real cutlery and rolling pins
- Sand** Different sized metal spoons and containers. Metal moulds and plastic vehicles
- Water** Metal tea set, variety of bottles (mixed sizes)
- Maths/Investigation** clocks, telephones, number stones, number books, calculators, puzzles
- Role Play** Basic home corner inside and outside. Using real resources. Inside - photographs of the children and their families. Dressing table with self care items, books and magazines in different languages
- Creative** CD player, puppets, painting easel, mark making resources, drums and shakers, selection of natural resources
- Mark Making/Writing** Pencils, crayons and felt pens. Different types of paper, painting and play dough
- Reading** Sharing books to go home, name cards, reading area
- Small World** Wooden dolls house, dinosaurs, farm, animals, story book figures and super heroes
- Construction** A variety of large and small construction materials.
- Outdoor** Large and small construction, large sandpit, large water area, mud kitchen, risk taking opportunities, bikes and trikes

*Provision will be enhanced weekly based on the children's interests, next steps and levels of skill. This will be recorded on the weekly plan and evidenced in the environment plan folder.

This half term we will be:

- Celebrating starting pre school
- Getting to know each other and the adults in our class
- Learning our classroom rules and routines to help us stay happy and safe.
- Gaining confidence and independence skills
- Learning to listen and hear sounds
- Explore and discuss our feelings and emotions

Look out for our sharing our learning mats for Autumn 1.

They are focused around:

Starting Pre School

Harvest, Nursery Rhyme, Maths, Reading and Listening



Celebrations and Events

Starting Pre School

Harvest Festival



Possible books/songs to support our learning...



- Hug (reading spine story)
- Dera Zoo (reading spine story)
- Where's Spot (reading spine story)
- Colour Monster
- Little Red Hen (Harvest)
- Dingle Dangle Scarecrow
- Rolling like a pumpkin down the hill
- * A new nursery rhyme will be sent home weekly in our Nursery Rhyme Book

*Themes are used as a starting point in learning. These may be adapted at various points to allow for children's interests to flow through the teaching, learning and provision.

The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities.

Communication and Language - Prime Area

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent

Development Matters - Focus points

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Enjoy listening
- Use a wider range vocabulary
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Can find it difficult to pay attention to more than one thing at a time

- Explore listening games
- All staff to recap rules, and expectations using consistent language. Daily register and social times
- Weekly story focus. Nursery rhymes sent home in nursery rhyme book. Free choice reading in class and outdoor area. Reading books sent home twice weekly. Daily singing
- Introduce the red man (visual prop) and tidy up music (audio prompt) to end the session.

**See Development Matters for further guidance*

Personal, Social and Emotional Development - Prime Area

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent

Development Matters - Focus points

- Become more outgoing with unfamiliar people, in the safe context of the setting
- Show more confidence in new social situations.

- Increasingly follow rules understanding why they are important

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Shorter sessions - two smaller groups to support children building relationships with adults and peers
- Introduction the environment slowly. Adding more rules and expectations as the children gain confidence

- Introduction of children's special spaces, learning to respect each others space when we are sitting. Introduce Mr Potato Head and Star of the Day.

- This terms school values - Positivity and Friendship
- Well-being Wednesday - 5 to thrive
- Snack time focus, The Colour Monster book and photographs to prompt conversations

Physical Development - Prime Area

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent

Development Matters - Focus points

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Gross motor skills focus within outdoor environment - The Meadow
- Music and movement activities, Dough Disco, Rolling the Magic Ball
- Introduce chunky pencils and pens, crayons and chalks. Funky Finger activities. Cutlery in the playdough and home corner.

**See Development Matters for further guidance*

Literacy - Specific Area

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent

Development Matters - Focus points

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book page
 - sequencing
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Classroom labelled with photographs and the written word
- Children have named self registration cards and pegs with individualised stickers.
- Daily story focus and book exploration
- Shared learning books sent home twice a week
- Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - Virtual classroom
- Use name self registration cards to send children to a new task.
- Ensure the children have their name on their artwork.
- Place logo's within the environment

**See Development Matters for further guidance*

Mathematics - Specific Area

Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent

Development Matters - Focus points

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Daily circle time incorporating a range of maths skills
- Counting songs and rhymes - familiar ones and introduce new ones
- Use our fingers to count the days of the school week

- Use the smart board to record the total number of children and adults in our class daily

- Maths Display - Maths resources in the environment

Understanding the world - Specific Area

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent

Development Matters - Focus points

- Use all their senses in hands- on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Using our hands to explore water, play dough, paint, shaving foam, pulses and pasta.
- Use the mystery bag to discuss and share all our knowledge on the objects inside
- Use the Magic Ball to talk about ourself and our families.
- Science experiment using apples
- Harvest and Harvest assembly.

Expressive Arts and Design - Specific Area

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent

Development Matters - Focus points

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Listen with increased attention to sounds.

- Role play area set up as a house with familiar and real resources. Photographs of the children and their families on the wall
- Small world resources changed weekly, following the children's interests. The children are encouraged to add resources to their games.
- A mix of construction resources which the children independently access.
- Sound hunts, listening games and music

**See Development Matters for further guidance.*