



Little Learners Medium Term Plan



Continuous Provision

Malleable clay, play dough biscuit cutters, pipe cleaners, hammers and golf tee's

Sand Different sized metal spoons and containers. Metal moulds and animals

Water Metal tea set, variety of bottles (mixed sizes), funnels

Maths/Investigation clocks, telephones, number stones, number books, calculators, puzzles

Role Play Diary, calander, newspapers and magazines, dressing up dolls

Creative Squiggle While We Wiggle, glitter and glue

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, logo's within the environment

Small World Wooden dolls house, dinosaurs, farm, animals, story book figures and super heroes

Construction A variety of large and small construction materials. Tubes and large wooden bricks

Outdoor Large and small construction, large sandpit, large water area, mud kitchen, risk taking opportunities, bikes and trikes, Trolley with physical resources

**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:

- Learning about Diwali and take part in a Hindu workshop with Sunita Patel
- Taking part in Nursery Rhyme Week with the Reception classes
- Becoming more independent and learning new skills, like zipping our own coats and jackets
- Writing letters to Santa and cards to our family and friends
- Learning about the story of Guy Fawkes and Christmas
- Explore the painting style of Mark Rothko

Look out for our sharing our learning mats for Autumn 2.

They are focused around:



Diwali, Christmas, Independence Skills and Listening



Celebrations and Events

Diwali Bonfire Night

Nursery Rhyme Week

Christmas



Possible books/songs to support our learning...



Brown Bear Brown Bear (reading spine story)

The Three Little Pigs (Traditional)

The tale of Rama and Sita

The Christmas Story

Selection of Christmas stories

* 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 to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as "get your coat and wait at the door"
- Sing a large repertoire of songs

- Explore books, investigating the pictures and the language used in the story
- Staff to use consistent and clear language when articulating to the children.
- Introduce new songs and rhymes from books, celebrations and interactive activities.

**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

- Develop their sense of responsibility and membership of a community
- Become more outgoing to unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Increasingly follow rules, understanding why they are important.

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Provide the children with responsibilities.
- Work with Reception children and staff to celebrate Diwali and Nursery Rhyme week.
- Begin to explore the wider school community, eg the large school field and the forest.
- Begin to go into the forest for Forest School Sessions

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

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Introduce Squiggle While We Wiggle (weekly)
- Introduce ways to use our bodies to make patterns. Also use musical instruments to make patterns.
- Focus on how to put our coats on and how to zip/button our coats. Use dressing dolls to explore and practice zipping and buttoning our clothes.
- Introduce yoga sessions and ring games

**See Development Matters for further guidance*

Literacy - Specific Area

Educational Programme

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

Implementation

Activities/Provision/Teaching & Learning Opportunities

- 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
- Engage in extended conversations about stories, learning new vocabulary.

- 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.
- Use our focus story to investigate and explore the language in the book.
- Use puppets to retell stories

**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.
- Talk about 2d shapes eg circle, rectangle, triangle, square
- Understand position through words alone, eg: on and under

**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
- Count actions using 1, 2 and 3 during physical and musical activities.
- Explore the properties of shapes, compare shapes, shape hunts and construction materials. Explore the painting style of Mark Rothko
- Clear instructions, play activities, modelling, storytelling and games.

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

- Continue developing positive attitudes about the differences between people.
- Talk about the differences between materials and changes they notice.
- Use all their senses in hands-on exploration of natural materials.
- Name and describe people who are familiar to them.

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Explore and learn about Diwali and Christmas
- Begin to use different materials such as Clay, glitters, glue. Explore a science experiment about making a home for a spider and then try it outside to see if it is watertight. Use the book *The Three Little Pigs*
- Explore the wider outdoor environment and woodlands.
- Small group discussions about our families, looking at family photographs, discussions about our experiences and the people we have shared them with

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

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Use drawing to represent ideas like movement or loud noises.
- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings - happiness, sadness, fear, etc.
- **See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Introduce resources for collage modelling ie: glue, glitters, sequene
- Weekly Squiggle While We Wiggle
- Sound hunts, listening games and music
- Sing daily, sing instructions, introduce different music genre (Diwali) and Christmas songs. Nursery Rhyme Week
- Use a variety of construction resource to create a home (science experiment). Explore the painting style of Mark Rothko. Build houses for the three little pigs.
- Look closely at our art work and plan our drawings.
- Use mirrors to transfer what we see into our art work.

