

Nursery Medium Term Plan Summer 1 2019

<u>Unique Child</u>	<u>Positive Relationships</u>	<u>Enabling Environments</u>	<u>Learning & Development</u>
<p style="text-align: center;">Unique Child</p> <p><i>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</i></p> <p>Practitioners</p> <ul style="list-style-type: none"> - Understand and observe each child's development and learning, assess progress, plan for next steps. - Support children to develop a positive sense of their own identity and culture. - Identify any need for additional support. - Keep children safe. - Value and respect all children and families equally. 	<p style="text-align: center;">Positive Relationships</p> <p><i>Children learn to be strong and independent through positive relationships.</i></p> <p>Positive relationships are</p> <ul style="list-style-type: none"> - Warm and loving, and foster a sense of belonging. - Sensitive and responsive to the child's needs, feelings and interests. - Supportive of the child's own efforts and independence. - Consistent in setting clear boundaries. - Stimulating. - built on key persons relationships in early years settings. 	<p style="text-align: center;">Enabling environments</p> <p><i>Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</i></p> <p>Enabling environments</p> <ul style="list-style-type: none"> - Value all people. - Value learning. <p>They offer</p> <ul style="list-style-type: none"> - Stimulating resources, relevant to all children's cultures and communities. - Rich learning opportunities through play and playful teaching. - Support for children to take risks and explore. 	<p style="text-align: center;">Learning & Development</p> <p><i>Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.</i></p> <p>Practitioners teach children by insuring, challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning.</p> <ul style="list-style-type: none"> - Playing and exploring. - Active learning. - Creating and thinking critically.

Prime Areas			Specific Areas				
	PSED	PD	CL	L	M	UW	AD
	<ul style="list-style-type: none"> -Making Relationships <i>MR</i> -Self-confidence and self-awareness <i>SCSA</i> -Managing feelings and behaviour. <i>MFB</i> 	<ul style="list-style-type: none"> -Moving and handling <i>MH</i> -Health and self-care <i>HSC</i> 	<ul style="list-style-type: none"> -Listening and attention <i>LA</i> -Understanding <i>U</i> -Speaking <i>S</i> 	<ul style="list-style-type: none"> -Reading <i>R</i> -Writing <i>W</i> 	<ul style="list-style-type: none"> -Numbers <i>N</i> -Shapes, space and measure <i>SSM</i> 	<ul style="list-style-type: none"> -People and communities <i>PC</i> -The world <i>TW</i> -Technology <i>T</i> 	<ul style="list-style-type: none"> -Exploring and using media and materials <i>MM</i> -Being imaginative <i>I</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support the 7 areas of learning</p>	<p>Shop - Role Play Area Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. MR 30-50</p> <p>Circle Time Activities - Explains own knowledge and understanding, and asks appropriate questions of others MR 40-60</p> <p>Takes steps to resolve conflicts with other children e.g. finding a compromise MR 40-60</p> <p>All about me - Can describe self in positive terms and talk about abilities SCSA 40-60</p> <p>Understand that own actions affect other people. MFB 40-60</p> <p>All about me - Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable. MFB 40-60</p>	<p>Bean Bag Raps Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH 40-60</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. MH 40-60</p> <p>Self Registration Begins to form recognisable letters MH40-60 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. MH 40-60</p> <p>Outdoor Games Children show good control and co-ordination in large and small movements. MH 40-60</p> <p>Shows understanding of the need for safety when tackling new challenges HSC 40-60</p>	<p>Circle Time activities - Maintains attention, concentrates and sits quietly during appropriate activity. LA 30-50 40-60</p> <p>Beginning to understand ‘why’ and ‘how’ questions LA 30-50</p> <p>Story Time listen to stories, accurately anticipating key events, responds to what they hear with relevant comments, questions, actions. LA 40-60</p> <p>Responds to instructions involving a two-part sequence. Understands humour. U 40-60</p> <p>Able to follow a story without pictures or props U 40-60</p> <p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events SP 40-60</p>	<p>Hears and says the initial sounds in words R/W 40-60</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them R/W 40-60</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet R/W 40-60</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence W 40-60</p> <p>Writes own name and other things such as labels and captions W 40-60</p>	<p>Recites numbers in order to 10 N 30-50 Sometimes matches numeral to quantity N 30-50</p> <p>Estimates how many objects they can see and checks by counting them N 40-60</p> <p>Finds the total number in two groups by counting all of them N 40-60</p> <p>Says the number that is one more than a given number N 40-60</p> <p>Finds one more or one less from a group of up to 5 then 10 objects N 40-60</p> <p>In practical activities and discussion begins to use the vocab involved in adding and subtracting N 40-60</p> <p>Orders and sequences familiar events SSM</p>	<p>Sharing News Remembers and talks about significant events in their own experience. PC 30-50</p> <p>Spring investigation Area Planting Developing an understanding of growth, decay and changes over time TW 40-60 Can talk about some of the things they have observed such as plants, animals, natural and found objects TW 40-60</p> <p>St Georges Day Enjoys joining in with family customs and routines PC 40-60</p> <p>Completes a simple computer program T 40-60</p>	<p>Junk Modelling/Creative Area Uses various construction materials. EMM 30-50</p> <p>Malleable Area Manipulates materials to a planned effect EMM 40-60</p> <p>Shop Engages in imaginative role-play based on own first-hand experiences BI 30-50 Introduces a storyline or narrative into their play BI 40-60</p> <p>Explores colours and how colours can be changed EMM 30-50 Explores what happens when they mix colours EMM 40-60</p> <p>Creates simple representations of events, people and objects BI 40-60</p>
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