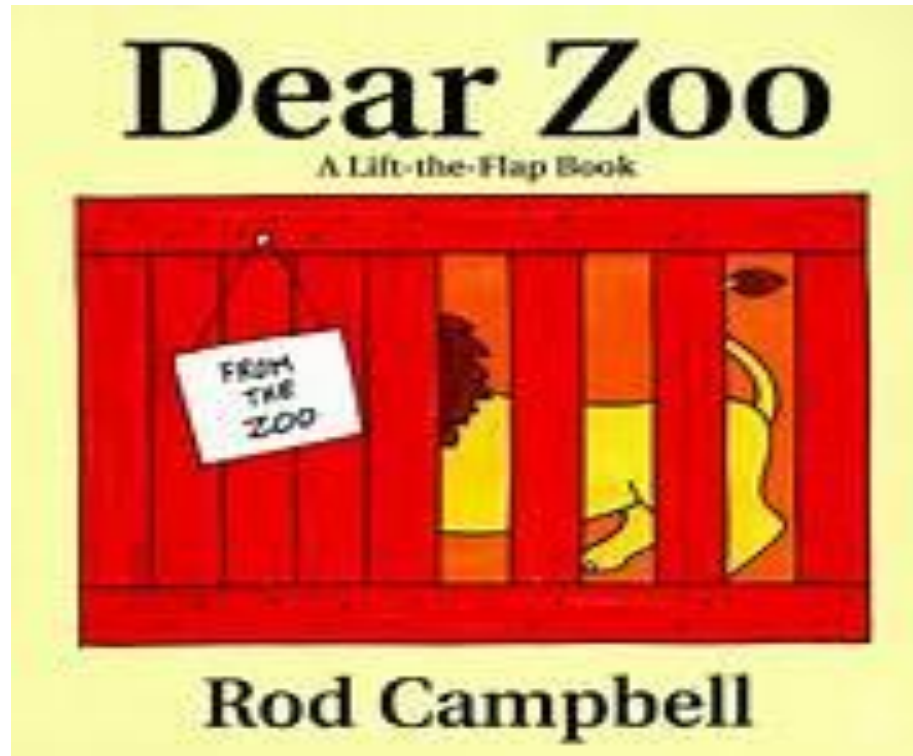


Butterfly Nursery Class Autumn Medium Term Plan

OUR FRIENDS AND OTHER ANIMALS

People who help /
Where do we live?,
where do our animal
friends live? The life
cycle of a butterfly
UTW
Safari
Animal patterns
Animals around the
world
Climates /
Hibernation
My family / PSED
focus
What am I good at?
How do I make
others feel?
Being kind / staying
safe



Possible Texts

The Very Hungry Caterpillar
Dear Zoo
Brown Bear, Brown Bear
Polar Bear, Polar Bear
Panda Bear, Panda Bear
Little Bear, Little Bear
Eric Carle books
How the Birds got there Colours
Does a Kangaroo have a Mother too?
Finger rhymes and Traditional
Nursery Rhymes
Goldilocks & The Three Bears
Be You
Family And Me
Ten Little Fingers and Ten Little Toes
From Head To Toe
Super Dooper You

Butterfly Class Autumn Our Friends and Other Animals

Understanding the world

- Begin to make sense of their own life-story and family's history.

- Begin to make sense of their own life-story and family's history.

- Show interest in different occupations.

- Use all their senses in hands-on exploration of natural materials.

- Explore collections of materials with similar and/or different properties.

- Talk about what they see, using a wide vocabulary.



Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.

- Use a wider range of vocabulary.

- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



PSED

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

- Develop their sense of responsibility and membership of a community

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

Maths

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Physical

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make mar

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

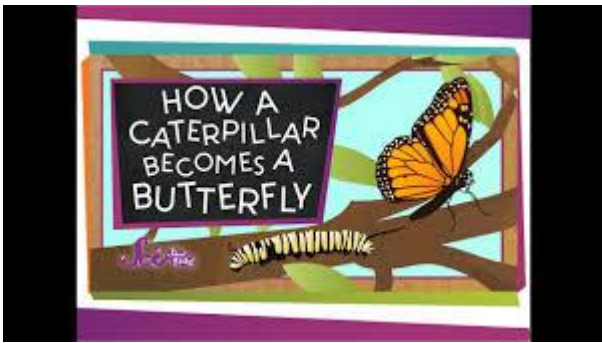
- Use a comfortable grip with good control when holding pens and pencils.

Expressive Art & Design

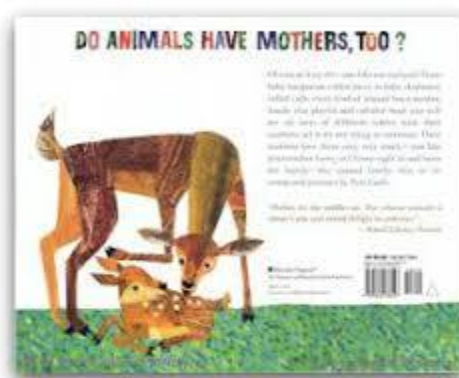
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

- 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.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.





What happens when a butterfly lays an egg?

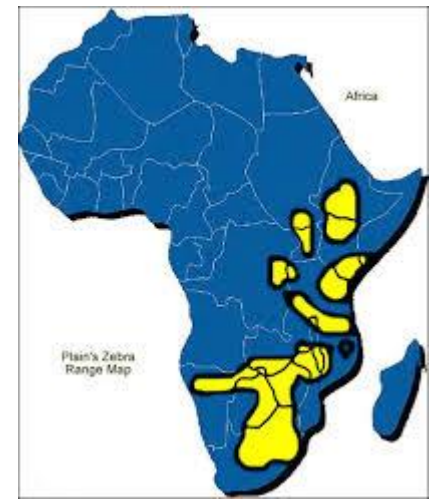


Do all animals have a mothers?

How do I grow?



Pets
Woodland animals
Night and day animals
Minibeasts
Habitats
Jungle animals
On the Farm
Animal Arts and Crafts
Animal patterns



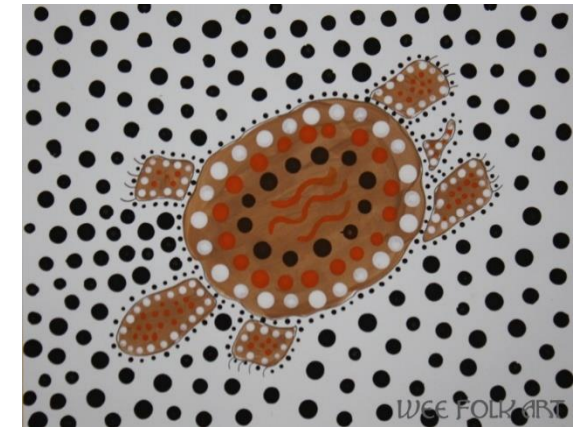
Where do zebras live?

Where is the Rainforest?

Autumn Trail
Harvest Time
Birthdays
Favourite Songs



What is a harvest festival?



Do all artists paint the same way?

Personal Social and Emotional

Jigsaw

Caring for animals and insects- looking after butterflies

Healthy eating- sorting healthy/unhealthy foods

Encouraging children to share their ideas/knowledge and to listen during group discussions

Communication and Language

Days of the week song

orally retelling the story

Story maps-N2's

Describing the characters in the story

Physical Development

Fruit kebabs- cutting and threading

threading leaves- using tools- hole punch-N2

Cutting circles to make a caterpillar-N2

Joining circles to make a caterpillar-N1

outdoors- children to recreate the lifecycle through gross motor movements

Pasta Necklaces-N1

Nature and Changes

The Very Hungry Caterpillar

Literacy

draw the different parts of the life cycle-N2- label

Listen to the Crunching Munching Caterpillar

Create their own story maps- N2's

Sequence the story using picture prompts-N1's

Pencil control patterns linked to circles

Create a group book

Understanding the World

Life cycle of a caterpillar

Insectlore- observing how the caterpillars are changing

Healthy and unhealthy food- to sort the foods

Fruit smoothies

Sources of fruits

Expressive Arts and Design

fruit printing

finger painting caterpillar

"There's a tiny caterpillar on a leaf song"

What can we change a circle into?-N2

Collage pictures of fruit-N1

Observational drawings of fruit-N2

Maths

Sequence of the day

2D shape caterpillars

Sharing fruit between the caterpillars

Long/short caterpillars-N1

Measuring using non-standard caterpillars-N2

Fruit shop

by Eric Carle

Settling in activities, learning to make friends. Encouraging children to talk about experiences that are familiar to them. Model talk routines throughout the day e.g. it is snack time, I have juicy apple, I have a ripe banana.

Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc

Our British Values
Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated

Past and Present :- History • Able to say who they are and who they live with, today and yesterday. (PSHE) • Can talk about any pets they may have. • Can talk about some members of their family. Culture and Community :-- RE/ Geography • Comments on celebrations in their own life. The Natural World :- Science and Geography • Respect and care for the environment. (PSHE) • Talk about what they see in their own environment

Culture and Community :- RE and Geography • Shows an interest in different occupations (Animals – vets)
• Develop positive attitudes about differences between people (PSHE) The Natural World :-
Science and Geography • Respect and care for the environment (Animals – habitats) • Explore the world around them and how things work
Geography explore the features of our School and nursery

(Animals – habitats) • Understand the difference between plants and animals (Animals) • Know the life cycle of a butterfly (The Very Hungry Caterpillar

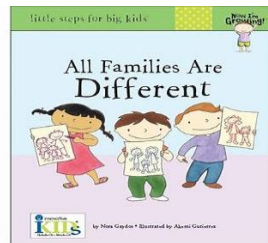
Nursery – Understanding the World – The World - Geography Skills

Location knowledge

- I will be learning to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
- I will be learning there are different countries in the world & talk about the differences I have experienced or seen in photos

Location knowledge

- Know the name of key features in the local area e.g. shop, park
- Know what country they & family are from
- I will be learning that differences should be celebrated



Nursery – Understanding the World – People, Culture & Communities - History Skill

Changes within living memory

- I will be learning to retell past events in correct order
- I will be learning to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- I will be learning to remember & talk about significant times or events for family & friends such as special birthdays
- I will begin to make sense of own life-story & family's history

History knowledge

- Know & talk about key events in my life, e.g. birthdays, weddings, Eid etc...
- Know some stories about my family, e.g. looking at photos & sharing memories
- Know about my parents toys and experiences
- Know about the lives of the people around me & their roles in society (people who help us e.g. Doctors and Nurses, Police officers)