

# Butterflies Continuous Provision Planning (2s) Autumn first half term



## Key Learning Opportunities

### Personal, Social and Emotional Development

- To choose the resources they need for their chosen activity
- To understand how to follow rules and expectations
- To taking turns with others

### Communication and Language

- To use and understand a range of nouns to identify objects in the environment.
- To use and understand a range of adjectives to identify differing objects using concepts of size and colour.
- To use and understand simple verbs.
- To give attention to a speaker in one to one and group situations.
- Respond appropriately to simple questions and instructions

### Physical Development

- To gain control and co-ordination in small and large movements.
- Navigate obstacles in the environment safely.

## Role play

Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
<ul style="list-style-type: none"> <li>- Table and three chairs</li> <li>- Crockery (Different)</li> <li>- Simple food</li> <li>- Cooker</li> <li>- Sink</li> <li>- Microwave</li> <li>- Small working clock</li> <li>- Hard body baby</li> <li>- Photo frames (containing pictures of our friends)</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of resources in situ to support understanding of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>- Use resources appropriately in play</li> <li>- Re-enact from own experiences</li> <li>- Play alongside others</li> <li>- Use familiar vocabulary around familiar objects</li> <li>- Recreate familiar scenarios</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Play alongside and model appropriate play</li> <li>- Model use of vocabulary</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Where is....?</li> <li>- Could I have....?</li> </ul> <p><b>Model vocabulary</b></p> <ul style="list-style-type: none"> <li>- Model use of vocabulary to name objects and differentiate between same</li> </ul>	

			objects using colour and size.	
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Small World / Construction				
Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
<ul style="list-style-type: none"> <li>- Large cars</li> <li>- Small cars</li> <li>- Car track</li> <li>- Rubber blocks</li> <li>- Mega blocks</li> <li>- Simple animals               <ul style="list-style-type: none"> <li>• Cow</li> <li>• Sheep</li> <li>• Pig</li> <li>• Cat</li> <li>• Dog</li> </ul> </li> </ul> <p>Fine Motor</p> <ul style="list-style-type: none"> <li>- Posting blocks</li> <li>- Inset boards</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of resources in situ to support understanding of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>- Use resources appropriately in play</li> <li>- Play alongside others</li> <li>- Use familiar vocabulary around objects</li> <li>- To support physical development</li> <li>- Support simple creative experiences</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Play alongside and model appropriate play</li> <li>- Model use of vocabulary</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Where is....?</li> <li>- Could I have....?</li> </ul> <p><b>Model vocabulary</b></p> <ul style="list-style-type: none"> <li>- Model use of vocabulary to name objects and differentiate between same objects using colour and size.</li> </ul>	

Mark making

Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
<ul style="list-style-type: none"> <li>- Egg chalks for Outside chalk Board</li> <li>- Paints for outside (Weather permitting)</li> <li>- Paints for Easel</li> <li>- Chunky crayons for easel</li> <li>- Paintbrushes accessible to be used with the water outside.</li> </ul>	<ul style="list-style-type: none"> <li>- All mark making resources to be freely accessible during the settling in period.</li> <li>- First and Next (Paint area) to support the rules and expectations of the area.</li> </ul>	<ul style="list-style-type: none"> <li>- Use resources appropriately</li> <li>- To promote understanding and use of nouns appropriate to area.</li> <li>- To promote, understand and support use of adjectives.</li> <li>- To promote understanding and use of verbs.</li> <li>- To support physical development</li> <li>- Support simple creative experiences</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Model use of vocabulary such as colour, shape and verbs to describe what the child is doing.</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Where is....?</li> <li>- Could I have....?</li> <li>- Which colour would you like, x or y?</li> </ul> <p><b>Model vocabulary</b></p> <ul style="list-style-type: none"> <li>- Model use of vocabulary to name objects and differentiate between same objects using colour and label their actions.</li> </ul>	

Sensory (Water, Sand)				
Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
<ul style="list-style-type: none"> <li>- Sand <ul style="list-style-type: none"> <li>• Bucket</li> <li>• Spade</li> <li>• Mould (Turtle and Fish)</li> </ul> </li> <li>- Water <ul style="list-style-type: none"> <li>• Cup</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Aprons hung close to tray</li> <li>- First and Next to support the rules and expectations of the area.</li> </ul>	<ul style="list-style-type: none"> <li>- Use resources appropriately in play</li> <li>- Play alongside others</li> <li>- Use familiar vocabulary around objects</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Play alongside and model appropriate play</li> <li>- Model use of vocabulary</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Can I have more water?</li> </ul>	

<ul style="list-style-type: none"> <li>• Jug</li> <li>• Small bowl</li> <li>• Big bowl</li> <li>• Holed containers</li> </ul>		<ul style="list-style-type: none"> <li>- To support physical development</li> </ul>	<ul style="list-style-type: none"> <li>- Can you fill up your...?</li> </ul> <p><b>Model vocabulary</b></p> <ul style="list-style-type: none"> <li>- More</li> <li>- Full and empty</li> <li>- Pouring</li> <li>- Model use of vocabulary to name objects and differentiate between same objects using colour.</li> </ul>	
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Books Area

Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
Butterflies Remember When book All about me (For individual children) First Words Book <b>Families</b> <b>No More Nappies</b> Brush, brush, brush <b>Potty Superstar</b> Usborne Very first book of things to spot <b>Nursery Rhyme Book</b> Where's Spot Dear Zoo Lift the tab Animals Happy Bunny Angry Bear Selection of Lift the flap books that children come	<ul style="list-style-type: none"> <li>- Box of familiar stories</li> <li>- Box of 'All about me' books.</li> <li>- Pictures of children</li> <li>- Nursery Rhyme pictures to be displayed opposite area to support NVC when choosing a song.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold books correctly.</li> <li>- Being able to turn pages.</li> <li>- Sharing resources alongside others</li> <li>- Use familiar vocabulary around objects</li> <li>- Hold books approp</li> <li>- Support simple creative experiences</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Play alongside and model appropriate play</li> <li>- Model use of vocabulary</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Where is....?</li> <li>- Could I have....?</li> </ul> <p><b>Model vocabulary</b></p> <ul style="list-style-type: none"> <li>- Model use of vocabulary to name objects and differentiate between same objects using colour and size.</li> </ul>	

into setting with knowledge of.				
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Physical				
Resources	Organisation	Intended Experiences	Role of the Adult	Enhancements and why
<ul style="list-style-type: none"> <li>• Large climbing frame</li> <li>• Football and goal (weather dependent)</li> <li>• Inset boards</li> <li>• Posting toys</li> <li>• Large garden to be used in inclement weather (due to all weather surface).</li> </ul>	<ul style="list-style-type: none"> <li>- Set out each day in the nursery.</li> </ul>	<ul style="list-style-type: none"> <li>- Use resources appropriately in play</li> <li>- Play alongside others</li> <li>- Use familiar vocabulary around objects</li> <li>- To support physical development</li> <li>- To develop vocabulary around verbs in relation to the activities children are undertaking.</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Play alongside and model appropriate play</li> <li>- Model use of vocabulary</li> </ul> <p><b>Question to learn the level of understanding of the children</b></p> <ul style="list-style-type: none"> <li>- Can you ....?</li> <li>- Where is ....?</li> </ul> <p><b>Model vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Making your own choice shelf to allow children to request toys. Also encouraging use of language.</li> </ul>