**Mathematics**

* Building numbers beyond 10
* Counting patterns beyond 10
* Spatial reasoning –matching arrangements
* Subitising
* Adding more
* Taking away
* Doubling

**Personal, Emotional, Social Development**

* Becoming a part of the wider school environment e.g. celebration Assemblies, sing up
* Keeping ourselves safe on walks around the village and knowing how to behave sensibly
* Being responsible for tidying the classroom environment
* Taking care of our garden and froglets.
* Discuss how we might not all live in UB but we all belong to the school community.
* Knowing that we all live in different types of homes
* Dressing and undressing independently for role play.
* How to keep safe in the sun, healthy and awareness of oral care.
* Be aware of local churches to recognise people celebrate key events in different ways e.g. weddings and baptisms.
* Being confident when speaking in a familiar group, talking about their ideas, and choosing the resources they need for their chosen activities independently.
* Being able to adjust their behaviour to different situations, and take changes of routine in their stride.
* Being confident to try new activities, and say why they like some

activities more than others

* To continue to consider our own and others feelings, placing our photo in the feelings pot -extending vocabulary for example joyful

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**Understanding the World**

* To know the purpose of a map, globe and recognise simple symbols
* Looking at google earth pictures of the village
* To know the shops in the village, where they are located and what they sell
* Drawing maps of the village
* To know there are different countries and notice the differences –Comparing Upper Beeding and Africa, Using Handa’s surprise & Handa’s Hen to explore cultural differences
* Noticing land marks around the village
* To notice different types of homes in the village
* To discuss types of materials seen in the houses
* Noticing seasonal change, weather getting warmer etc
* Continuing to use Busy Things programs to create pictures
* Using BeeBots to follow a chosen route.
* Using IT to support learning and selecting technology for

different purposes – using microphones, iPads & CD player

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**Expressive Arts and Design**

* Large and small scale art projects using a variety of mark making materials
* Planning materials needed to make models from reclaimed materials
* Creating settings and scenes to support small world play
* Role-play opportunities creating own costumes using available resources.
* Observational drawings of things we have collected on village walks.
* Moving to music and singing songs.
* To use a wider range of joining materials in our projects e.g. split pins, treasury tags
* Exploring printing –using rollers and a range of objects

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**Literacy**

* Using labels and captions to explain our village maps
* Extending our knowledge of types of writing e.g. postcards, invitations, maps, menus.
* Writing lists of things which are sold in the village shops.
* Write a description of what their dream shop would sell
* Making a class book about our Village walk
* Daily phonics
* Discussing what they like and dislike about different texts

**Physical Development (Games)**

* Large and small construction to make models of choice
* Small team games.
* Water play with the guttering, buckets, jugs.
* Using large equipment at the park, the adventure trail
* Using small equipment; rugby balls, footballs, tennis
* To offer opportunities to further physical challenges -climbing higher, running faster etc
* Learning new skills related to sports day
* Healthy living; making sensible food choices and knowing ways to keep healthy e.g. exercise and oral hygiene
* Showing an understanding of how to transport and store equipment safely such as in the outside area and during P.E. sessions

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**Summer Term 1st Half**

**Medium Term Plans**

**OUT AND ABOUT**

**Communication and Language**

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| * Develop and use ‘star words’, extending and introducing new vocabulary
* Extend, use and explore vocabulary throughout the day and in dedicated talk time
* Asking experts questions to find out information
* Listening to stories, accurately anticipating key events and responding to

what they hear with relevant comments, questions or actions. * Answering ‘how’ and ‘why’ questions about their experiences and in

response to stories or events. * Using past, present and future forms accurately when talking about events

that have happened or are to happen in the future. * Understanding humour, e.g. nonsense rhymes, jokes.
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