

MEDIUM TERM PLANS	SUMMER TERM 1st HALF	FOUNDATION STAGE CLASS	FOCUS: STORY AND INFORMATION BOOKS	R. Reception N. Nursery
AREA	AIMS	HOW	NON TOPIC PLANNING	DISPLAYS AND RESOURCES
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	To play cooperatively and use the language of negotiation. ALL Show sensitivity to others, needs and feeling. ALL To describe self in positive terms. ALL	Circle time and whole snack. Working together in construction area, modelling negotiation language. Weekly session of 'Proud Time'. Share 'WOW' sheets and special writing books with adults and peers.	Continue to raise profile of Friendship Stickers. Working together in team colours. Ruby bear to go home with nursery children Continue to use 'WOW' sheets.	Courtesy cup display in Reflection area. Create a friendship gallery/book of children being kind to each other.
COMMUNICATION AND LANGUAGE	Extend vocabulary by grouping, naming and exploring the sounds of new words. ALL Develop own narratives and explanations by connecting ideas and events. ALL	Use books, resources, experiences and internet to explore the world around us. Story sequencing and making books, book based games. Story table - music and photo prompts to write stories	Language groups with identified children to increase listening skills and expressive language.	Role play area adapted to support focuses of the week and children's interests.
PHYSICAL DEVELOPMENT	To move confidently in a range of ways, safely negotiating space. ALL To handle tools, objects, construction and malleable materials safely and with control. ALL	Obstacle courses. Mark out boundaries. Use road safety equipment. Try to ride a two wheeled bike. Dough gym with nursery. Scissor control activities.	To continue healthy eating focus – provide range of healthy snacks. To confidently use climbing frame in Katrina's garden.	To use Tony Ross books to support healthy lifestyles.

LITERACY	Phase 1 activities and introduce Jolly Phonics. N To write own names. ALL To understand and use correct sentence structure when writing simple sentences. R To complete speed sounds two. R	Daily whole class session. Writing names on entry (with support). N Recognition of surnames on entry. R Encourage writing opportunities during child initiated learning. (CIL)	ORT stories, Ditty books, word detective books and special writing books sent home weekly. R Core books sent home. N To know that information can be retrieved from books and computers. ALL	BOOKS AND STORIES Core books and information books linked to weekly focus
MATHEMATICS	To find one more/less from a group of 10 objects. N (Group of 20 objects – R) Use the language of position. ALL To describe 2D (N) and 3D shapes. R Introduce doubling, halving and sharing during snack time. ALL	Board and dice games inside and outside. Counting rhymes. Big Question. Using language during circle/maths games and in small world. P.E. Hall times. Construction opportunities with 2D and 3D shapes.	To use Maths City program to support mathematical learning. To recognise numerals 1-10, 1-20 in practical situations. Recognise shape and pattern within the environment. Maximise opportunities in all areas.	MATHS DISPLAY Numbers in the environment. Introduce Beebots to support maths e.g. position.
UNDERSTANDING THE WORLD	To look closely at similarities, differences, patterns and change. ALL Make observations of animals and plants and explain why things grow. ALL	Looking at lifecycles: butterflies, chickens, plants and people. Make links with the seasons and how they change	Continue R.E. plan. Introduce the Lords Prayer and School Prayer in class. Introduce Godly Play. Story Candle A visit to church.	R.E. DISPLAY/FOCUS Solihull Syllabus. Bible story display
EXPRESSIVE ARTS	To use available materials	Provide tapes, staplers,	To develop role play	

<p>AND DESIGN</p>	<p>to make props to support role play area or story focus. ALL Select tools and techniques needed to shape, assemble and join. ALL To begin to investigate, explain compare and make adaptations. R</p>	<p>treasury tags, ribbons etc. to make models.</p> <p>Paint mixing</p>	<p>outside – to be decided due to maintenance work</p>	
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