

Apple and Pear Medium Term Planning- **Prime areas**

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Term 2	<ul style="list-style-type: none"> Shows confidence in asking adults for help. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. 	<ul style="list-style-type: none"> Can catch a large ball. Holds pencil near point between first two fingers and thumb and uses it with good control. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. 	<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>

Apple and Pear Medium Term Planning - **Specific areas**

	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Term 2	<ul style="list-style-type: none"> Looks at books independently. Handles books carefully. Hears and says the initial sound in words. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Continues a rhyming string. Begins to break the flow of speech into words. 	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. 	<ul style="list-style-type: none"> Talks about why things happen and how things work. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

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	Spiritual Development	Moral Development	Social Development	Cultural Development	E-Safety
Term 2	Develop their capacity for critical and independent thought.	Listen and respond appropriately to the views of others.	Begin to understand the need for social justice and a concern for the disadvantaged.	Recognise Christianity as a world-wide faith.	I am kind online