

Apple and Pear Medium Term Planning - Prime areas

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Term 3	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. • Aware of the boundaries set, and of behavioural expectations in the setting. • Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

Apple and Pear Medium Term Planning - Specific areas

	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Term 3	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. 	<ul style="list-style-type: none"> • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Orders two items by weight or capacity. 	<ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Shows interest in different occupations and ways of life. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures.

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	Spiritual Development	Moral Development	Social Development	Cultural Development	E-Safety
Term 3	Foster their emotional life and express their feelings	Gain the confidence to cope with setbacks and learn from mistakes.	Develop an understanding of their individual and group identity.	Develop an understanding of their social and cultural environment.	I keep information about me safe