

Apple and Pear Medium Term Planning - Prime areas

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Term 4	<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts finding a compromise • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measure without direct supervision. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

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

	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Term 4	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Uses positional language. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Measures short periods of time in simple ways. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Estimates how many objects they can see and checks by counting them. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary.

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	Spiritual Development	Moral Development	Social Development	Cultural Development	E-Safety
Term 4	Experience moments of stillness and reflection.	Take initiative and act responsibly with consideration for others	Begin to understand the need for social justice and a concern for the disadvantaged.	Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.	I tell a grown up if something online makes me unhappy