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| **MEDIUM TERM PLANNING DATE** 23/4/19 | |
| **THEME:** Opposites Term 5 | |
| **LEARNING INTENTIONS** | |
| **Personal, Social and Emotional Development**   * Is more outgoing towards unfamiliar people and more confident in new social situations. (Self Confidence and Self Awareness) * Responds to the feeling and wishes of others.   (Managing Feelings and Behaviour)  Know/don’t know, familiar/unfamiliar, new/old, same/different  Happy/sad Worried/anxious/confident sure/unsure angry/calm sacred/scary proud/ashamed pleased/annoyed | **Communication and Language**   * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (months Listening and Attention) * Shows understanding of prepositions such as ‘under’, ‘on’, ‘top’, ‘behind’ by carrying out an action or selecting correct picture (Understanding)   Same/different beginning/end (of stories , words, sentences, pages) first/last  Under(neath)/above/on-top-of behind/in-front left/right |
| **Physical Development**   * Handles tools, objects, construction and malleable materials safely and with increasing control ( Moving and Handling) * Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping(Moving and Handling)   Hard/soft sharp/blunt stiff/bendy wet/dry heavy/light rough/smooth  Fast/slow moving/still stop/start up/down standing/lying front/back backwards/forwards in/out left/right upside-down/right-way-up under/over | **Literacy**   * Ascribe meanings to marks that they see in different places (Writing) * Hears and says sounds in words ( Reading)   Meaningful/nonsense up/down zig-zag/straight/curvy  On/off loud/quiet beginning/start/end |
| **Mathematics**   * Can describe their relative position such as ‘behind’ or ‘next to’ (Shape, Space and Measure)   first/last up/down in/out front/back backwards/forwards Under(neath)/above/on-top-of behind/in-front left/right | **Understanding the World**   * Can talk about some of the things they have observed such as plants, animals, natural and found objects (The World )   Heavy/light dead/alive old/new tall/short rough/smooth hard/soft float/sink fat/thin light/dark night/day cold/hot wet/dry slippy-slidey/sticky-grippy clean/dirty |
| **Expressive Arts and Design**   * Uses simple tools and techniques competently and appropriately (months Exploring and using media and materials)   Safe/dangerous careful/careless Push/pull up/down in/out hard/soft rough/smooth | **EXTENTIONS, SPECIAL EVENTS, VISITORS ETC.**  Induction of new children  New group in Ash room  Planting and harvesting  May Day (Monday 6st May)  Life cycles – Tadpoles/frogs  Last Day of Term 24th May |
| **SHARED RESOURCES/ACTIVITIES**  **Art area-** Thick/thin brushes & chalk; Big/small light/dark paper; Dry paint on wet paper;  **Water Play-**floating & sinking; clean/dirty dolls; hot/cold water, deep/shallow; light/dark. Frogs.  **Sand and small world areas-**Wet/dry. Heavy/light. Big/small. Bricks & scales. Buried treasure/numerals/ letters.  **Mud Kitchen-** slates/slabs and chalk,moss topsoil gravel cobbles  **Play dough /builders tray-** letter/number cutters, big and small cooking equipment/utensils scales/balances things to weigh fruit, veg, bricks, clay  **Discovery-** tadpoles; magnifiers; scales/balances; mirrors; magnets; compasses; | |