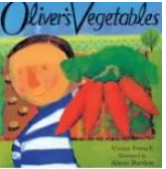
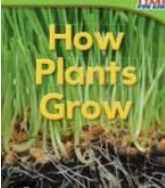





LEARN, GROW, ACHIEVE

<p>Year Reception Cultural Capital: Longmoor Value: Curious- to show an interest and positivity</p> <p>Canal Walk-week Gardening wow- parent event</p>	<p>Medium term planning Summer 1 2026 Foundation Stage 2</p> <p>Topic Title: How does your garden grow?</p> <p>Driver Subject: UW – Natural World Enhancer subject: UW – People, Culture and Communities (PCC)</p>		
<p><u>Texts:</u></p> <ul style="list-style-type: none"> • <u>Oliver's vegetables</u> • <u>How do plants grow? (NF)</u> • <u>Big book of Bugs</u> 	<p><u>Week 1-2</u> (13th April and 20th April) <u>What would we find in a vegetable patch?</u></p> 	<p><u>Week 3-4</u> (27th April and 4th May) <u>How do plants grow?</u></p> 	<p><u>Week 5-6</u> (11th May and 18th May) <u>Why are insects important in a garden?</u></p> 
<p><u>Characteristics of Effective Teaching and Learning</u></p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> • Finding out and exploring • Using what they know in their play • Being willing to have a go 	<p>Active Learning</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keep on trying • Enjoying achieving what they set out to do 	<p>Creating and Thinking critically</p> <ul style="list-style-type: none"> • Having own ideas • Using what they already know to learn new things • Choosing ways to do things and finding new ways

PSED You may want a fortnightly focus for your PRIME areas	<u>Managing Self</u> Understand the importance of healthy food choices (MS)	<u>Building Relationships</u> Work and play co-operatively and take turns with others (BR)	<u>Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want (SR)
PHYSICAL DEVELOPMENT GROSS MOTOR	Demonstrate strength, balance and co-ordination when playing (GM)	Negotiate space and obstacles safely, with considerations for themselves and others (GM)	Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (GM)
FINE MOTOR	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (FM)	Use a range of small tools, including scissors, paintbrushes and cutlery. (FM)	Begins to show accuracy and care when drawing (FM)
COMMUNICATION AND LANGUAGE	Listens attentively (LAU)	Offer explanations for why things might happen (S)	Participates in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary (S)
READING	Demonstrates understanding of what has been read by retelling stories/narrative in own words and recently introduced vocabulary (COMP)	Reads words consistent with their phonic knowledge by sound blending (WR)	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (WR)
WRITING	Writes simple phrases	Write simple phrases and sentences that can be read by others.	Spells words by identifying sounds in them and represents sounds with a letter or letters

<p>MATHS</p> <p>1 week number and 1 week numerical pattern</p> <p>Mastering Number sessions</p>	<p>MN-Week 22</p> <p>Subitising</p> <p>Subitise (recognise quantities without counting) up to 5 (N)</p> <p>ADD PITAS</p>	<p>MN-Week 23</p> <p>Composition</p> <p>Have a deep understanding of number to 10, including the composition of each number. (N)</p> <p>ADD PITAS</p>	<p>MN-Week 24</p> <p>Composition</p> <p>Have a deep understanding of number to 10, including the composition of each number. (N)</p> <p>ADD PITAS</p>	<p>MN-Week 25</p> <p>Comparison</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (NP)</p> <p>ADD PITAS</p>	<p>SSM Focus</p> <p>Uses language related to money</p>
<p>UNDERSTANDING OF THE WORLD</p> <p><u>Past and present</u></p>	<p>Talk about the lives of the people around them and their roles in society (Farmers/Gardeners)</p>		<p>Knows some similarities and differences between things in the past and now-drawing on their experiences (linked to different seasons)</p>		<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>UNDERSTANDING OF THE WORLD</p> <p>ENHANCER: People, culture and communities</p>	<p>Explore the natural world around them; making observations</p>		<p>Describe their immediate environment using maps (linked to canal walk and or school)</p>		<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>

<p>UNDERSTANDING OF THE WORLD</p> <p><u>DRIVER:</u> (Natural world)</p>	<p>Explore the natural world around them, making observations</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons</p>	<p>Makes observations and draws pictures of animals and flowers</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>CREATING WITH MATERIALS</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Share their creations, explaining the processes they have used</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Invent, adapt and recount narratives and stories with peers and their teachers</p>
<p>NON-STATUTORY TECHNOLOGY</p> <p>Non-statutory in weekly provision</p>	<p>Discuss the rules for staying safe online? (Digital Literacy)</p>	<p>Select and use technology for a purpose? (Information Technology)</p>	<p>Can go online and use a search engine with some support? (Digital Literacy)</p>

NON-STATUTORY SSM	Compare Weight	Compare length	Compare capacity
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