

## Medium Term Planning - Summer Term 2026

Children know the structure of traditional tales and they can write their own stories based on them.

Children can talk about the village they live in and compare now to the past.

<p><b>PSED</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>CLL</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>PD</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p><b>Golden Rules</b> How to manage feelings Caring for others Helping to settle in new children Circle games Turn taking, sharing, working together</p>	<p><b>Listening games</b> <b>Role Play</b> Using story language Sharing ideas during circle time and listening to others Working on describing words and rhyming words</p>	<p><b>Real PE Activities</b> Manipulating clay and dough to make characters. Using tools—scissors, cooking Making porridge Making a pair of shoes</p>

Were characters good or bad to do what they did?	Hot seating characters Reading and talking about well known stories	
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<p><b>L</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p><b>M</b></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p><b>UW</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them -from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p><b>EAAD</b></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p>Letters to characters Role Play/acting out stories Enjoying Fairy Tales Retelling stories/own versions Writing letters</p>	<p>Number rhymes and songs Counting beyond 20 Subitising and composition of numbers to 10 Matching Numicon and number Measuring, linked to stories- 1 more/less</p>	<p>Experiencing different textures, tastes, sounds, experiences. Cooking porridge Making maps of story land Make moving characters</p>	<p>Pastel bears Painting houses, pigs Music—singing nursery rhymes and playing them. Tapping out beats</p>

Writing own stories	Adding and subtracting Shape and language Ordering size	Planting seeds and looking after plants Materials for building Building dens in The Jungle Using Bee-Bots, Visiting the lifeboat station Finding out about the history of the lifeboat What do you like doing in Appledore? Walk to library and buy an ice cream Building a trap to catch the wolf. Visit the fire station	Pen drawing of characters Sculpture toadstools Illustrate stories Designing and making outfits/shoes Paint pictures of lifeboat
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Key Texts/stories first half of term. Jack and the beanstalk Goldilocks and the three bears The three little pigs				Key Texts/stories second half of term. The three little pigs			
First half (Vocab)	Jack and the Beanstalk Once upon a Axe Market Harp	Jack and the Beanstalk Root Stem Shoot Soil	Three Bears Once upon a... Porridge Recipe Ingredients	Three Bears Once upon a... Porridge Recipe Ingredients	Three Pigs Once upon a.. Materials Chimney Cooking pot		

<b>Second half</b> <b>(Vocab)</b>	<b>Three Pigs</b> Magnetic Not magnetic Natural Man made Firm strong Brittle Waterproof	<b>Summer</b> Season Sunset Sun cream	<b>What do we</b> <b>Appledore?</b> Village Anchor Quay Look out Torridge	<b>Lifeboat</b> Offshore Inshore Helmet rescue	<b>Lifeboat cont.</b> and history of lifeboat Offshore Inshore Helmet Rescue Compare	<b>What happens</b> on the river Torridge? Scales Trawler Reel	<b>Fire Station</b> Rescue Hose
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