

## Medium Term Planning

## Learning Journey Map

Term: Summer 1

Weeks: 6

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

### Curriculum Principles

#### Equality of Opportunity

Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience

The world around us – Culture & Religion- How this plays a role on our clothing choice. Compare differences and similarities. Where do you live? Living in a Multi-cultural society.

#### Enquiry Based Learning

Creative thinkers; Real life challenge  
Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills

Exploring maps, globes and use of the internet to research topics, creating maps.  
Linked Literacy texts to different countries.  
Artefacts from different countries to explore within the classroom.

#### Inspire awe and wonder

Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.

Exotic fruit tasting  
African music and drums  
Designing a flag for where we live.  
Videos/Link texts to countries around the world – use of google maps.

#### Sustainability

Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy

Agriculture & Farming around the world – looking at other jobs.  
Travel survey, how do you travel to school?  
Shopping bags- how to recycle and reuse – What do other countries use to hold their shopping?

### Reception

Title: **Tales from around the World**

**Big Bang:** Toy bus arrives in classroom that has caused mayhem.

#### School Trip/Special Events

Forest Garden Weekly Sessions – Learning skills outdoors.  
Exotic fruit tasting.  
21<sup>st</sup> May-Cultural Diversity day.

**Celebration:** 21<sup>st</sup> May- Children to come in dressed in their Cultural outfits, explore different music and traditions.

#### PD

- To form identifiable letters.
- To show awareness of space.
- To work as a team in relay races.
- Handle equipment with control.
- Accuracy for throwing, focus on a target.
- To demonstrate basic and different jumping techniques.

#### PSED

- Children play co-operatively and take turns.
- They are beginning to resolve conflicts.
- They form positive relationships and with each other.
- Shows confidence talking freely about own wants, interests and opinions.
- Aware of the behavioural expectations in setting.
- Be adaptable to changes in routine.
- Children can talk about their own behaviour and its consequences, and know that some behaviour is unacceptable.
- They follow rules.

#### Understanding the World

- Comments and ask questions about aspects of their world such as where they live or the natural world.
- Can talk about some of the things they have observed in plants, animals, natural and found objects.
- Developing an understanding of growth, decay and changes over time.
- Talks about why things happen and how things work.
- To look closely at similarities, differences and change.

#### Maths

- Number bonds to 5
- Number bonds to 10
- Adding numbers and quantities to 10.
- Money addition up to 10.
- Finding double of a number.

#### Expressive Arts and Design

- Joins in singing favourite songs.
- Express themselves to songs from different cultures.
- Sings a few familiar songs.
- Experiments to create different textures.
- Explores what happens when they mix colours.
- Uses simple tools and techniques

#### Communication and Language and Literacy

##### Our key texts;

##### Fiction Books

Naughty Bus  
Handa's Surprise  
My Granny went to the market (Poem)

##### Non-Fiction Books

Non-fiction texts about London, tourist leaflets, tube maps, bus maps, map of UK etc.  
Non-fiction texts about Africa as a continent and African Living, Towns & Villages, food, clothing, etc.

##### Identifying initial sounds in words

- Writing CVC words
- Letter formation
- Pencil grip
- Explores character
- Explores setting
- Story mapping
- Retelling familiar stories
- Orally saying what you are going to write
- Answers how and why questions
- Develops their own narratives
- Beginning to read words and sentences.
- Beginning to write sentences.
- Enjoys a range of books