

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					
Teaching and Learning Principles and Curriculum Driver					
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	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change?		
Access to different fruits- food tasting Access to different vegetables- food tasting Building a bug hotel/ Forest Garden Planting seeds- opportunity tom grow something Talk about growing flowers/vegetables in different gardens city/countryside	How do plants grow? What happens to a seed after we plant it? Sorting fruits and vegetables Exploring types of flowers, colours textures and scents Which fruits have seeds Which vegetables grow underground, over ground on trees?	In the Garden Role Play The children will be exploring the life cycle of butterflies by observing real butterflies in the butterfly garden. Spring hunt in the garden Observational drawings and paintings Making our own garden	Children will be working together to inspire change in the nursery- we will be writing to the kitchen to ask for our milk in large bottles and poured into cups to reduce waste and plastic.		
YEAR Finches/ Bluejays Title: In the garden		Key Curriculum Areas: Understanding the world (History), Communication & Language, Physical Development and Personal Social, Emotional development		Mathematics Investigate numbers 1-10 through Number blocks. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5 Subitise to 5 Link numerals and amounts e.g. find the correct number to represent 3 objects. Make own marks to represent numbers. Measuring using non-standard units Sequencing, ordering and sorting.	
Big Bang – Bug hunt in the garden		Understanding of the World Naming flowers Talking about the lifecycle of a butterfly. Seeds – Where do they come from? Growing beans in a jar– how does it change? What does it look like? Naming and investigating different fruits and vegetables Nature sessions in Forest Garden		Literacy Story Time: This term we will be using both Fiction and Non-Fiction stories to explore and understand minibeasts and plants that we find in our gardens. Songs: I’m a little bean One potato two potato Tiny Caterpillar Ring a Ring of Roses Mary Mary Quite Contrary Dialogical Book Talk: The Runaway Pea Phonetic Awareness: Initial sounds in their names and words Oral blending of words Alliteration	
School Trip/Special Events Trip to Forty Hall Gardens		Expressive Arts & Design This term the children will be learning to develop their skills in: Colour mixing and painting Cutting Junk Modelling Playdough modelling Mark Making using different tools Collaging		Communication and Language Children will be developing their language and vocabulary based on our topic of growing and minibeasts. They will learn the names of different insects, the different habitats they live in and about growing and how things grow. They will also be learning about what is grown in a garden. They will be developing their own conversations with their friends during their play and add language to their play to tell stories. They will develop their listening skills and respect for each other’s ideas and opinions during circle time. They will also work on developing their sentence structure focussing on who, what and where they are talking about.	
Personal, Social, Emotional Development Continue to develop their friendships and relationships. Share and turn take when playing with their peers. Be able to understand and explain their emotions and how they can regulate their own feelings. Be more confident to explore new situations, engage in activities and ask questions. Begin to have a sense of responsibility and community – have areas to look after and tidy up- roles in the classroom. Begin to show a preference		Forest Garden Children will continue to explore the Forest Garden weekly with a focus on planting and growing.		Physical Development Gross Motor Skills: Jumping, hopping and balancing Team games, relay and sports day practice. Fine Motor Skills: Develop mark making and writing their own names and numbers Tweezer control Threading	