

**Intent:** The children will learn and acquire a foundation of knowledge regarding different countries within their world, linked to holiday destinations. They will learn about how countries are different to the one in which they live and learn about different climates and features of

**Implementation:** The children will explore holiday destinations and the features of those countries through ICT, maps, atlases, fact files information texts, educational videos and high quality environmental learning.

**Impact:** The children will have a foundation knowledge of different countries, where they are located in the world and the physical features of some of these countries in order to be able to build upon their knowledge as they move through the key stages.

#### Early Years Foundation Stage – Reception

##### Summer 1 Medium Term Planning

###### 3 Prime Areas of Learning

###### Summer Holidays (Geography link)

###### Where in the world would you go on your holiday?

#### Key Vocabulary:

**World-** The earth, together with all of its countries and peoples.

**Destination** – A place that people will make a special trip to visit.

**Travel** - To journey from place to place or to a distant place

**Location** - A particular place

**Climate** - Measurements of temperature, wind, humidity, snow and rain in a place over the course of years

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 British Holidays	<p><b>Circle Time - How can we be a caring friend?</b> MR ELG show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. MR EXE ELG resolve minor disagreements through listening to each other to come up with a fair solution.</p>	<p><b>Discussion about holidays in the UK</b> S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>PE: Football</b> MH 40-60m Experiments with different ways of moving. MH40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG Children show good control and co-ordination in large and small movements. HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.</p>
2 Spain	<p><b>Plan, Do, Review</b> SCA ELG are confident to <b>speak in a familiar group</b>, will <b>talk about their ideas</b>, and will <b>choose the resources</b> they need for their chosen activities. SCA EXE ELG can <b>talk about the plans they have made to carry out activities and what they might change if they were to repeat them</b>.</p>	<p><b>Asking questions linked to Spain</b> U40-60m Listens and responds to ideas expressed by others in conversation or discussion. U ELG They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><b>PE: Track running</b> MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.</p>
3 Italy	<p><b>Team Games</b> MR ELG take account of one another's ideas about how to organise their activity MR EXE ELG play group games with rules</p>	<p><b>Discussion about Italy</b> S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG use past, present and future forms accurately when talking about events that have happened or are to happen in the future. S EXE ELG use a range of vocabulary in imaginative ways to add information, express ideas, or to explain or justify actions or events.</p>	<p><b>PE: Throwing using alternative equipment</b> MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.</p>
4 America	<p><b>Circle Time – Behaviours and managing feelings</b> MFB ELG talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. MFB EXE ELG know some ways to manage their feelings and are beginning to use these to maintain control</p>	<p><b>Geographical facts of America</b> LA 40-60m Maintains attention, concentrates and sits quietly during appropriate activity. LA ELG listen attentively in a range of situations. LA ELG give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p><b>PE: Running races on a track</b> MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.</p>
5 Australia	<p><b>Circle Time – Special messages to each other</b> MR ELG show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><b>Discussion about the climate of Australia compared to the UK</b> S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S ELG develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>PE: Throwing using underarm action</b> MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.</p>

**Early Years Foundation Stage – Reception**  
**Summer 1 Medium Term Planning**  
**3 Prime Areas of Learning**  
**Summer Holidays (Geography link)**  
**Where in the world would you go  
on your holiday?**

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 <b>British Holidays</b>	<p><b>Phonics – RWI targeted groups</b>  R ELG read and understand simple sentences.  R ELG use phonic knowledge to decode regular words and read them aloud accurately.  <b>R EXE ELG can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</b></p> <p><b>Writing - Holiday recall</b>  W 40-60m Attempts to write short sentences in meaningful contexts.  W ELG write simple sentences which can be read by themselves and others.  <b>W EXE ELG can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</b></p>	<p><b>Number – 1 more / 1 less up to 20</b>  N ELG count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>	<p><b>Features of the seaside</b>  TW 40-60mths Looks closely at similarities, differences, patterns and change  TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Science (outdoor learning)</b></p>	<p><b>Sand art pictures- beach scene</b>  EUMM ELG safely use and explore a variety of materials, <b>tools and techniques</b>, experimenting with colour, <b>design, texture</b>, form and function.</p>
2 <b>Spain</b>	<p><b>Phonics – RWI targeted groups</b>  R ELG read and understand simple sentences.  R ELG use phonic knowledge to decode regular words and read them aloud accurately.  <b>R EXE ELG can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</b></p> <p><b>T4W (The Bear Hunt) – Story Maps</b>  W 40-60m Attempts to write short sentences in meaningful contexts.  W ELG write simple sentences which can be read by themselves and others.  <b>W EXE ELG can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</b></p>	<p><b>Number – number bonds to total 10</b>  N ELG Using quantities and numbers they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p><b>Locating Spain on World Map</b>  TW 40-60mths Looks closely at similarities, differences, patterns and change  TW ELG make observations of animals and <b>plants</b> and explain why some things occur, and talk about changes.</p> <p><b>Science (outdoor learning)</b></p>	<p><b>Creating Spanish Fans</b>  BI 40-60m Chooses particular colours to use for a purpose.  BI ELG use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><b>Exploring Spanish Music</b></p>
3 <b>Italy</b>	<p><b>Phonics – RWI targeted groups</b>  R ELG read and understand simple sentences.  R ELG use phonic knowledge to decode regular words and read them aloud accurately.  <b>R EXE ELG can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</b></p> <p><b>T4W (The Bear Hunt) – Beginning of Story</b>  W 40-60m Attempts to write short sentences in meaningful contexts.  W ELG write simple sentences which can be read by themselves and others.  <b>W EXE ELG use key features of narrative in their own writing.</b></p>	<p><b>Money – adding doubles to 5 (5+5)</b>  N ELG Using quantities and numbers they add and subtract two single-digit numbers and count on or back to find the answer.  N ELG solve problems, including <b>doubling, halving</b> and sharing.</p>	<p><b>Famous Landmarks in Italy</b>  TW 40-60mths Looks closely at similarities, differences, <b>patterns and change</b>  TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Science (outdoor learning)</b></p>	<p><b>Clay models for Leaning Tower of Pisa</b>  BI ELG represent their own ideas, thoughts and feelings through <b>design</b> and technology, <b>art, music, dance, role play and stories.</b></p>

4  <b>America</b>	<p><b>Phonics – RWI targeted groups</b> R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately. <b>R EXE ELG</b> can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p><b>T4W (The Bear Hunt) – Middle of Story</b> W 40-60m Attempts to write short sentences in meaningful contexts. W ELG write simple sentences which can be read by themselves and others. <b>W EXE ELG</b> use key features of narrative in their own writing.</p>	<p><b>Number – Halving by sharing</b> N ELG solve problems, including doubling, <b>halving</b> and sharing.</p>	<p><b>American States</b> TW 40-60mths Looks closely at <b>similarities, differences</b>, patterns and change TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Science (outdoor learning)</b></p>	<p><b>Making American flags</b> BI ELG use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
5  <b>Australia</b>	<p><b>Phonics – RWI targeted groups</b> R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately. <b>R EXE ELG</b> can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p><b>T4W (The Bear Hunt) – End of Story</b> W 40-60m Attempts to write short sentences in meaningful contexts. W ELG write simple sentences which can be read by themselves and others. <b>W EXE ELG</b> use key features of narrative in their own writing.</p>	<p><b>Number – sharing by grouping</b> N ELG solve problems, including doubling, <b>halving</b> and <b>sharing</b>. <b>N EXE ELG solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</b></p>	<p><b>Australian land vs UK land</b> T 40-60m Uses ICT hardware to interact with age appropriate computer software. T ELG They select and use technology for a particular purpose.</p> <p><b>Science (outdoor learning)</b></p>	<p><b>Collage of Ayres Rock</b> BI 40-60m Chooses particular colours to use for a purpose. BI ELG use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>