


# St Chad's C.E Primary School




## Medium Term Provision

### The Head (Intent), The Hands (Implementation), The Heart (The Impact)

<p>Topic</p>	 <h2>Autumn 1 - Happily Ever After</h2>		
<p><b>Other Possible Themes/ Calendar Events</b></p> <p>Settling in Harvest Time</p>	<p><b>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>Organise birthday lists -birthday cards/ DOJO celebration</li> <li>Farm to Fork experience</li> <li>Parents invited in - homemade soup and bread/ home-grown veg</li> <li>Autumn Trail</li> <li>Gingerbread baking</li> <li>Autumn Harvest Festival</li> <li>Parents Welcome Meeting - EYFS Curriculum Meeting</li> </ul>	<p><b>Assessment / Intervention/ Transition/ Performance Management</b></p> <ul style="list-style-type: none"> <li>Baselines - National</li> <li>Baseline - school</li> <li>Stoke Speaks Out EYFS team meeting</li> <li>5 weekly phonics assessment</li> <li>Phonic Intervention groups to begin</li> <li>SSO Intervention to begin</li> </ul>	<p><b>Parental Involvement</b></p> <ul style="list-style-type: none"> <li>Parent Welcome Meeting - EYFS Curriculum Meeting</li> <li>Home learning expectations</li> <li>Harvest Assembly</li> <li>Christmas craft day</li> <li>Chr</li> </ul>

## The Intent - The Head

<p>Development Matters Best Fit Autumn 1</p>	<p>We appreciate and understand that not all children's learning and development is linear and that this is individual to each child. Therefore, we use the suggested development matters stages which we have divided into each half term as a guide but we plan for each child's needs and interests accordingly.</p>
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<p><b>Communication and Language</b></p> 	<p><b>3- 4 year olds</b>                  Begins to know some rhymes, be able to talk about familiar books                  Can start a conversation with an adult or a friend and continue it for many turns  <b>Reception</b>  <b>Listening, Attention and Understanding</b>                  Children will be able to understand how to listen carefully and know why it is important.                  Listen carefully to rhymes paying attention to how they sound                  Engage in story times                  Engage in non-fiction books  <b>Speaking</b>                  Develop social phrases                  Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>3- 4 year olds</b>                  Select and use activities and resources, with help when needed                  Play with one or more other children, extending and elaborating play ideas                  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  <b>Reception</b>  <b>Self-Regulation</b>                  Children will be able to follow one step instructions.                  Children will recognise different emotions.                  Children will focus during short whole class activities.  <b>Managing Self</b>                  Children will learn to wash their hands independently.  <b>Building Relationships</b>                  Children will seek support from adults and gain confidence to speak to peers and adults</p>	<p><b>Physical Development</b></p> 	<p><b>3-4 year olds</b>  <b>Gross Motor Skills</b>                  I can climb confidently  <b>Fine Motor</b>                  I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)  <b>Reception</b>  <b>Gross Motor</b>                  Children will learn to move safely in a space.  <b>Fine Motor</b>                  Children will begin to use a tripod grip when using mark making tools.</p>
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Literacy including  
Phonics

Pathways to  
Write Text Focus  
/  
'Super 6' Reads



Focus:  
Retell and  
Labels

**3-4 year olds**

**Reading**

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing

**Writing**

Use some of their print and letter knowledge in their early writing

**Reception**

**Comprehension**

Children will independently look at a book, hold it the correct way and turn pages.

**Word Reading**

Read individual letters by saying the sounds for them

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences

**Writing**

Spell words by identifying the sounds and then writing the sound with letter/s  
Form lower-case letters correctly

**Phonics - Little Wandle L&S Revised**

N: Phase 1

R: Phase 2

Children will read books matched to their phonics ability

**Pathways to Write:**

The Gingerbread Man

**Super 6 Reads**

The Rainbow Fish - Marcus Pfister

Whatever Next - Jill Murphy

The Little Red Hen- Traditional Tale

The Ugly Duckling - Traditional Tale

Each Peach Pear Plum - Janet and Allan Ahlberg (poetry)

The Scarecrow's Wedding - Julia Donaldson

The Rhyming Rabbit - Julia Donaldson (N)



Mathematics



**3-4 year olds**

**Number**

**Number to 5**

I can count in my play (sometimes I miss numbers)

**Subitise**

I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds

**Comparing**

I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc

**Numerical Patterns**

I can notice patterns and arrange things in patterns

**Sequence and Patterns of Time**

I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds

**Shape and Space**

I can combine shapes and objects e.g. stacking blocks/ cups

**Reception**

**Subitising**

•perceptually subitise within 3

•identify sub-groups in larger arrangements  
•create their own patterns for numbers within 4

•practise using their fingers to represent quantities which they can subitise

•experience subitising in a range of contexts, including temporal patterns made by sounds.

**Cardinality, Ordinality, Counting**

•relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set

•have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song

•have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting

•have opportunities to develop an understanding that anything can be counted, including actions and sounds

•explore a range of strategies which support accurate counting.

**Composition**

•see that all numbers can be made of 1s

•compose their own collections within 4.

**Comparison**

•understand that sets can be compared according to a range of attributes, including by their numerosity

•use the language of comparison, including 'more than' and 'fewer than'

•compare sets 'just by looking'

Understanding  
the World



**3-4 year olds**

I can start to show I know who I am in terms of preferences

I can start to notice some of the differences between people

I can explore natural and manmade materials

**Reception**

**History: Past and Present**

Children will know about their own life story and how they have changed.

**Geography: People, Culture and Communities**

Children will know about features of the immediate environment.

**Science: The Natural World**

Children will understand the terms 'same' and 'different'.

**RE: People, Culture and Communities**

Children will know what Creation teaches

Christian's about God.

Expressive  
Arts and  
Design



**3-4 year olds**

I can explore art materials for large and small scale art e.g. drawing, paint, sculpture

I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum

I can express my ideas through play, particularly pretend play

**Reception**

**Music: Being Imaginative**

Children will sing and perform nursery rhymes.

See Charanga Progression of Skills doc

**Art & Design: Creating with Materials**

Children will experiment mixing with colours.

# The Implementation - The Hands

## Teacher Led, Child Led and Enhanced Provision

### Happily Ever After

<b>Super Starter</b>	Pupils follow small flour footprints into the classroom that eventually lead up to various ingredients for making gingerbread.
<b>Marvellous Middle</b>	Record a video on the iPad of someone small looking around the classroom. Giggle in the video and end the recording with the 'intruder' walking out of the classroom saying, 'You can't catch me, I'm the gingerbread man!' as the hook to make a wanted poster for The Gingerbread Man
<b>Fabulous Finish</b>	Receive a letter from Mr. and Mrs. Baker about their 'Design a cake competition' Once voted, make the winning cake design!

### Additional Enhanced Provision Opportunities:

Physical Development	Communication and Language: Exposing children to deeper vocabulary	Personal Social and Emotional Development																																																			
<p>Draw a large gingerbread man in chalk on the wall/floor. Use paintbrushes and water to trace the lines and make him disappear.</p> <p>Thread laminated gingerbread men with string/ thread buttons onto a laminated gingerbread man.</p> <p>Act out chasing the gingerbread man - large and small movements.</p> <p>Follow the gingerbread leader- run, dance, prance, whirl, twirl, wiggle, giggle etc.</p> <p>Use dough - gingerbread dough, cutters, buttons.</p> <p>Provide opportunities for gingerbread stamping - gingerbread cutters and paint.</p> <p>Use large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles.</p> <p>Bakery role play - using various sized spoons for mixing/collecting flour.</p>	<p style="text-align: center;">Vocabulary taken from The Gingerbread Man (Pathways to Write) and Tier 2 Vocabulary** – Vocabulary Ninja</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">cinnamon</td> <td style="width: 33%;">smirked</td> <td rowspan="12" style="width: 33%; text-align: center; vertical-align: middle;">TIER 2 VOCABULARY</td> </tr> <tr> <td>piping hot</td> <td>scrambled</td> </tr> <tr> <td>scurrying</td> <td>milk churns</td> </tr> <tr> <td>tumbled</td> <td>haystack</td> </tr> <tr> <td>scampered</td> <td>thistles</td> </tr> <tr> <td>bleated</td> <td>orchard</td> </tr> <tr> <td>whirled</td> <td>meadow</td> </tr> <tr> <td>toppled</td> <td>lane</td> </tr> <tr> <td>swirled</td> <td>riverbank</td> </tr> <tr> <td>barn</td> <td>bakery</td> </tr> <tr> <td></td> <td></td> <td>any</td> </tr> <tr> <td></td> <td></td> <td>new</td> </tr> <tr> <td></td> <td></td> <td>work</td> </tr> <tr> <td></td> <td></td> <td>part</td> </tr> <tr> <td></td> <td></td> <td>take</td> </tr> <tr> <td></td> <td></td> <td>get</td> </tr> <tr> <td></td> <td></td> <td>place</td> </tr> <tr> <td></td> <td></td> <td>made</td> </tr> <tr> <td></td> <td></td> <td>live</td> </tr> <tr> <td></td> <td></td> <td>where</td> </tr> </table>	cinnamon	smirked	TIER 2 VOCABULARY	piping hot	scrambled	scurrying	milk churns	tumbled	haystack	scampered	thistles	bleated	orchard	whirled	meadow	toppled	lane	swirled	riverbank	barn	bakery			any			new			work			part			take			get			place			made			live			where	<p>Baking role play area.</p> <p>Provide different enhancements around the classroom - encouraging pupils to try new activities and develop confidence.</p> <p>Take a trip to a bakery/local shops - link to pupils' own experiences. Bring back to the classroom by setting up bakery role play based on visit with children taking ownership of layout (link to PD).</p> <p>Create a 'make your own dough' area and include ginger to make gingerbread dough.</p> <p>Discuss how the characters feel at different points in the story and identify emotions.</p> <p>Share experiences of baking at home.</p>
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<p>See Pathways to Write planning for further Reading and Writing Opportunities</p>	<p style="text-align: center;"><u>Maths Enhanced Key Vocabulary</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Nursery:</b></td> <td style="width: 50%;"><b>Reception:</b></td> </tr> <tr> <td>Number</td> <td>Number</td> </tr> <tr> <td>Pattern</td> <td>Pattern</td> </tr> <tr> <td>Compare</td> <td>Compare</td> </tr> <tr> <td>Subitise</td> <td>Subitise</td> </tr> <tr> <td>Shape</td> <td>Shape</td> </tr> <tr> <td></td> <td>Fewer/ less</td> </tr> <tr> <td></td> <td>More / greater</td> </tr> </table>	<b>Nursery:</b>	<b>Reception:</b>	Number	Number	Pattern	Pattern	Compare	Compare	Subitise	Subitise	Shape	Shape		Fewer/ less		More / greater	<p>Investigate what happens to gingerbread if left in water.</p> <p>Share experiences of baking at home.</p> <p>Trip to a bakery/local shops or invite a baker in and ask questions.</p> <p>Draw a map of the route you take to the bakery/shop/ school</p>	<p>Transient art gingerbread men - having a gingerbread man template and various art materials to place on top.</p> <p>Create a boat/bridge for the gingerbread man to use to get across the river (link to PD by using large blocks).</p> <p>Provide story stones.</p> <p>Baker's role play area.</p> <p>Use PuppetPals app to retell the story.</p>																																		
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	<p style="text-align: center;">Numerosity / Cardinality</p> <p>Count out buttons to put on a gingerbread man - use a dice to give the amount.          Measure the length of different sized gingerbread men- then order          Bakery role play - using various sized tubs/containers          Numicon printed patterns on gingerbread men templates.          Numerals on gingerbread men.          Positional language e.g. in the oven, on his nose, under pans.          Sequencing events - first, then, after          Subitising buttons on different gingerbread men- "I don't need to count. There are 3".          Repeating patterns with gingerbread men buttons</p>	<p>Draw a map of the route taken by the gingerbread man and animals in the story.          Bake own gingerbread men and decorate - link to brushing teeth/ healthy eating.</p>	<p>Use Chatterkids app for pupils to take images of the gingerbread man and record what he might say.</p>
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### In the Moment Planning...ongoing

<u>Characteristics of Effective Learning</u>	
Positive Relationships	
The Unique Child	
Playing and Exploring	

### The Impact - The Heart

At the end of this half term, Nursery children will know some rhymes and start to converse with familiar peers and adults. They will access resources and toys with some support, and express their feelings. They will start to show confidence when climbing, and will be able to pour their own drinks at snack time. They will develop an interest in books and be able to mark make to show print. They will start to use their number language in play, be confident to stack shapes and blocks, they will also start to recognise some patterns in their play. They will start to form self-identify and note differences/similarities in others. They will enjoy exploring materials, and share their ideas through imaginative play.

At the end of this half term, Reception children will begin to develop relationships with their peers and teachers, they will start to listen attentively and will begin to become confident speakers particularly to their peers and the adults in their setting, and they may start to contribute to discussions in small groups. They will have developed a keen interest in stories and books, they will have been exposed to various traditional tales and be able to retell these sometimes confidently. They will be able to move around the environment safely and sometimes in sufficient space. They will begin to hold tools to allow them to mark-make or scribe letters. They will be able to make labels for objects in their environment by mark making or by applying their sound knowledge to sound out. Children

will start to have to deeper understanding of numbers to 3 and be able to apply this in their learning within their provision. They will know some nursery rhymes and songs and be able to recite these. They will also be curious to experiment with colours and materials.