




St Chad's C.E Primary School


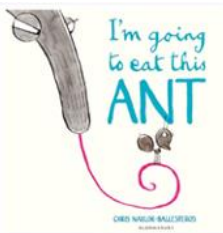



Medium Term Provision

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

Topic	Autumn 2 - Jesus is the Reason for the Season		
<u>Other Possible Themes/ Calendar Events</u> Autumn Parents Evening Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Road Safety Children in Need Anti- Bullying Week	<u>Enrichment Activities</u> Nursery Rhyme Week Diwali Party Nativity Performance Christmas Craft Day Christmas Jumper/Dinner Day	<u>Assessment / Intervention/ Transition/ Performance Management</u> Pupil Focuses based on baseline/ intervention SSO Intervention EYFS team meeting - questionnaire to reflect our dept and practice In house moderation Analysis of Autumn data Reading Assessment Parents Meetings SEN meetings - APDR Transition with Y1 Performance Management <u>Phonics</u> Week 6 - phonics assessment Review reading groups	<u>Parental Involvement</u> EYFS Nativity production Maths/Phonics/Reading workshop Parents Meeting/SEN meeting Mystery Reader

The Intent - The Head

Development Matters Best Fit Autumn 2	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 every child's independent needs and interests accordingly.				
Communication and Language 	3- 4 year olds Enjoy listening to longer stories Use longer sentences of four to six words Know some rhymes and can join in with these/ recite them Use a wider range of vocabulary Can start a conversation with an adult or a friend Reception Listening, Attention and Understanding Children will begin to understand how and why questions .Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Engage in story times	Personal, Social and Emotional Development 	3- 4 year olds Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Reception Self-Regulation Children will talk about how they are feeling and consider others' feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Physical Development 	3-4 year olds Gross Motor Skills I can run, jump and hop I can climb stairs using alternate feet Fine Motor I can start to eat using a knife and fork I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) Reception Gross Motor

	<p>Engage in non-fiction books Speaking Learn new vocabulary</p>					<p>Children will explore different ways to travel using equipment. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	
<p>Literacy including Phonics</p> <p>Pathways to Write Text Focus / 'Super 6' Reads</p>  <p>Focus: Retell and Labels</p>	<p>3-4 year olds</p> <p>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</p> <p>Writing Use some of their print and letter knowledge in their early writing</p> <p>Reception</p> <p>Comprehension Children will engage and enjoy an increasing range of books</p> <p>Word Reading Children will read books matched to their phonics ability 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 Read a few common exception words matched to our school's phonics programme</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 2: Children will read books matched to their phonics ability</p> <p>Pathways to Write Focus Text:</p>  <p>Super Six Recommended Reads: The Jolly Postman at Christmas - Janet and Allan Ahlberg The Christmas Story - Ian Beck Twas the Night Before Christmas - Clement Moore Dear Santa - Rod Campbell We're Going on an Elf Chase - Martha Mumford Stickman - Julia Donaldson</p>	<p>Mathematics</p> 	<p>3-4 year olds</p> <p>Number</p> <p>Number to 5 I can recite numbers to 5 and beyond</p> <p>Subitise I am starting to subitise to two</p> <p>Comparing I can make comparisons between objects size, length, weight and capacity</p> <p>Numerical Patterns</p> <p>Numerical Patterns I can spot patterns and talk about them e.g. stripes on a scarf</p> <p>Sequence and Patterns of Time I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc</p> <p>Shape and Space I can use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Reception</p> <p>Subitising continue from first half-term: subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, Ordinality, Counting continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p> <p>Comparison compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they</p>	<p>Understanding the World</p> 	<p>3-4 year olds</p> <p>I can start to show I know who I am in terms of preferences I can talk about myself and my immediate family I can talk about different occupations and job roles I can talk about natural materials using a wide vocabulary linked to all my senses</p> <p>Reception</p> <p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like. Children will know why Christians perform nativity plays.</p>	<p>Expressive Arts and Design</p> 	<p>See separate document: Progression of Skills Artist of the Term: Andy Warhol</p> <p>3-4 year olds I can use different art materials and am starting to refine my ways of creating art I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make I can engage in simple pretend play using some objects to represent others</p> <p>Reception Music: Being Imaginative Children will experiment with different instruments and their sounds. Art & Design: Creating with Materials Children will experiment with different textures.</p>

The Implementation - The Hands

Teacher Led, Child Led and Enhanced Provision

Jesus is the Reason for the Season

Super Starter	R and N: Go on a minibeast welly-walk hunt
Marvellous Middle	R and N: Receive a letter/ voice message from the anteater explaining that he has had enough of eating ants and things that begin with the sound 's' and wants things that begin with a different letter sound
Fabulous Finish	R: Children to design their own trap / invention to capture the anteater/ to stop him from eating the ants N: to make a bug hotel

Additional Enhanced Provision Opportunities:

Physical Development	Communication and Language: Exposing children to deeper vocabulary	Personal Social and Emotional Development																																						
<p>Use pincers to collect ants from a sensory tub</p> <p>Move like a bug game (images on dice)</p> <p>Ant farm mazes -follow the maze with a pencil</p> <p>Threading (anteater tongue)</p> <p>In PE pupils could move around like ants and anteaters; focus on the verbs used in the story and then add own</p> <p>Making food from the story; ant sandwiches, ant lemonade, ant soup-link to healthy eating and PSED</p> <p>Mint playdough-mint sauce is used in a roast dinner traditionally but what else is mint?</p> <p>Can the pupils make links?</p> <p>Tie up strawberry laces like the anteater's tongue</p> <p>Make insects using playdough-how many legs does your insect need? (link to UW) Cut out a spiral on a piece of pink paper to make your own anteater's tongue</p>	<p>Developing a rich and varied vocabulary is a key skill which supports all areas of learning.</p> <p>Vocabulary taken from Pathways to Write</p> <table border="1"> <thead> <tr> <th colspan="2">Developing Vocabulary</th> </tr> </thead> <tbody> <tr> <td>wriggling</td> <td>ant</td> </tr> <tr> <td>stinging</td> <td>anteater</td> </tr> <tr> <td>served</td> <td>tongue</td> </tr> <tr> <td>smothered</td> <td>smoked</td> </tr> <tr> <td>splattered</td> <td>savoury</td> </tr> <tr> <td>simmering</td> <td>seared</td> </tr> <tr> <td>scooped</td> <td>sundried</td> </tr> <tr> <td>speared</td> <td>sautéed</td> </tr> <tr> <td>scrumptious</td> <td>salami</td> </tr> <tr> <td>supper</td> <td></td> </tr> </tbody> </table> <p>Tier 2 Vocabulary** – Vocabulary Ninja</p> <table border="1"> <thead> <tr> <th>NOVEMBER</th> <th>DECEMBER</th> </tr> </thead> <tbody> <tr> <td>good</td> <td>much</td> </tr> <tr> <td>me</td> <td>great</td> </tr> <tr> <td>give</td> <td>think</td> </tr> <tr> <td>our</td> <td>say</td> </tr> <tr> <td>under</td> <td>help</td> </tr> <tr> <td>name</td> <td>low</td> </tr> <tr> <td>very</td> <td>line</td> </tr> </tbody> </table>	Developing Vocabulary		wriggling	ant	stinging	anteater	served	tongue	smothered	smoked	splattered	savoury	simmering	seared	scooped	sundried	speared	sautéed	scrumptious	salami	supper		NOVEMBER	DECEMBER	good	much	me	great	give	think	our	say	under	help	name	low	very	line	<p>Send home a task for pupils to go on a bug hunt with their families and draw images/take photos of their findings -bring back to share with the class</p> <p>Visitor bringing in different minibeasts-are the pupils confident enough to ask questions?</p> <p>Discuss how the animals feel at different points in the story</p> <p>Is the ant scared? Identify the feeling of 'brave' and ask pupils to give examples of when they are brave</p> <p>Highlight the importance of washing hands and hygiene before making food from the story</p> <p>Discuss the phrase 'ants in your pants' -have the pupils heard it before?</p> <p>Show the pupils how to cut out 'pants' from a piece of bread, spread jam and add raisins. They can eat 'ants in their pants!'</p>
Developing Vocabulary																																								
wriggling	ant																																							
stinging	anteater																																							
served	tongue																																							
smothered	smoked																																							
splattered	savoury																																							
simmering	seared																																							
scooped	sundried																																							
speared	sautéed																																							
scrumptious	salami																																							
supper																																								
NOVEMBER	DECEMBER																																							
good	much																																							
me	great																																							
give	think																																							
our	say																																							
under	help																																							
name	low																																							
very	line																																							

	through	before	
	just	turn	
	form	cause	

Literacy Development	Mathematics Development	Understanding of the World	Expressive Arts and Design											
<p>See Pathways to Write planning document for further Reading and Writing Opportunities</p>	<p><u>Maths Enhanced Key Vocabulary</u></p> <p>Counting animal legs Matching a number of ants/animals to numerals Bug kebabs-can you make a repeating pattern? (Could also be linked to PD if threading) How long is an anteater's tongue? Measure and compare lengths Subitise ants in pictures Use a hole punch to make the correct number of holes in the ant's leaf Match ants to a five/tens frame</p> <table border="1" data-bbox="382 726 649 1222"> <tr> <td>Maths Area - Tier 2 Words</td> </tr> <tr> <td>Calculation</td> </tr> <tr> <td>Identify</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Pattern</td> </tr> <tr> <td>False</td> </tr> <tr> <td>Compare</td> </tr> <tr> <td>Repeating</td> </tr> <tr> <td>Equal</td> </tr> <tr> <td>Vertices</td> </tr> <tr> <td>2 and 3 Dimensional</td> </tr> </table>	Maths Area - Tier 2 Words	Calculation	Identify	Explain	Pattern	False	Compare	Repeating	Equal	Vertices	2 and 3 Dimensional	<p>Observing different bugs Worm observation jar Seasonal changes around school for this time of year -observing changes Looking at different animal habitats Minibeast hunt outside-where is the best place to find them? Find out what ants like to eat and make an 'ant restaurant' outside Make an ant using sticks and stones outside. Label the anatomy of the ant</p>	<p>Singing different songs Ants go marching in Fly swatter painting Animal restaurant role play -add different pictorial menus to the restaurant Make ant pies for anteater in the mud kitchen-what else would he like to eat? Make menus to match Paint stones with bug patterns and designs ·Learn and sing 'The Ants Go Marching One by One' Finger painting ants</p>
Maths Area - Tier 2 Words														
Calculation														
Identify														
Explain														
Pattern														
False														
Compare														
Repeating														
Equal														
Vertices														
2 and 3 Dimensional														

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 join in/ recite some rhymes and converse more confidently with peers and adults. They will access resources and toys independently and elaborate their play with their own ideas. They will express their feelings confidently e.g. I feel tired/ happy. They will show more confidence when climbing, hopping, jumping using alternate feet. They will continue to be able to pour their own drinks at snack time and begin to use a knife and fork when eating. They will start to handle books and turn pages left to right. They will understand that print has meaning and using their own print when writing. They will start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening. They will continue to recite numbers to 5 and subitise up to 2, and they will also make comparisons between objects size, length, weight and capacity. Children will talk about natural materials by using their senses, talk about their preferences, different job roles, and share their ideas through imaginative play. Lastly, children will be learning about the famous artist Andy Warhol, and taking inspiration from his work to create their own art. They will also engage in simple pretend play using some objects to represent others

At the end of this half term, Reception children will have developed some relationships with their peers, they will understand the need for rules, and consider their peers' feelings. They will have been exposed to non-fiction texts and answer how/ why questions. Children will explore traveling around their environment using a range of equipment. They will also draw accurate lines, circles and shapes in their drawing. Children will start to have a deeper understanding of numbers up to 5 and be able to apply this in their learning within their provision. Children will use their phonic knowledge to read and spell as well as learn some common exception words. They will know similarities of things that happened in the past compared to now. Children will know that there are many countries around the world and be curious about this. Children will know why Christians perform nativity plays. Lastly, children will experiment with different instruments and their sounds, as well as develop their knowledge of Andy Warhol and his work.