




St Chad's C.E Primary School

Medium Term Provision

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

Topic	Spring 1 - Life's A Journey		
<p>Other Possible Themes/ Calendar Events</p> <ul style="list-style-type: none"> Valentine's Day Chinese New Year Pancake Day Story Telling Week - Whole school Random Acts of Kindness Week Internet Safety Day 	<p>Enrichment Activities</p> <ul style="list-style-type: none"> EYFS Yoga and Wellbeing club Chinese/Lunar New Year Parade Pancake making and pancake race Sending Valentine's Day cards to those they love Invite our new vicar - Jay - to talk about the church/ walk to the church 	<p>Assessment / Intervention/ Transition</p> <ul style="list-style-type: none"> GLD monitoring/ focus Ongoing informal assessments SSO Intervention, if necessary Continue Pupil Focus - Review/measure Intervention Reading Assessment Transition with Y1: Assemblies/ Songs of Praise/ Story time in Y1 class Phonics 6 weekly phonics assessment Review reading groups 	<p>Parental Involvement</p> <ul style="list-style-type: none"> Mystery Reader Stay and Read session

The Intent - The Head

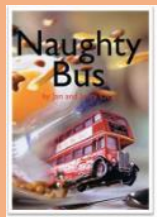
Development Matters Best Fit Spring 1	We appreciate and understand that not all children's learning and development is linear, and that each child is unique. Therefore, we use the suggested Development Matters stages which we have placed into each half term as a guide but we plan for each child's needs and interests accordingly.				
<p>Communication and Language</p> 	<p>3- 4 year olds Knows many rhymes Be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns</p> <p>Reception Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Speaking Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail</p>	<p>Personal, Social and Emotional Development</p> 	<p>3- 4 year olds Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands.</p> <p>Reception Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Physical Development</p> 	<p>3-4 year olds Gross Motor Skills Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Fine Motor I can show a preference for a dominant hand</p> <p>Reception Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>

Literacy including Phonics

Pathways to Write Text Focus / 'Super 6' Reads



PTW Text: The Naughty Bus



Super 6 Books:

- Mrs Armitage on Wheels - Quentin Blake
- Mr Grumpy's Motor Car - John Burningham
- All Aboard for the Bobo Road - Stephen Davies
- The Way Back Home - Oliver Jeffers
- Beegu - Alexis Deacon
- Coming to England - Floella Benjamin
- Enhanced: Mr Wolf's Pancakes - Jan Fearnley

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

Write some or all of their name

Reception

Comprehension

Children will act out stories using recently introduced vocabulary.

Word Reading

Children will read books matched to their phonics ability

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

Read some letter groups that each represent one sound and say sounds for them

Read simple phrases and sentences made up of words with known letter- sound correspondences

and, where necessary, a few exception words

Read a few common exception words matched to our school's phonics programme

Writing

Form lower-case letters correctly

Write short sentences with words with known sound-letter correspondences

Spell words by identifying the sounds and then writing the sound with letter/s

Re-read what they have written to check that it makes sense

Phonics - Little Wandle L&S Revised

N: Phase 1 / 2

R: Phase 2/3

Mathematics



3-4 year olds

Number

Number to 5

I can recite numbers to 5 and beyond

Subitise

I am starting to subitise to three

Comparing

I can make comparisons between objects size, **length, weight** and capacity

Numerical Patterns

Numerical Patterns

I can complete a simple pattern (ABAB)

Sequence and Patterns of Time

I can use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc

Shape and Space

I can talk about 2D shapes (using informal vocab e.g. sides, straight, round, flat)

Reception

Subitising

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part

Cardinality, Ordinality, Counting

- begin to become familiar verbally with the counting pattern beyond 20.
- recognise numbers to 10
- begin to order numbers to 10
- link the numeral with its cardinal number value to 10
- begin to understand the concept of 1 more and 1 less to 10
- introduce doubling and halving

Composition

- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
- automatically recall addition bonds for 5
- begin to recall some subtraction bonds for 5
- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns
- begin to see that numbers within 10 can be composed of '5 and a bit'.

Comparison

- continue to compare sets using the language of comparison, and play games which involve comparing sets
- continue to compare sets by matching, identifying when sets are equal or unequal

Shape and Space

- Recognise some 2D shapes (circle, square, rectangle, triangle)
- Recognise some 3D shapes (cuboid, cube, sphere and cylinder)

Understanding the World



3-4 year olds

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

Reception

Past and Present

Children will talk about the lives of people around them.

Children will compare old and new transport

People, Culture and Communities

Children will know that people around the world have different religions and celebrations e.g. Chinese New Year

The Natural World

Children will talk about features of the environment they are in and learn about the different environments. and seasons

People, Culture and Communities

Children will know what the church is and why the local church is linked to our school.

Expressive Arts and Design



3-4 year olds

Join different materials and explore different textures

Sing the pitch of a tone sung by another person ('pitch match').

Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Reception

Music: Being Imaginative

Children will create narratives based around stories.

Sing a range of well-known nursery rhymes and songs

Art & Design: Creating with Materials

Children will safely explore different techniques for joining materials.

The Implementation - The Hands Teacher Led, Child Led and Enhanced Provision

Life's A Journey

Super Starter	Guess the parcel! Children to use all their senses to make their predictions on what is inside the parcel.
Marvellous Middle	Children to explore a bus journey through baked beans (just like The Naughty Bus did in the book) in order to find the letters in their name/ find the letters in the beans in order to spell different objects
Fabulous Finish	To experience a bus/coach journey - Summer 1

Additional Enhanced Provision Opportunities:

Physical Development

- Baked beans in builder's tray to make pathways through and to pick up using pincers
- Draw the route the bus takes on a map with a pencil
- Bedtime routines and personal hygiene (including oral health)
- Wash toy cars and buses using a toothbrush, water and fairy liquid
- In PE pupils could travel in different ways around a route (London)
- Create a route outside for the bikes and trikes to travel and make stops along the way. You could even include a drive through car/bus wash!

Communication and Language: Exposing children to deeper vocabulary

Vocabulary taken from The Naughty Bus (Pathways to Write)

Developing Vocabulary	
full	London
important	buildings
mess	traffic
handsome	bus stop
silliest	passengers
lonely	garden
powerful	pond
cosy	reflection
tucked up	hook
tall	winch

TIER 2 VOCABULARY (Vocabulary Ninja)

JANUARY	FEBRUARY
same	sentence
mean	set
differ	three
move	want
right	air
boy	well
old	also
too	play
does	small
tell	end

Personal Social and Emotional Development

- Discuss why the bus is naughty and the importance of apologising / forgiveness after an apology
- Rules- why it is important to follow the rules
- Helping others- give children responsibilities such as getting their own snack/milk or washing up afterwards.
- People who help us- invite people into the setting to talk about what they do
- Talk about feeling lonely and scared- how can we help others who feel like this?
- Homework task – ask the pupils to create some ideas for a new story with their family – The Naughty Bus at night-time
- Bus role play with chairs set out, tickets, payment etc
- Show and Tell- has anyone been to London (or anywhere else) before? Does anyone use a bus locally?

Literacy Development	Mathematics Development	Understanding of the World	Expressive Arts and Design								
See Pathways to Write planning for further Reading and Writing Opportunities	<ul style="list-style-type: none"> • Sorting vehicles • Number parking bays for vehicles • Build London/town and explore 3D shapes • Make a 3D London bus • How many people on the bus? How many if 1 gets off? (+/-) • Paying for us fare using coins and matching numicon • Positional language – where is the bus now? <p style="text-align: center;"><u>Maths Tier 2 vocabulary</u></p> <p><u>Reception</u></p> <p><u>Shape</u> - 2-d shapes rectangle square circle triangle characteristics 3-d shapes cuboids cubes cone spheres curved straight flat</p> <p><u>Number:</u> double half twice as many equal unequal share group odd even number bonds part whole count subitise order/ordinal compare forwards backwards numerals digit one more one less equal to more than less than (fewer)</p> <p style="text-align: center;"><u>Maths Enhanced Key Vocabulary</u></p> <table border="1" data-bbox="1032 989 1196 1241"> <tr> <td><u>Nursery:</u></td> </tr> <tr> <td>Number</td> </tr> <tr> <td>Pattern</td> </tr> <tr> <td>Compare</td> </tr> <tr> <td>Weight</td> </tr> <tr> <td>Length</td> </tr> <tr> <td>Subitise</td> </tr> <tr> <td>Shape</td> </tr> </table>	<u>Nursery:</u>	Number	Pattern	Compare	Weight	Length	Subitise	Shape	<ul style="list-style-type: none"> • Make a pond in the builder’s tray and explore floating and sinking • Have a class fish to observe and look after • Take Naughty Bus outside into school grounds. What plants and mini beasts does he see on his adventure? • Compare London to your local area 	<ul style="list-style-type: none"> • Singing different songs: The wheels on the bus/London Bridge is falling down • Driving vehicles through paint and on to paper • Use junk modelling to make London buses • Home role play – add images and props from the book e.g., tins of beans • Create huge maps of the route the bus could take and annotate/label • Create a huge London bus using block play blocks
<u>Nursery:</u>											
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Shape											

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 initiate conversations with their friends which will last for an appropriate amount of time. They will be able to recite some well-known rhymes and recall familiar stories. They will follow the class rules and know why they need to. Nursery children will also be able to show a good level of self-care by washing and drying their hands effectively and brushing their teeth and knowing why they do this. Children will start to show a preferred hand for writing and use this to mark make and write. They will begin to make up their own games together. They will now handle books correctly, knowing how to turn the pages in sequence and understand that print has meaning. Nursery children will now be able to write some or all of their name. Nursery will be able to recite numbers to 5 and beyond and begin to subitise to 3, they will start to make comparisons between an object's size - its length and weight, complete repeated patterns, and begin to describe simple 2d shapes. Nursery children will start to recognise different occupations and discuss this and be able to link their senses to the natural world. Children will be able to match their pitch of voice to another, think of ways to join materials together, and start to use construction and loose parts imaginatively to create small worlds.

At the end of this half term, Reception children will be able to listen and talk about stories and non-fiction books enhancing their knowledge base and vocabulary. They will be encouraged to use new vocabulary throughout the day and to articulate their ideas and thoughts clearly. They will be capable of focusing during longer whole class lessons, will have developed their resilience and perseverance in the face of challenges and be able to take turns using strategies modelled to them. Reception children will be able to handle scissors, pencils and glue, becoming more confident writers and creators of junk model London buses! They will be able to act out stories using recently introduced vocabulary and through our weekly prosody session learn to use expression in their acting out too. All children will develop a love of reading by having ownership of books matched to their phonics ability and potentially progress onto reading simple phrases and sentences. Children will enjoy and be more confident forming lower case letters correctly and will start to create short sentences, re-reading what they have written to check that it makes sense. In maths, they will be more confident subitising quantities to 5, verbally counting to 20 and beyond, automatically recall bonds for 5 and have an awareness of doubling, halving, 1 more and 1 less. Linked to our book Naughty Bus, our children will have developed their 'Understanding of the World' by learning all about London and its famous landmarks, the history of toys, the season of winter, why objects float and sink and different celebrations around the world such as Chinese New Year and Shrove Tuesday. Our child will be exposed to a broad and balance curriculum to develop a rounded education where all children will have the chance to shine.