


# St Chad's C.E Primary School

## Medium Term Provision


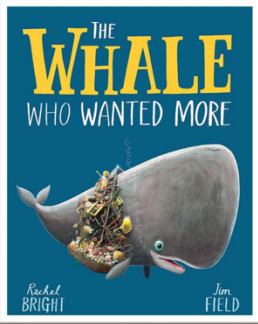



### The Head (Intent), The Hands (Implementation), The Heart (The Impact)

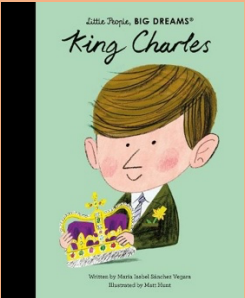
Topic	Summer 1 - Commotion in the Ocean		
<p><u>Other Possible Themes/ Calendar Events</u></p> <p>National Storytelling Week - Whole School Mystery Reader</p> <p>Terry Heath from our local Talke library to visit and share books</p> <p>National Ocean and Seas Week - looking after the ocean</p> <p>Pentecost Day (50 days after Easter)</p> <p>King Charles' III Coronation</p>	<p><u>Enrichment Activities</u></p> <p>Trip - Castaway Play planned for Summer 2</p> <p>Extra-Curricular clubs</p> <p>Celebrating King Charles III's Coronation</p> <p>Ramadan</p> <p>Terry Heath from our local Talke library to visit and share books with EYFS children</p>	<p><u>Assessment / Intervention/ Transition</u></p> <p>Picnic for Nursery and Reception children</p> <p>Transition with Y1 - story time and play time together</p> <p>Transition for Nursery - EYFS staff to swap for Mystery Reader/ children to swap classes for Discovery Time/ story time</p> <p>Track GLD</p> <p>SSO Intervention, if required</p> <p>EYFS team meetings</p> <p>Monitoring of development in all areas of learning</p> <p>Phonics Assessment</p>	<p><u>Parental Involvement</u></p> <p>Mystery Reader</p> <p>Celebrating King Charles III's Coronation</p> <p>Plan for Stay and Read sessions (Summer 2)</p> <p>Open Evening - new parents of Nursery and Reception children</p> <p>Dad's / family members invited in for Father's Day</p>

## The Intent - The Head

<p>Development Matters</p> <p>Best Fit</p> <p>Summer 1</p>	<p>We appreciate and understand that not all children's learning and development is linear, and that every child is unique. Therefore, we use the suggested Development Matters stages which we have carefully implemented into each half term, as a guide, although we plan for each child's needs and interests accordingly.</p>			
<p>Communication and Language</p>	<p>3- 4-year-olds</p> <p>Knows many rhymes, and begins to be able to talk about familiar books, and be able to tell a long story</p>	<p>Personal, Social and Emotional Development</p>	<p>3- 4 year olds</p> <p>Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p>	<p>Physical Development</p> <p>3-4 year olds</p> <p>Gross Motor Skills</p> 

	<p>Begin to understand 'why' questions</p> <p>Begin to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Develops their communication (irregular tenses and plurals)</p> <p>Continues to use a wider range of vocabulary (in context)</p> <p>Begin to understand a question or instruction that has two parts</p> <p>Begins to use talk to organise themselves and their play</p> <p><i><b>Reception</b></i></p> <p><i><b>Listening, Attention and Understanding</b></i></p> <p>Children will be able to understand a question such as who, what, where, when, why and how</p> <p><i><b>Speaking</b></i></p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Begin to use new vocabulary in different contexts</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them</p> <p>Begin to use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>		<p>Demonstrate appropriate ways of being assertive</p> <p>Begin to talk with others to solve conflicts</p> <p>Begin to make healthy choices about food, drink, and activity</p> <p><i><b>Reception</b></i></p> <p><i><b>Self-Regulation</b></i></p> <p>Children will be able to identify and moderate their own feelings socially and emotionally</p> <p>Will show their resilience and perseverance in the face of a challenge</p> <p><i><b>Managing Self</b></i></p> <p>Will manage their own basic needs independently: Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods</p> <p><i><b>Building Relationships</b></i></p> <p>Will continue to build constructive and respectful relationships</p> <p>Will think about the perspective of others</p>		<p>Will collaborate with others to manage large items, such as moving a long plank safely</p> <p>Will use large scale muscle movements confidently e.g. waving flags, painting/ making marks on the ground</p> <p>Will confidently select the right resources to carry out their plan</p> <p><i><b>Fine Motor</b></i></p> <p>Will use one handed tools confidently for example cutting with scissors</p> <p>Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips</p> <p><i><b>Reception</b></i></p> <p><i><b>Gross Motor</b></i></p> <p>Combine different movements with ease and fluency</p> <p>Children will be able to control different sized balls</p> <p>Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p><i><b>Fine Motor</b></i></p> <p>Children will form letters correctly using a tripod grip</p>
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<div>Literacy including Phonics</div> <div>Pathways to Write Text Focus / 'Super 6' Reads</div> <div></div> <div>Pathways to Write Text:</div> <div>The Whale Who Wanted More by Rachel Bright</div> <div></div> <div>Super 6 Books:</div> <div>Tiddler - Julia Donaldson Sharing a shell - Julia Donaldson</div> <div>Barry the Fish with Fingers - Sue Hendra</div> <div>Commotion in the Ocean - Giles Andreae</div> <div>Snail and the whale - Julia Donaldson</div>	<div>3-4 year olds</div> <div>Reading</div> <div>Have an increased phonological awareness, so that they can:</div> <div><div>- spot and suggest rhymes</div><div>- count or clap syllables in a word</div></div> <div>- recognise words with the same initial sound, such as money and mother</div> <div>Begin to engage in extended conversations about stories, learning new vocabulary</div> <div>Writing</div> <div>Use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</div> <div>Writes all of their name and begins to write some letters accurately</div> <div>Reception</div> <div>Comprehension</div> <div>Children will retell a story using vocabulary influenced by their book</div> <div>Children will be able to answer questions about what they have read</div> <div>Word Reading</div> <div>Children will continue to read books matched to their phonics ability (using decoding strategies)</div> <div>Children will re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</div> <div>Read further simple phrases and sentences made up of words with known letter- sound correspondences and a few common exception words</div> <div>Read a range of common exception words matched to our school's phonics programme</div> <div>Writing</div> <div>Form lower-case and most capital letters correctly</div>	<div>Mathematics</div> <div></div>	<div>3-4 year olds</div> <div>Number</div> <div>Number to 5</div> <div>I can say one number name for each item in order</div> <div>I can show 'finger' numbers to 5 I can recite numbers past 5</div> <div>I can link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5</div> <div>I experiment with my own symbols and marks as well as some numerals to 5</div> <div>I am beginning to solve real world mathematical problems with numbers up to 5</div> <div>Subitise</div> <div>I can see 3 in different ways and recognise it without counting</div> <div>Comparing</div> <div>I can make comparisons between quantities, and capacity</div> <div>Numerical Patterns</div> <div>Numerical Patterns</div> <div>I can create my own simple patterns (ABAB)</div> <div>Sequence and Patterns of Time</div> <div>I can talk about upcoming events e.g. birthdays and then talk about what happened after the event</div> <div>Shape and Space</div> <div>I can confidently understand position more through words alone</div> <div>I can begin to talk about 3D shapes (using informal vocab e.g. edges, straight, roll, flat)</div> <div>I can describe a familiar route (linked to Pathways also)</div> <div>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square</div> <div>Reception</div>	<div>Understanding the World</div> <div></div>	<div>3-4 year olds</div> <div>I can name other countries in the world (and look for them on a map)</div> <div>I can explore the different forces that I can feel.</div> <div>I can talk about the differences between materials and changes they notice.</div> <div>I can talk about the differences between people</div> <div>I can show care for my environment and plant and care for plants</div> <div>I confidently explore how things work</div> <div>I can explore the key features of life cycles of animals and plants</div> <div>Reception</div> <div>Past and Present</div> <div>Children will know about the past through settings and characters.</div> <div>Children will compare past and present objects/artefacts and discuss their findings</div> <div>People, Culture and Communities</div> <div>Children will know that people in other countries may speak different languages.</div> <div>The Natural World</div> <div>Children will make observations about animals discussing similarities and differences</div> <div>People, Culture and Communities (RE)</div> <div>What happens in our church? (Lichfield Diocese Unit)</div>	<div>Expressive Arts and Design</div> <div></div>	<div>3-4 year olds</div> <div>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</div> <div>I can sing my own created songs and follow pitch, melody, rhythm or tone</div> <div>Respond to what they have heard, expressing their thoughts and feelings</div> <div>Play instruments with increasing control to express their feelings and ideas.</div> <div>Reception</div> <div>Being Imaginative</div> <div>Children will play an instrument following a musical pattern</div> <div>Children can watch and talk about dance and performance art, expressing their feelings and responses.</div> <div>Creating with Materials</div> <div>Children will create collaboratively, sharing ideas, resources, and skills.</div> <div>Children will explore and use a variety of artistic effects to express their ideas and feelings.</div>
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<div>Shark in the Park – Nick Sharratt</div> <div>Additional Text: Cultural Capital:</div> <div>Little People, Big Dreams: Prince Charles</div> <div></div>	<div>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop with increasing independence</div> <div>Re-read what they have written to check that it makes sense</div> <div>Phonics – Little Wandle L&amp;S Revised</div> <div>N: Phase 1/ 2 if appropriate</div> <div>R: Phase 4</div> <div>Children will read books matched to their phonics ability</div>		<div>Subitising</div> <ul style="list-style-type: none"><li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li><li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li><li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</li><li>confidently subitise to 5</li></ul> <div>Cardinality, Ordinality, Counting</div> <ul style="list-style-type: none"><li>continue to develop verbal counting to 20 (recognising the pattern of the counting system) and beyond, including counting from different starting numbers</li><li>continue to develop confidence touch counting to 10 and beyond</li><li>order sets of objects, linking this to their understanding of the ordinal number system.</li></ul> <div>Composition</div> <ul style="list-style-type: none"><li>explore and represent patterns within numbers up to 10 including evens, odds, double facts and how quantities can be distributed</li><li>automatically recall the addition and subtraction bonds for 5</li><li>name some of the bonds for 10.</li><li>Recall some of the double facts to 10</li><li>have a deep understanding of numbers to 10 including the composition of each number</li></ul> <div>Comparison</div> <ul style="list-style-type: none"><li>Embed understanding of comparing quantities up to 10 in different contexts, recognising when one quantity is more than, fewer than or the same as the other quantity.</li></ul> <div>Shape and Space</div> <ul style="list-style-type: none"><li>Talk about 2D and 3D shapes using informal mathematical language</li><li>Use everyday language to talk about some of the following: weight, height, capacity, time and money</li></ul>			
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# The Implementation - The Hands

## Teacher Led, Child Led and Enhanced Provision

### Commotion in the Ocean

#### Super Starter

Children to enter the classroom and find a letter on the floor surrounded by a pool of water and seaweed. Who would leave us a letter? Where has all this water come from?



#### Marvellous Middle

Children to make a sea creature or shell from the coral reef using salt dough and decorate it as they wish. Add all of the sculptures together to create a large display for the working wall. Children to annotate with initial sounds / labels/ captions/ sentences using the vocabulary gathered so far (from a range of non-fiction sources)



#### Fabulous Finish

An Early Years Department trip to Castaway Play to explore The Tropical Beach, Castaway Cove, The Lost Jungle and the Magical Kingdom - we can't wait!





	Additional Enhanced Provision Opportunities:																											
Physical Development	Communication and Language:  Developing a rich and varied vocabulary is key  Which will support all areas of learning	Personal Social and Emotional Development																										
<ul style="list-style-type: none"><li>Look at how sea creatures move- crab, fish, whale, shark, jellyfish.</li><li>Role play the whale's journey through the sea to the coral reef using an obstacle course that pupils can make in outdoor area</li><li>Make marks, label pictures, write titles for the book, make poster of sea animals etc</li><li>Look at Blue Planet website and create an aquarium outside using the big blocks</li><li>Weave on fences to create a coral reef using scarves, pipe cleaners, ribbon etc</li><li>Model how to chalk a coral reef outline on the floor outside for small world play</li><li>Star cutters in the playdough area to make starfish. Use tools to make marks in the dough.</li><li>Decorate wooden pegs to look like sharks or whales- children can open and close the pegs to collect pompoms to put into bowls.</li></ul>	<p>We ensure that our environment is rich in language; we display vocabulary prompts in every area of learning as opportunities for children to develop their vocabulary, knowledge and skills</p> <p><u>Pathways to Write</u></p> <table><tr><th colspan="2">Developing Vocabulary</th></tr><tr><td>feisty vast stirring plunged quest rifled shipwrecks</td><td>rooted haul bounty amassed lonesome critters bickered</td></tr></table> <p><u>TIER 2 VOCABULARY (Vocabulary Ninja)</u></p> <table><tr><th>APRIL</th><th>MAY</th></tr><tr><td>here</td><td>change</td></tr><tr><td>must</td><td>went</td></tr><tr><td>big</td><td>light</td></tr><tr><td>high</td><td>Kind</td></tr><tr><td>such</td><td>Off</td></tr><tr><td>follow</td><td>need</td></tr><tr><td>act</td><td>house</td></tr><tr><td>why</td><td>picture</td></tr><tr><td>ask</td><td>Try</td></tr><tr><td>men</td><td>Us</td></tr></table>	Developing Vocabulary		feisty vast stirring plunged quest rifled shipwrecks	rooted haul bounty amassed lonesome critters bickered	APRIL	MAY	here	change	must	went	big	light	high	Kind	such	Off	follow	need	act	house	why	picture	ask	Try	men	Us	<ul style="list-style-type: none"><li>Role play of different parts of story</li><li>Provide masks/ accessories such as hats so pupils can take on character roles</li><li>Work in groups with common goal: sorting props in groups, working together</li><li>Pupils share predictions of story, listening to each other's ideas, building on/questioning them</li><li>Pupils mirror Humphrey's emotions from facial expression in book.</li><li>When do you feel lonely?</li><li>Discuss sharing and giving- how does it make you feel? How does it make the other person feel?</li><li>Visit an aquarium and talk to the staff. Can the children ask questions with adult support?</li><li>How did the Humphrey feel when he shared his things? Why?</li><li>Focus on the last page, discuss what it means.</li></ul>
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why	picture																											
ask	Try																											
men	Us																											

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"><li>• Sorting shells according to patterns etc</li><li>• Length investigation with scarves</li><li>• Maths problems relate to story: fish going missing from the reef (subtracting) or the whale collecting more (adding)</li><li>• Compare two groups of fish: more, fewer.</li><li>• Use 2d and 3d shapes to create patterns on shells or fish.</li><li>• Use positional language to talk about the animals in the sea e.g. on the rock, in the reef</li><li>• Compare fish sizes and weight.</li><li>• Create repeating patterns with shells.</li><li>• Read 'One is a Snail, Ten is a Crab' by April Pulley Sayre and</li><li>• solve problems with legs.</li><li>• Count the treasure from a treasure chest.</li><li>• Solve capacity problems.</li></ul> <p><u>Maths Vocabulary for this half term:</u></p> <p><u>Nursery:</u></p> <p>Number names, order, recite, numerals, amounts, problems, subitise, comparisons, quantity, capacity, pattern, events, position, 3D, route</p> <p><u>Reception:</u></p> <p>Subitise, 1 more, doubles, patterns, counting system, touch counting, ordinal, even, odd, sharing, bonds, composition, more than, fewer than, same as, 2D, 3D, weight, height, capacity, time, money</p> <p><u>Maths Enhanced Key Vocabulary</u></p> <p>Please also refer to our working wall displays lifted from Mathematics Vocabulary Progression document (YR-Y6) which is designed to assist with the teaching of vocabulary across EYFS, KS1 and KS2 and is aligned with the White Rose schemes of learning.</p>	<ul style="list-style-type: none"><li>• Discuss fish in the aquarium. Who looks after them? What do some of the animals need? Space, enclosure, food, shelter etc</li><li>• Talk/write a list of questions to ask staff at the aquarium.</li><li>• Create mini under the sea habitats using natural materials for small world play.</li><li>• Compare the whale in the story to other whales in stories e.g. The Snail and the Whale</li><li>• Leave a globe or world map in the classroom. Encourage the children to think about where the sea might be. Can they explain why they think that?</li><li>• Freeze some small world sea creatures into ice. Encourage children to use warm water and simple tools to free the sea creatures and talk about what happens as the ice melts.</li></ul>	<ul style="list-style-type: none"><li>• Role play story using masks and props</li><li>• Talk about animals under the sea blowing bubbles. Explore bubble painting with the children.</li><li>• Invite the children to work collaboratively to create a large colourful fish for display. Each child could decorate a scale of the fish using a variety of techniques.</li><li>• Act out and recite poetry from 'Commotion in the Ocean' by Giles Andreae</li><li>• Explore wax resist paintings. Invite them to draw an underwater scene and then paint over the top with watery blue paint to create a sea picture.</li><li>• Decorate large cardboard boxes as submarines for role play.</li></ul>

In the Moment Planning....ongoing	
Characteristics of Effective Learning - EYFS to annotate throughout half term	
Positive Relationships	
The Unique Child	
Playing and Exploring	

The Impact - The Heart	
<p>At the end of this half term, Nursery children will be developing their vocabulary and ability to ask a range of questions surrounding their leaning, play and environment. They will be able to talk about healthy choices whether that be food, drink, or activity. They will be able to work together to organise their play and solve any disagreements. They will collaborate with others when constructing or building, and confidently select the correct objects to carry out their plan. They will now be more confident to dress/ undress and be particularly able when putting on their coats and doing their zip. They will now be able to cut more confidently, using the scissors appropriately. Children will continue their phonics journey by identifying rhyming words and begin to hear some initial sounds in words. Children will now apply their number knowledge up to 5 and be able to apply this in their play and to solve real life problems. They will also continue to practise writing numbers to 5. Children will explore different forces and how things work, and they will be able to take responsibility for their environment by looking after the caterpillars and plants. They will also be talk about the changes they notice and explore features of a life cycle. Finally, children will be able to experiment with music and their voices and explore pitch, melody, rhythm or tone, and be able to respond to what they hear expressing their thoughts about the music.</p>	
<p>At the end of this half term, Reception children will be able to articulate and understand language to a greater depth. They will understand questions such as who, what, where, when, why and how, articulate their ideas and thoughts in well-formed sentences and begin to use new vocabulary in different contexts. They will begin to connect one idea or action to another using a range of connectives and use their developed speech to retell stories. Socially, children will be able to identify and moderate their own feelings and will show their resilience and perseverance in the face of a challenge. They will be more confident dressing and undressing themselves and will be able to make informed decisions about healthy foods. Relationships will continue to flourish as they are now more able to think of the perspective of others. Their UTW will be enhanced through the celebration and learning of the Coronation of King Charles III, they will look back on events and at artefacts from the past, how different countries may speak different languages, what happens in our church, and they will make observations of the spectacular coral reefs discussing similarities and differences between the different sea creatures. The physical health of the children will be developed focusing on different movements, ball control and core muscle strength. Music will continue to give the children the opportunity to express their feelings and emotions, and the children will celebrate the Kings Coronation through songs. The children will finish this half term with a greater confidence in their reading and writing, reading books linked to their phonetic knowledge and writing simple sentences to express their thoughts, with support where needed. Children will have also become more confident mathematicians developing their skills in doubling, sharing, odd and even numbers, subitising, shape, composition of numbers and number bonds.</p>	