

# St Chad's C.E Primary School

## Medium Term Provision

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

Topic	Summer 2 - Nature's Kitchen		
<p><u>Other Possible Themes/ Calendar Events</u></p> <p>Transition Focus World Music Day Sports Day Transition to R/Y1 Transition to N/ R Father's Day Heathy Eating Week World Environment Day</p>	<p><u>Enrichment Activities</u></p> <p>Trip - Castaway Play</p> <p>Extra-Curricular clubs</p> <p>People who help us visitors</p> <p>Food tasting - different cultures</p> <p>Transition Activities</p> <p>Transition Picnic (of fruit and vegetables) - PFA</p>	<p><u>Assessment / Intervention/ Transition</u></p> <p>Picnic for new Nursery and Reception children and parents</p> <p>Picnic for current Nursery/ 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>Complete EYFS Profile</p> <p>End of year reports to parents</p> <p>Pupil EYFSP discussion with Y1</p> <p>Reflection of Summer data outcomes in preparation for 2023</p>	<p><u>Parental Involvement</u></p> <p>Mystery Reader</p> <p>Picnic for new Nursery and Reception children and parents</p> <p>Dad's / family members invited in for Father's Day</p> <p>Sports Day</p> <p>Reports to parents</p> <p>Parents evening - July drop in session</p>

# The Intent - The Head

Development Matters  
Best Fit  
Summer 1

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.

## Communication and Language



### 3- 4 year olds

Knows many rhymes, be able to talk about familiar books, and be able to tell a long story

Understand 'why' questions

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

Continues to use a wider range of vocabulary (in context)

Uses their communication effectively (linked to irregular tenses and plurals) Understand a question or instruction that has two parts

Uses talk to organise themselves and their play

### Reception

#### **Listening, Attention and Understanding**

Children will be able to have conversations with adults and peers with back-and-forth exchanges

#### **Speaking**

Confidently articulate their ideas and thoughts in well-formed sentences

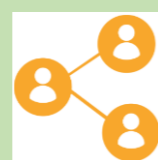
Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them

Use talk to help work out problems and organise thinking and activities

Connect one idea or action to another using a range of connectives

Express their feelings/experiences using a range of tenses

## Personal, Social and Emotional Development



### 3- 4 year olds

Is more confidence in new social situations

Talk with others to solve conflicts

Find solutions to conflicts and rivalries

Make healthy choices about food, drink, and activity

Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands

### Reception

#### **Self-Regulation**

Will continue to show their resilience and perseverance in the face of a challenge

#### **Managing Self**

Will know and talk about the different factors that support their overall health and wellbeing;

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

#### **Building Relationships**

Will have built positive constructive and respectful relationships

Will continue to think about the perspective of others

## Physical Development



### 3-4 year olds

#### **Gross Motor Skills**

Can balance (bikes, scooters, climbing)

Can skip, hop and stand on one leg

Is increasingly able to remember sequences of movements which are related to music and rhythm

#### **Fine Motor**

Can use a comfortable grip with good control when using pens/pencils

### Reception

#### **Gross Motor**

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group





Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions

#### **Fine Motor**

Develop the foundations of a handwriting style which is fast, accurate and efficient

	<p>Confidently retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>				
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<p><b>Literacy including Phonics</b></p> <p><b>Pathways to Write Text Focus / 'Super 6' Reads</b></p>  <p><b>Pathways to Write Text:</b></p> <p>Supertato by Sue Hendra</p> <p><b>Super 6 Books:</b></p> <p>Super Duper You - Sophy Henn</p> <p>What makes me a me? - Ben Faulks</p> <p>A Superhero like you - Dr Ranj Singh</p> <p>The skin you live in - Michael Tyler</p> <p>Ready Steady Mo - Mo Farah</p> <p>Other books:</p>	<p><b>3-4 year olds</b></p> <p><b>Reading</b></p> <p>Have a sound phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Writing</b></p> <p>Continues to use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</p> <p>Writes all of their name and writes most of these letters (amongst others) accurately</p> <p><b>Reception</b></p> <p><b>Comprehension</b></p> <p>Children will be able to answer questions about what they have read and be able to offer sound predictions</p> <p><b>Word Reading</b></p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will continue to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Mathematics</b></p> 	<p><b>3-4 year olds</b></p> <p><b>Number</b></p> <p><b>Number to 5</b></p> <p>I can count, order, recognise and use numbers to 5</p> <p>I can recite numbers past 5 confidently</p> <p>I can write most numbers to 5</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p><b>Subitise</b></p> <p>I can confidently subitise up to 3 objects</p> <p><b>Comparing</b></p> <p>I can confidently make comparisons between objects size, length, weight and capacity</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p><b>Numerical Patterns</b></p> <p><b>Numerical Patterns</b></p> <p>I can talk about patterns and spot errors in a pattern</p> <p>I can continue and create patterns independently</p> <p><b>Sequence and Patterns of Time</b></p> <p>I can sequence a pattern of events using time language e.g. first, next, then</p>	<p><b>Understanding the World</b></p> 	<p><b>3-4 year olds</b></p> <p>I can talk about some of my own and my family's history</p> <p>I can explore and talk about the different forces I can feel.</p> <p>I can talk positively about the differences I have seen in people, countries and communities</p> <p>I can understand the key features of life cycles of animals and plants using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p> <p>I know that there are different countries in the world and talk about the differences I have experienced (or seen in photos)</p> <p><b>Reception</b></p> <p><b>Past and Present</b></p> <p>Children will know about the past through settings, characters and events.</p> <p><b>People, Culture and Communities</b></p> <p>Children will recognise and understand fully that people around the world have different religions, beliefs and celebrate times in different ways</p> <p><b>The Natural World</b></p> <p>Children will know that simple symbols are used to identify</p>	<p><b>Expressive Arts and Design</b></p> 	<p><b>3-4 year olds</b></p> <p>I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p>I can sing, respond to and create my own music with instruments showing some awareness of pitch, melody or rhythm</p> <p>I can start to develop my own stories linked to what I know through role &amp; all world play</p> <p><b>Reception</b></p> <p><b>Being Imaginative</b></p> <p>Children will invent their own narratives, stories and poems</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Creating with Materials</b></p> <p>Children will share creations, talk about process and evaluate their work.</p>
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<p>People who help us - NF</p>	<p>Confidently and fluently read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words Read all common exception words matched to the school's phonic programme</p> <p><b>Writing</b></p> <p>Form lower-case and all capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense (and edit accordingly)</p> <p><b>Phonics - Little Wandle L&amp;S Revised</b></p> <p>N: Phase 1/ 2 if appropriate</p> <p>R: Phase 4</p> <p>Children will read books matched to their phonics ability</p>		<p><b>Shape and Space</b></p> <p>I can confidently talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'</p> <p><b>Reception</b></p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>		<p>features on a map.</p> <p>Children will know some important processes and changes in the natural world, including changing seasons and some states of matter.</p> <p><i>People, Culture and Communities</i></p> <p>What makes every person special, unique and important? (Lichfield Diocese Unit)</p>		
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**The Implementation - The Hands**  
**Teacher Led, Child Led and Enhanced Provision**

**Nature's Kitchen**

**Super Starter** In the builder's tray have a large block of ice with peas frozen in the centre. Attached to the ice, place a note and leave some items for the pupils: Rubber gloves, tweezers/spoons, salt

*Dear Pupils,  
Please help us. We have been frozen in the ice. Can you help set us free? Please find the quickest way to do it.  
We are so cold! We have left you some things that might help. Thank you.  
Love from  
The chilly peas!*

**Marvellous Middle** Design and make a trap for the evil peas

**Fabulous Finish** Design and write out a WANTED! poster for the Evil Peas then display them around school and the local area

**Additional Enhanced Provision Opportunities:**

<b>Physical Development</b>	<b>Communication and Language:</b> Developing a rich and varied vocabulary is key Which will support all areas of learning	<b>Personal Social and Emotional Development</b>
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- Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly!
- Play with Mr Potato head - Attach clothing by lining up clip and hole
- Create a super hero assault course outside
- Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans, circular marks to show him washing broccoli
- Healthy eating - Use paper plates and art resources to make healthy dinner
- Five a day - What would your five be?
- Make playdough superheroes

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

**Pathways to Write**

flannel
commit
crept
snuck up
yelled
summoned up
cornered
closed in
Belonged
Escapee
Air
Marched
Frozen
Vegetables

- How can we be heroes? Who can we help? Discuss people who help us
- Invite local heroes/people who help us into school and encourage the children to ask questions
- Would you forgive Evil Pea? Discuss forgiveness
- Discuss which school rules Evil Pea is breaking
- Talk about situations in the setting where conflicts may arise-how can we solve these problems without arguing or fighting?
- How do the vegetables feel at different parts of the story?  
Match pictures in the story to emotions cards

Literacy Development	Mathematics Development	Understanding of the World	Expressive Arts and Design
<p>See Pathways to Write planning for further Reading and Writing Opportunities</p>	<p><b><u>Maths Vocabulary for this half term:</u></b></p> <p><b><u>Nursery:</u></b></p> <p>Number names, order, recite, numerals, amounts, problems, subitise, comparisons, quantity, capacity, pattern, events, position, 3D, route</p> <p><b><u>Reception:</u></b></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><b><u>Maths Enhanced Key Vocabulary</u></b></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>• Where do our vegetables come from? How do they grow?</li> <li>• Vegetables frozen in ice - observe what happens. How can we make the ice melt faster?</li> <li>• Grow your own potato kits</li> <li>• Use green screen</li> </ul> <p>technology to retell the story of <i>Supertato</i> - dress up as superhero characters</p> <ul style="list-style-type: none"> <li>• Make vegetable soup/ mashed potato. Look and describe a potato before boiling- notice the changes</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric</li> <li>• Vegetable prints</li> <li>• Superhero dress up and supermarket role play</li> <li>• Make own superhero mask/ capes</li> <li>• Make superhero laser goggles using egg cartons or cuffs using card</li> <li>• Make paint patterns using kitchen utensils</li> <li>• Design and make evil pea traps</li> <li>• Create a superhero obstacle course</li> <li>• Write on black paper with a pencil and use a torch to read...bat writing!</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

At the end of this half term, Nursery children will continue to develop their vocabulary and ability to ask a range of questions surrounding their learning, play and environment. They will be able to talk about healthy choices and know how to wash their hands effectively. They will be confident to work together when making up games, imaginative play and creating new music and songs as well as being able to organise their play and solve any disagreements. They will continue to collaborate with others when constructing or building, and confidently select the correct objects to carry out their plan. They will be confident to dress/ undress and able to put on their coats and do their zip. Children will continue their phonics journey by identifying rhyming words and recall/ identify and write 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 be able to make observations about the world around them. They will also be able to talk about different countries and explore a map. Finally, children will continue 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.

At the end of this half term, Reception children will have completed their first year in full time education. They will have embraced our school rules, routines and expectations. Children will be able to confidently articulate their ideas and thoughts in well-formed sentences and will have developed their self-regulation, know how to say healthy and have built positive constructive and respectful relationships. Physically, the children will have developed confidence using a variety of apparatus, and competence and accuracy when engaging in ball activities. They will have developed their overall body strength, co-ordination, balance and agility and secured the foundations of a handwriting style which is fast, accurate and efficient. With their reading, they will be able to answer questions about what they have read, offer sound predictions and read books fluently which match their phonics knowledge. Children will also be able to write a simple sentence by themselves and enjoy the writing process. They will have a love for learning about the past, other countries and cultures and some important processes and changes in the natural world, including changing seasons and some states of matter. Children will have continued to learn new songs and sing in a group or on their own, increasingly matching the pitch and following the melody. When creating, they will be able to talk about process and be able to evaluate their work. Finally, the children will have developed a range of skills across the EYFS curriculum, they will be confident and happy and ready to access the National Curriculum.