


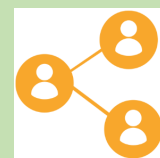



Medium Term Provision

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

Topic	<h2>Autumn 1 - God Made Me!</h2>		
<u>Other Possible Themes/ Calendar Events</u>	<u>Calendar Events</u> Settling in Welcome Service for Reception - Rev Jay Harvest Time Black History Month - 1 st October Macmillan Coffee Morning Terry Heath from Talke library to visit and share books	<u>Enrichment Activities</u> Make birthday cards Farm to Fork experience Growth Mindset Focus Parents invited in - homemade pumpkin/carrot soup and homemade bread/ Autumn Trail	<u>Parental Involvement</u> EYFS Curriculum Meeting Meet the Teacher Phonics and Reading Workshops Maths Workshops Home learning expectations Reading/homework expectations pledge for parents to sign Mystery Reader Open Day/ Evening - New Nursery and New Reception

The Intent - The Head

Development Matters Best Fit Autumn 1	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.			
Communication and Language 	<p>3- 4 year olds Begin to know some rhymes, be able to talk about familiar books May start a conversation with an adult or a friend</p> <p>Reception Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Begin to listen carefully to rhymes and songs paying attention to how they sound Begin to engage in story times Begin to engage in non-fiction books</p> <p>Speaking Develop social phrases Children will begin to talk in front of small groups and their teacher offering their own ideas.</p>	<p>Personal, Social and Emotional Development </p>	<p>3- 4 year olds Begin to select and use activities and resources, with help when needed Begin to play with one or more other children Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Reception Self-Regulation Will recognise different emotions Will focus during short whole class activities</p> <p>Managing Self Begins to manage their own needs: will learn to wash their hands independently</p> <p>Building Relationships Will begin to see themselves as valuable individuals</p>	<p>Physical Development </p> <p>3-4 year olds Gross Motor Skills Will climb with little support</p> <p>Fine Motor Will begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p> <p>Reception Gross Motor Will learn to move safely in a space. Revise the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Fine Motor To continue to develop small motor skills - children will experience and explore threading, pouring liquids, stirring, using spray bottles, dressing/undressing dolls etc</p>

Literacy including
Phonics

Pathways to Write
Text Focus /
'Super 6' Reads



3-4 year olds

Reading

Begin to 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

Begins to use some of their print in their early writing

Reception

Comprehension

Children will have access to and enjoy an increasing range of books

Word Reading

Begin to read learned individual letters by saying the sounds for them

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

Writing

Begin to spell some words by identifying the sounds and then writing the sound with letter/s
Will form some learned lower-case letters correctly

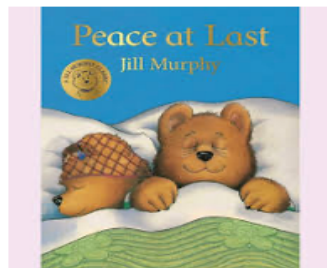
Phonics - Little Wandle L&S Revised

N: Phase 1

R: Phase 2

Children will read books matched to their phonics ability

~~PtW~~: Peace ~~At~~ Last - Jill Murphy



Goldilocks and the Three Bears - Lauren Child

Whatever Next - Jill Murphy

Each Peach Pear Plum - Janet and Allan

~~Abba~~ (poetry)

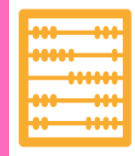
~~Lullaby~~ - Mick ~~Tucker~~

Home - Carson Ellis

Home is where the heart is - Johnny Lambert

Enhanced: The Scarecrow's Wedding - Julia Donaldson

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 bird

Comparing

I can begin to compare sizes using some gesture and language e.g. bigger, smaller

Numerical Patterns

Numerical Patterns

I can spot patterns and talk about them e.g. stripes on a scarf and use informal language like 'pointy', 'spotty', 'blobs' etc.

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'

Shape and space

- Understand and respond to positional language
- Continue a repeated 2 colour pattern and begin to create a 3 repeated pattern

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

Past and Present

Children can name people who are familiar to them.

Children can begin to comment on images of familiar situations in the past.

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

People, Culture and Communities

Children will know about features of the immediate environment.

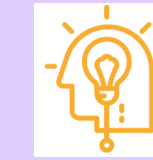
The Natural World

Children will understand the terms 'same' and 'different'
Children can describe what they see, hear and feel whilst outside.

People, Culture and Communities (RE)

CREATION/GOD: Why is the word God so important to Christians? (Understanding Christianity)

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

I can create closed shapes with continuous lines and begin to use these shapes to represent objects

The Implementation - The Hands

Teacher Led, Child Led and Enhanced Provision

God Made Me!

Super Starter	Pyjama Party! Children are invited to wear their pyjamas as we snuggle and read our brand new text: <i>Peace At Last</i>
Marvellous Middle	Design your own home! Children can choose from a range of construction to make their dream home
Fabulous Finish	Receive a letter from Mrs Bear asking us to help find Mr Bear's glasses so he can read the words in the different scenes

Additional Enhanced Provision Opportunities:

Physical Development

- Act out Mr. Bear's slow, tired walk (on tiptoe) compared with Baby Bear's night-time game of aeroplanes and his bouncing on the bed at the end of the story
- Tie knots with a ball of wool. Weave over and under or make patterns on a geo board with the wool
- Do up and undo buttons, belts, press studs, zips on items of clothing
- Fold paper - make a simple aeroplane.
- Thread laminated versions of Mr. Bear and other objects from the text with string
- Make marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. Mr. Bear stomped through the house (large dots - pressing hard), He tiptoed into Baby bear's room (light dots), He skipped into the garden (leaps) etc.
- Use chalk outside to make a map of Mr. Bear's house

Communication and Language: Exposing children to deeper vocabulary

Vocabulary taken from our Pathways to Write text

Developing Vocabulary

peace	refrigerator
'at last'	believe
hour	owl
tired	hedgehog
nocturnal	uncomfortable
pretending	peeped
cuckoo	alarm clock
leaky	yawn

Personal Social and Emotional Development

- Create Mr. Bear's house as role play area
- Introduce different enhancements around the classroom - encouraging pupils to try new activities and develop confidence
- Discuss Mr. Bear's emotions as he goes through the story
- Discuss what keeps us awake at night - noises, fears, light, worries. What can we do about it?
- Discuss bedtime routines
- How do the pupils feel when they become over tired? Grumpy? Cross? Look at and discuss images of facial expressions.

TIER 2 VOCABULARY

any	new	work
get	take	part
place	made	live
where		

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>	<ul style="list-style-type: none"> Sort clothes, bed and props from the story for the three bears (Mr. and Mrs. Bear and Baby) according to size and develop 1-1 correspondence. Use compare bears Sort animals from the books and count how many of each Give pupils a template of pyjamas to create stripy patterns for Mr. Bear Identify numbers on a clock face Make Mr. Bear footprints and compare with their own. Use non-standard units of measure to measure and compare them <p style="text-align: center;"><u>Maths Enhanced Key Vocabulary</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Nursery:</td> <td>Reception:</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> <tr> <td></td> <td>Numerosity / Cardinality</td> </tr> </table>	Nursery:	Reception:	Number	Number	Pattern	Pattern	Compare	Compare	Subitise	Subitise	Shape	Shape		Fewer/ less		More / greater		Numerosity / Cardinality	<ul style="list-style-type: none"> Look at shadows and investigate light and dark with torches Identify loud and quiet noises Go on a listening walk and identify sounds and describe them. Draw children's attention to any animal noises that they can hear. Are the animal noises they hear in the day different to the ones they hear at night? Discuss why we need sleep. What else do we need to be healthy? What is a cuckoo clock? Make comparisons between the bear's family and the pupils' family 	<ul style="list-style-type: none"> Make night and day pictures Junk model Mr. Bear's house, their own house and houses from around the world Make a patchwork quilt like the one on Baby Bear's bed using different art media Use musical instruments to create noises that might keep Mr. Bear awake at night Learn some lullabies - <i>Rock-a- Bye Baby, Hush Little Baby</i> and accompany with appropriate percussion instruments Make masks of the characters for use in role-play
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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 may 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. Children 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 a 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.