



St Chad's C.E Primary School

Medium Term Provision






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


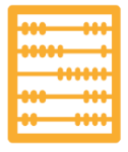

<p>Topic</p>	<h2>Autumn 2 - Huff, Puff and all the Sparkly Stuff!</h2>		
<p><u>Other Possible Themes/ Calendar Events</u></p>	<p><u>Calendar Events</u></p> <ul style="list-style-type: none"> Autumn - ongoing Diwali - 12th November Hanukkah - 7th December Christmas - 25^h December Youth Net to visit and share Christmas books Remembrance - 12th November Bonfire Night - 5th November Road Safety week - 19-25 November Children in Need - 17th November Anti- Bullying Week - 13-17 November 	<p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> Antibullying Sessions / Odd Socks Day Diwali Party Nativity Performances Christmas Jumper/Dinner Day Remembrance/ Artist Focus - Vincent Van Gogh Christmas craft week Santa and his reindeer to visit St Chad's! - sssshhh!! 	<p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> Reception Open Day EYFS Nativity production Parents Meetings/SEN meetings

The Intent - The Head

<p>Development Matters Best Fit Autumn 1</p>	<p>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.</p>
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<p>Communication and Language</p> 	<p><u>3- 4 year olds</u> Enjoy listening to longer stories Begins to use longer sentences of four to six words Know some rhymes and can join in with these/ recite them Begin to use a wider range of vocabulary Can start a conversation with an adult or a friend Begins to develop their pronunciation</p> <p>Reception <i>Listening, Attention and Understanding</i></p>	<p>Personal, Social and Emotional Development</p> 	<p><u>3- 4 year olds</u> Select and use activities and resources, with help when needed 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'.</p> <p>Reception <i>Self-Regulation</i> Will talk about how they are feeling and to consider others' feelings</p>	<p>Physical Development</p> 	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Will run, jump and hop Will climb confidently Will climb stairs/steps using alternate feet <p>Fine Motor</p> <ul style="list-style-type: none"> Will start to eat using a knife and fork Will use my motor
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	<p>Children will begin to understand how and why questions.</p> <p>*Listens carefully to rhymes and songs paying attention to how they sound - carried over</p> <p>Start to listen to and talk about stories to build familiarity and understanding</p> <p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Engage in non-fiction books.</p> <p>Speaking</p> <p>Learn new vocabulary</p> <p>Children will be more confident to talk in front of small groups and their teacher offering their own ideas.</p>		<p>Will be able to focus during longer whole class lessons</p> <p>Managing Self</p> <p>Begins to manage their own needs: will wash their hands independently</p> <p>Building Relationships</p> <p>Will begin to develop friendships</p> <p>Will see themselves as valuable individuals</p>		<p>skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc)</p> <p>Will start to manage getting themselves dressed/undressed by putting on coats/ aprons</p> <p>Reception</p> <p>Gross Motor</p> <p>Continue to revise and refine the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Uses their core muscle strength to begin to develop a good posture when sitting at a table or sitting on the floor</p> <p>They will begin to develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)</p> <p>Fine Motor</p> <p>Children will start to use scissors, pencils/ pens and glue more effectively</p>
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<p>Literacy including Phonics</p> <p>Pathways to Write Text Focus / 'Super 6' Reads</p> 	<p>3-4 year olds</p> <p>Reading</p> <p>Continue to develop their understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - 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>Writing</p> <p>*Begins to use their print in early writing - carried over</p> <p>Develops their print in their early writing</p> <p>Reception</p> <p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books and begin to be able to discuss parts of it</p> <p>Word Reading</p> <p>Read learned individual letters by saying the sounds for them</p> <p>(Some) Children will begin read books matched to their phonics ability</p> <p>Will blend sounds into words more confidently, so that they can read short words made up of known letter- sound correspondences</p> <p>Read a few common exception words matched to our school's phonics programme</p> <p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Mathematics</p> 	<p>3-4 year olds</p> <p>Number</p> <p>Number to 5</p> <p>*I can count in my play - carried over</p> <p>begin to recite numbers up to 5</p> <p>I count in a range of contexts/ situations</p> <p>I experiment with my own symbols and marks</p> <p>Subitise</p> <p>I am starting to subitise to two</p> <p>Comparing</p> <p>I can make comparisons between objects size, length, weight and capacity</p> <p>Numerical Patterns</p> <p>Numerical Patterns</p> <p>I can notice patterns and arrange things in patterns</p> <p>Sequence and Patterns of Time</p> <p>I can start to use vocabulary to describe the time of day that things happen e.g. lunchtime, hometime</p> <p>Shape and Space</p> <p>I am beginning to understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>I can use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> • 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>Composition</p> <ul style="list-style-type: none"> • 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>Comparison</p> <ul style="list-style-type: none"> • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching 	<p>Understanding the World</p> 	<p>3-4 year olds</p> <p>I know who I am in terms of preferences</p> <p>*I can start to notice some of the differences between people - carried over</p> <p>I can talk about myself and my immediate family</p> <p>I can talk about different occupations and job roles</p> <p>I can begin to talk about natural materials using a wide vocabulary linked to all my senses</p> <p>Reception</p> <p>Past and Present</p> <p>Children can name and describe people who are familiar to them.</p> <p>Children will know some similarities and differences between things in the past and now</p> <p>People, Culture and Communities</p> <p>Children will know that there are many countries around the world.</p> <p>The Natural World</p> <p>Children will explore and ask questions about the natural world around them.</p> <p>People, Culture and Communities (RE)</p> <p>INCARNATION: Why do Christians perform nativity plays at Christmas? (Understanding Christianity)</p>	<p>Expressive Arts and Design</p> 	<p>3-4 year olds</p> <p>*I can create closed shapes with continuous lines, and begin to use these shapes to represent objects - carried over</p> <p>I can use different art materials and am starting to refine my ways of creating art</p> <p>I can explore using different coloured paints</p> <p>I can remember and sing a range of familiar songs</p> <p>I can explore the different sounds musical instruments make</p> <p>I can engage in simple pretend play, using some objects to represent others</p> <p>I can begin to draw with detail, such as representing a face with a circle and including details.</p> <p>Reception</p> <p>Being Imaginative</p> <p>Children will experiment with different instruments and their sounds.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Children will also be exposed to some elements of Charanga's music sessions</p> <p>Creating with Materials</p> <p>*Children will experiment mixing with colours - carried over</p> <p>Children will experiment with different textures.</p> <p>ARTIST FOCUS:</p> <p>Vincent Van Gogh</p>
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Will continue to 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

Pathways to Write Text: The Three Little Pigs -

Mara Alperin



The Three Ninja Pigs - Corey Rosen Schwartz

The Three Little Wolves and The Big Bad Pig - Eugene Trivizas

There's a pig up my nose - John Dougherty

Little Red Riding Hood - Mara Alperin

The Jolly Postman at Christmas - Janet and Allan Ahlberg

The Christmas Story - Ian Beck

- compare sets by matching, seeing that when every object in a set can be matched to one in the other set

Shape and Space

Create and extend a 3 repeated pattern

The Implementation - The Hands

Teacher Led, Child Led and Enhanced Provision

Huff, Puff and all the Sparkly Stuff

Super Starter	Three Little Pigs Crime Scene! The children arrive to see sticks, straw and bricks all over the floor outside. Who do you think did it? An opportunity for the children to solve the crime!
Marvellous Middle	The Pigs have gone missing! Can the children find them? We're going on a positional language pig hunt!
Fabulous Finish	Build your own house for the three little pigs to live in. Will your house stand the test of the wolf hairdryer?

Additional Enhanced Provision Opportunities:

Physical Development	Communication and Language: Exposing children to deeper vocabulary	Personal Social and Emotional Development																																																		
<ul style="list-style-type: none"> • Making 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. the wolf huffing and puffing, the wolf climbing up to the roof, the pigs trotting down the lane, the pigs rolling away due to the wolf huffing and puffing etc. • • Use tweezers to pick up piggy tails (spiral pasta) hidden in the mud • • Peg the legs onto the pig's body • • Use toy cement mixer, wheelbarrows and spades to develop fine motor skills • • Play piggy-in-the-middle 	<p>TIER 2 VOCABULARY</p> <table border="1"> <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> <tr><td>through</td><td>before</td></tr> <tr><td>just</td><td>turn</td></tr> <tr><td>form</td><td>cause</td></tr> </table> <p>Vocabulary: Pathways to Write</p> <table border="1"> <tr> <th colspan="2">Developing Vocabulary</th> </tr> <tr> <td>teeny tiny</td> <td>roared</td> </tr> <tr> <td>beware</td> <td>trembled</td> </tr> <tr> <td>chuckled</td> <td>clattered</td> </tr> <tr> <td>giggled</td> <td>galloped</td> </tr> <tr> <td>reached</td> <td>beady eyes</td> </tr> <tr> <td>cheered</td> <td>shivered</td> </tr> <tr> <td>squealed excitedly</td> <td>leaped</td> </tr> <tr> <td>warning</td> <td>straw</td> </tr> <tr> <td>growling</td> <td>field</td> </tr> <tr> <td>snout</td> <td>brickyard</td> </tr> <tr> <td>bellowed</td> <td>whiskers</td> </tr> <tr> <td>yelped</td> <td>chimney pot</td> </tr> <tr> <td>scurried</td> <td>cottage</td> </tr> <tr> <td>chattered</td> <td>forest</td> </tr> </table>	good	much	me	great	give	think	our	say	under	help	name	low	very	line	through	before	just	turn	form	cause	Developing Vocabulary		teeny tiny	roared	beware	trembled	chuckled	clattered	giggled	galloped	reached	beady eyes	cheered	shivered	squealed excitedly	leaped	warning	straw	growling	field	snout	brickyard	bellowed	whiskers	yelped	chimney pot	scurried	cottage	chattered	forest	<ul style="list-style-type: none"> • The three little pigs' houses made with large cardboard boxes for role play • • Provide different enhancements around the classroom to develop confidence and encourage pupils to try new activities • • Should the three little pigs have made different decisions? Should they have built one house for all? Are they old enough to be on their own? • • Was the wolf wrong to want to eat the piggies? Were the piggies right to burn the wolf's bottom? Would you do that?
good	much																																																			
me	great																																																			
give	think																																																			
our	say																																																			
under	help																																																			
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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"> • Make 2D and 3D houses using shapes • • Make 2D pigs and a wolf using 2D paper shapes • • Amounts of blocks, lego bricks, art straws, lolly sticks, pig tails (spiral pasta), to count and place next to corresponding digit 	<ul style="list-style-type: none"> • Use a hairdryer decorated as a wolf – what items will move when the wolf huffs and puffs? - predict and then test • • Interactive story telling program 	<ul style="list-style-type: none"> • Lego bricks, lolly sticks and art straws in builder's tray for the pupils to sort and build • • Make handprint or footprint pigs • • Make wooden spoon pigs for role play 																																																	

- **Display toy pigs and ask the pupils to identify how many legs they can see, how many ears, snouts? etc**
- **Using non-standard units, measure the different houses**
- **Make your own 'cement' - measuring ingredients in cups**

Maths Enhanced Key Vocabulary

<u>Nursery:</u>	<u>Reception:</u>
Number	Number
Pattern	Pattern
Compare	Compare
Subitise	Subitise
Shape	Shape
	Fewer/ less
	More / greater
	Numerosity / Cardinality

- **What other materials would be good for building a house? Why?**
- **Look at homes in the community - what's the same, what's different?**

- **Outside play – real bricks, real hay/straw/sticks to build with – den building**
- **Make a 3D house frame using playdough and straws or marshmallows and pasta**
- **Pretend to be the wolf and use a straw to blow paint across paper**
- **Painting/printing with blocks/straw and twigs**
- **Make pig snouts using egg boxes and elastic**
- **Sing and dance to the Higgly Piggy Hokey Pokey**
- **Sing Old McDonald/ Farmers in the den**

Vincent Van Gogh – Artist Focus and inspiration

In the Moment Planning and Observations EYFS staff to make notes below

Characteristics of Effective Learning

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 Vincent Van Gogh, and taking inspiration from his work to create their own Remembrance 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 built relationships with classroom adults and their peers as well as some other familiar members of school staff. They will access the provision thinking of how they can use the resources in different ways to enhance their play. They will use simple tools and writing resources with increasing control and will find effective ways to hold these to create the best results. They will be able to draw simple shapes and horizontal/vertical lines accurately. They will talk about themselves positively and will understand their strengths and next steps. Their vocabulary will be increasingly influenced by the texts we share. They will know an increasing range of sounds and they will be able to apply these to read and write words as well as some common exception words. Some children may also be able to read/write simple captions. They will start to have a deeper understanding of numbers up to 5 and be able to apply this in their learning within their provision. They will show an awareness of some different religions and their beliefs. They will have an increasing understanding of Christianity knowing that Christians believe that Jesus is the reason for the festive season we are celebrating. Lastly, the children will be learning about Vincent Van Gogh and will take inspiration from his artwork to create their own Remembrance art as well as drawing comparisons between his artwork and that of other artists of this period of time.

