

St Chad's C.E Primary School

Medium Term Provision




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

Topic	Spring 1 - God's Creatures - Great and Small		
Other Possible Themes/ Calendar Events Valentine's Day Chinese/Lunar New Year Shrove Tuesday Story Telling Week - Whole school Random Acts of Kindness Week Internet Safety Day	Enrichment Activities EYFS Squiggle While you Wiggle After School Club Chinese New Year Parade Pancake making and pancake race Sending Valentine's Day cards to those we love Rev Jay Rosie -talk to the children about the church Barefoot trail	Assessment / Intervention/ Transition Assessment in all areas Transition with Y1: Assemblies/ Songs of Praise/ Story time Phonics 6 weekly phonics assessment Review reading groups	Parental Involvement Mystery Reader Stay and Read session January Intake - nursery children Parental volunteers for flower beds/ planting

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 every child is unique. Therefore, we use the suggested Development Matters stages which we have organised into each half term as a guide, but we plan for each child's needs and interests accordingly.


- Those skills highlighted in red have been carried over from the previous term

Communication and Language 	3- 4 year olds Begins to use longer sentences of 4-6 words* Can start a conversation with an adult and a friend* Knows many rhymes, be able to talk about familiar books Begins to start a conversation with an adult or a friend and continue it for many turns Begins to sing a large repertoire of songs (check unit for opportunities) Continues to develop their wider range of vocabulary Uses longer sentences of four to six words Develop their pronunciation Reception <i>Listening, Attention and Understanding</i>	Personal, Social and Emotional Development 	3- 4 year olds Play with one or more children, extending and elaborating ideas* Talk about their feelings using words like happy, sad, angry, worried* Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting Begin to develop appropriate ways of being assertive Begin to 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 be able to focus during longer whole class lessons *	Physical Development 	3-4 year olds Gross Motor Skills Will use motor skills to carry out tasks such as pouring own drinks and using scissors* Will get aprons and coats on independently* Starts taking part in some group activities which they make up for themselves, or in teams Will begin to use large scale muscle movements e.g. waving streamers, making marks on the ground Fine Motor Will show a preference for a dominant hand Will begin to use one handed tools confidently for example cutting with scissors, hammering
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	<p>Children will begin to understand how and why questions *</p> <p>Engage in non-fiction books *</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Speaking</p> <p>Learn new vocabulary* Use new vocabulary through the day</p> <p>Children will be more confident to talk in front of small groups and their teacher offering their own ideas. *</p> <p>Begin to articulate their ideas and thoughts</p> <p>Begin to describe events in some detail</p>		<p>Will express their own feelings and consider the feelings of others</p> <p>Will begin to show resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will begin to understand and talk about the different factors that support their overall health and wellbeing</p> <p>Manages their own needs: knows when to wash hands to manage own personal hygiene, begins to develop independence when dressing and undressing</p> <p>Building Relationships</p> <p>Will begin to build constructive and respectful relationships</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>Move safely in a space.</p> <p>Progress towards a more fluent style of moving, with developing control</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor</p> <p>To develop small motor skills – children will begin to use a tripod grip when using mark making tools</p> <p>Children will handle scissors, pencil and glue effectively.</p>
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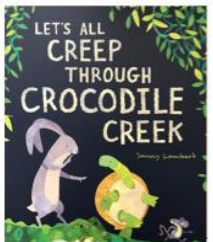
Literacy including Phonics

Pathways to Write Text Focus / 'Super 6' Reads



PTW Text:

Let's all Creep through Crocodile Creek - Jonny Lambert



3-4 year olds

Reading

Have a better understanding and be able to talk about 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*

Mathematics



3-4 year olds

Number

Number to 5

I can recite numbers up to 5

I will begin to understand that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)

I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral up to 3

I experiment with my own symbols and marks as well as some numerals to 3.

Subitise

I am starting to subitise to three

Comparing

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

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*


I am starting to explore how things work

Reception

Past and Present

Children will know some similarities and differences

Expressive Arts and Design



3-4 year olds

I can use different art materials and am starting to refine ways of creating art*

I can explore colour mixing using different coloured paints

Join different materials and explore different textures

I can listen with increased attention to sounds

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.

I can continue to draw with detail and increasing

Super 6 Books:

Find me a Tiger - Lynley Dodd
 All Aboard for the Bobo Road - Stephen Davies

The Gruffalo - Julia Donaldson
 Alfie's Feet - Shirley Hughes
 The Selfish Crocodile – Faustin Charles

Enhanced: Mr Wolf's Pancakes – Jan Fearnley

Reception

Comprehension

Children will engage and enjoy an increasing range of books and be able to discuss parts of it

Children will act out stories using recently introduced vocabulary

Word Reading

Children will read books matched to their phonics ability (using decoding strategies)

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

Begin to read some letter groups that each represent one sound and say sounds for them

Begin to read simple phrases made up of words with known letter– sound correspondences and, where necessary, a few common exception words

Read further learned common exception words matched to our school's phonics programme

Writing

Form lower-case letters correctly Write short phrases with words with known sound-letter correspondences

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

Phonics – Little Wandle L&S Revised

N: Phase 1/ 2 if appropriate

R: Phase 2/3

Children will read books matched to their phonics ability

Phonics – Little Wandle L&S Revised

N: Phase 1

R: Phase 2/3

Children will read books matched to their phonics ability



Numerical Patterns

I can complete a simple pattern (ABAB)

Sequence and Patterns of Time

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

Shape and Space

I can understand position more through words alone – for example, “The bag is under the table,” – with no pointing.

I can begin to 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 with the counting pattern beyond 20.
- recognise numbers to 10
- 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

- Create and extend a repeating 3 part pattern



between things in the past and now *

Children will talk about the lives of people around them.

Children will begin to compare past and present objects/artefacts

People, Culture and Communities

Children will begin to understand that people around the world have different religions, beliefs and celebrate times in different ways

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 (RE)

Why are some stories special? (Lichfield Diocese Unit)

complexity and detail, such as representing a face with a circle and including details such as earrings, hair strands*

Reception

Being Imaginative

Children will create narratives based around stories in their play

Children will move in time to the music.

Creating with Materials

Children will experiment with different textures *

Children will begin to create collaboratively, sharing ideas, resources and skills.

Children will safely explore different techniques for joining materials.

ARTIST FOCUS: ANDY GOLDSWORTHY

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

The Implementation - The Hands

Teacher Led, Child Led and Enhanced Provision

God's Creature's - Great and Small

Super Starter

The class will receive a surprise, mystery letter! Who is it from?

Marvellous Middle

Explore the mystery feely box! What gruesome, strange, weird yet wonderful objects will they discover?

Fabulous Finish

Make a journey into the woods to create a friendship den for all of their friends

Additional Enhanced Provision Opportunities:

Physical Development

- Play 'Follow my Leader' games
- How many different ways can you move on your feet?
- Practise tying shoelaces
- Use playdough to make the characters in the story

Communication and Language: Exposing children to deeper vocabulary

Vocabulary taken from Let's All Creep Through Crocodile Creek (Pathways to Write)

Personal Social and Emotional Development

- Mouse does not really listen to his friends. How can we show our friends we are listening?
- Discuss the different reactions and emotions of the three animals as they go on their journey
- Discuss what scares us - noises, things we don't know about, worries. What can we do about it?
- What can we do or say to help friends who are worried or scared?

- In a thin layer of dry sand or a mix of cornflour and water in a builder's tray, ask the pupils to take their finger and make a long, winding road. Can they follow instructions as to which direction to take?
- Build an obstacle course to balance, clamber, swing, hop, walk and run like the animals in the story
- Use tweezers to pick 'thorns' (small twigs) out of plasticine

Developing Vocabulary

journey	vines
adventure	chuckled
creep	flippy, whippy
creek	slimy
shortcut	slippy, slidey
crooked	gloomy
knobbly	scary, starey
gnarly	pish posh!
clambered	panic
pokey	glowed
pointy	fearsome
scritchy, scratchy	frightful

- Introduce different enhancements around the classroom - encouraging pupils to try new activities and develop confidence

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

Literacy Development

Ideas for developing early writing -

- Mobile writing stations or carriers e.g. bags, pringles tubes, baskets, clip boards etc.
- Writing and mark making for a purpose - Plan, do and review linked with show and tell (how will you play with/use your item?)
- Large rolls of paper rolled out onto the floor both inside and out
- Mark making under desks and straight onto work surfaces

Mathematics Development

- 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?

Maths Tier 2 vocabulary

Shape - 2-d shapes rectangle square circle triangle
characteristics 3-d shapes cuboids cubes cone spheres curved
straight flat

Understanding of the World

- Special journeys - where do you go on special days and why? (holiday journeys, visiting friends/relatives/faith journeys)
- Leave items in the environment that are knobbly/gnarly, lumpy/bumpy, pokey/pointy, slippy/slidey and encourage investigation of these with their hands and a magnifying glass
- Talk about how well the crocodile and tiger are camouflaged
- Discuss the life cycle of a crocodile
- What sort of tracks do mice, rabbits, tortoises and crocodiles leave?
- Programme a Beebot to go on a journey on a playmat

Expressive Arts and Design

- Go on a journey (a nature walk) and make a journey stick, i.e. a memento of the walk with items attached to it such as leaves, twigs, flowers, feathers collected on the walk
- Have the pupils walk through paint and onto lining paper to make a trail (barefoot or in wellies). Cut the prints out and make a trail for the pupils to follow
- Act out the story and the characters' movements as they encounter each obstacle (imaginative movement)
- Add some music/percussion to your drama - The Hall of the Mountain King by Grieg is atmospheric

*Also see Pathways to Write planning for further Reading and Writing Opportunities

Number: 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)

Maths Enhanced Key Vocabulary

Nursery:

Number
Pattern
Compare
Weight
Length
Subitise
Shape

- Carry out an experiment linked to the story 'The Selfish Crocodile' to look at the effect different liquids can have on the shell of an egg - use coke, coffee, water, vinegar. Have two bowls of coffee have one egg with toothpaste on the shell and the other egg with no toothpaste. Leave the eggs in the liquids for three days- link to oral health and looking after your teeth

- Take crayon rubbings of different textured surfaces.
- Add sand or wood chippings to paint to add texture to the pupils' paintings

In the Moment Planning....ongoing

Children's Interests / Focus:

Characteristics of Effective Learning

Characteristics of effective learning (CoEL) promoted and referred to throughout the unit:

Playing and Exploring, Active Learning and Creating, Thinking Critically

What adults could do:

- ★ Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.
- ★ Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.
- ★ Encourage open-ended thinking by not settling on the first ideas: What else is possible?
- ★ Always respect pupils' efforts and ideas, so they feel safe to take a risk with a new idea.
- ★ Talking aloud helps pupils to think and control what they do. Model self-talk, describing your actions in play.
- ★ Give pupils time to talk and think.
- ★ Value questions, talk, and many possible responses, without rushing toward answers too quickly.
- ★ Support pupils' interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.
- ★ Model the creative process, showing your thinking about some of the many possible ways forward.
- ★ Sustained shared thinking helps pupils to explore ideas and make links. Follow pupils' lead in conversation and think about things together.
- ★ Encourage pupils to describe problems they encounter, and to suggest ways to solve the problem.
- ★ Show and talk about strategies – how to do things – including problem-solving, thinking and learning.
- ★ Give feedback and help pupils to review their own progress and learning. Talk with pupils about what they are doing, how they plan to do it, what worked well and what they would change next time.
- ★ Model the plan-do-review process yourself.

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 also 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. Through our writing opportunities, they will now be able to write some or all of their name. By providing number and shape opportunities, children 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. Throughout Understanding of the World experiences, they 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.

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 masterpieces! 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 most children will be reading simple phrases using their increasing phonics knowledge. Children will enjoy and be more confident forming lower case letters correctly and will start to create short phrases. 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. Through our RE work and celebrations of annual events, our children will develop an awareness of 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.