

St Chad's C.E Primary School

Medium Term Provision

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

Topic	Spring 2 - Time to Grow...Ready, Steady, Sow		
<p><u>Other Possible Themes/ Calendar Events</u></p> <p>St Chad's Day 2nd March</p> <p>World Book Day - 7th March</p> <p>Mother's Day - 10th March</p> <p>Red Nose Day - 16th March</p> <p>National Recycling Day - 18th March</p> <p>Parents Evening - 12/13th March</p> <p>Easter - 31st March</p>	<p><u>Enrichment Activities</u></p> <p>Parents invited into school to plant seeds/sow in the vegetable patch</p> <p>Caterpillars/Butterflies/ Chicks</p> <p>Growing flowers (sunflowers, daisies)/ Cress Heads</p> <p>David Attenborough documentaries / Eco focus</p> <p>World Book Day</p> <p>St Chad's Day - community activities and Rev. Helen Morris (School Governor) to spend time in EYFS setting</p> <p>Understanding of the World (Science) Focus - Weather/ Seasons</p> <p>Easter Bonnet Parade/ Easter Egg Hunt</p> <p>Mother's Day Assembly</p>	<p><u>Assessment / Intervention/ Transition</u></p> <p>Ongoing informal assessments</p> <p>Analysis of Spring Data</p> <p>In house moderations with Y1 - data/ pupils' work</p> <p>Review Intervention - SSO, personalised targets</p> <p>Transition with Y1: Assemblies/ Songs of Praise/ Story time in Y1 / class play time on KS1 playground and with Y1 current pupils</p> <p><u>Phonics/ Reading</u></p> <p>5 weekly Phonics Assessment</p> <p>Keep Up Assessment</p> <p>Analysis of Phonics Data</p> <p>4 weekly Rapid Catch-Up Assessment</p> <p>Reading Assessment</p> <p>Review reading groups</p>	<p><u>Parental Involvement</u></p> <p>Mystery Reader</p> <p>Parents Evening</p> <p>Reading workshop/ Stay and Read sessions</p> <p>See Enrichment Activities for further parental involvement</p>

The Intent - The Head

<p>Development Matters</p> <p>Best Fit</p> <p>Spring 2</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. *Any skills highlighted in red have been carried forward from last term to allow further opportunities for the children to meet these</p>				
<p>Communication and Language</p>	<p><u>3- 4 year olds</u></p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Begin to develop their communication (irregular tenses and plurals)</p>	<p>Personal, Social and Emotional Development</p>	<p><u>3- 4 year olds</u></p> <p>Remember class rules without needing an adult to remind them</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive</p>	<p>Physical Development</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will use motor skills to carry out tasks such as using scissors</p>





Continue to develop their wider range of vocabulary

Uses a wider range of vocabulary

Uses longer sentences of 4-6 words

Sing a large repertoire of songs (check unit for opportunities)

Knows many rhymes

Starts a conversation with an adult/ a friend and continue it for many turns

Continues to develop their pronunciation

Reception

Listening, Attention and Understanding

Continue to listen to and talk about stories to build familiarity and understanding

Continue to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Speaking

Use further new vocabulary through the day

Articulate their ideas and thoughts Describe events in some detail

Learn rhymes, poems and songs



Begin to show more confidence in new social situations

Continue to talk about their feelings e.g. happy, sad, worried etc

Begin to understand gradually how others might be feeling

Reception

Self-Regulation

Children will begin to identify and moderate their own feelings socially and emotionally

Will develop their resilience and perseverance in the face of a challenge

Managing Self

Manages their own needs: Children will develop independence when dressing and undressing

Building Relationships

Will build constructive and respectful relationships

Will start to think about the perspective of others

Will decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc

Begin to remember sequences of movements which are related to music and rhythm

Will begin to choose the right resources to carry out their plan

Fine Motor

To show preference for dominant hand

Will eat using a knife and fork (maybe with a little support)

Will become more confident to manage getting themselves dressed/undressed by putting on coats and trying to do zips

Reception

Gross Motor

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming






Further develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)

Uses their core muscle strength to further develop a good posture when sitting at a table or sitting on the floor

Fine Motor

Children will use cutlery appropriately

Children will start to form letters more accurately and with correct directionality

<p>Literacy including Phonics</p> <p>Pathways to Write Text Focus / 'Super 6' Reads</p>  <p>Pathways to Write Text:</p>  <p>The Pirates Are Coming by John Condon</p> <p>Super 6 Books:</p> <p>The Pirates Next Door by Jonny Duddle</p> <p>Ten Little Pirates by Mike Brownlow</p> <p>How I became a Pirate by Melinda Long</p> <p>Commotion in the Ocean by Giles Andreae</p>	<p><u>3-4 year olds</u></p> <p>Reading</p> <p>Begin to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Writing</p> <p>Continues to use their print and letter knowledge in their early writing</p> <p>Writes (some) or all of their name</p> <p>Reception</p> <p>Comprehension</p> <p>Children will begin to be able to talk about the characters/settings in the books they are reading</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Children will begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few common exception words</p> <p>Read furthermore common exception words matched to the school's phonic programme</p> <p>Writing</p> <p>Form lower-case and some capital letters correctly</p> <p>Begin to write short sentences with words with known sound-letter correspondences</p>	<p>Mathematics</p>  <p><u>3-4 year olds</u></p> <p>Number</p> <p>Number to 5</p> <p>I can begin to say one number name for each item in order</p> <p>I am beginning to show 'finger' numbers to 5</p> <p>I am beginning to recite numbers past 5</p> <p>I understand that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5</p> <p>I experiment with my own symbols and marks as well as some numerals to 5</p> <p>Subitise</p> <p>I begin to see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p> <p>Comparing</p> <p>I can make comparisons between quantities and begin to use the vocabulary of greater, less, more, fewer and the same</p> <p>I can make comparisons between weight and capacity</p> <p>Numerical Patterns</p> <p>I can extend a 2/3 repeated pattern that has been made</p> <p>Sequence and Patterns of Time</p> <p>I can start to talk about past/ upcoming events e.g. birthdays, Easter</p> <p>Shape and Space</p> <p>I can understand position more through words alone - for example, The light is <u>above</u> the cat</p>	<p>Understanding the World</p> 	<p><u>3-4 year olds</u></p> <p>I can talk about some of the ways I have changed over my life</p> <p>I can name some countries in the world</p> <p>I am positive about the differences between people</p> <p>I can explore collections of materials with similar and/or different properties</p> <p>I am beginning to show care for my environment and plant and care for plants</p> <p>I can continue to use linked vocabulary to talk about different occupations and experiences</p> <p>Reception</p> <p><i>Past and Present</i></p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p><i>People, Culture and Communities</i></p> <p>Children will know about people who help us within the community.</p> <p><i>The Natural World</i></p> <p>Children will make observations about plants discussing similarities and differences.</p> <p>Children can draw information from a simple map.</p> <p><i>People, Culture and Communities</i></p> <p>SALVATION: Why do Christians put a cross in the Easter garden? (Taken from Understanding Christianity)</p>	<p>Expressive Arts and Design</p> 	<p><u>3-4 year olds</u></p> <p>I can use self- chosen materials to create my own ideas</p> <p>I can sing the pitch of a tone sung by another person</p> <p>I can sing my own created songs and begin to follow pitch, melody, rhythm and tone</p> <p>I can play musical instruments with greater control and purpose</p> <p>I can create more complex small world set ups to adapt and create stories</p> <p>I can continue to draw with detail e.g. earrings and hair strands</p> <p>I can use scissors confidently</p> <p>I can use drawings to represent ideas like movement or loud noises</p> <p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>Creating with Materials</i></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Artist Focus:</p> <p>Children will continue to learn about Andy Goldsworthy and use his work as inspiration in their own masterpieces</p>
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Pirates Love Underpants by Claire Freedman

Coming to England by Floella Benjamin

Enhanced: Peter Pan (1953 film) by Disney

Begin to re-read what they have written to check that it makes sense

Pathways Writing Outcome

Outcome: Fiction – Recount

3- and 4-year-olds outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making

Children in reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships

Phonics - Little Wandle L&S Revised

N: Phase 1 / Phase 2 where appropriate

R: Phase 3

Children will read books matched to their phonics ability

I am beginning to describe a familiar route (linked to Pathways also)

I can start to combine shapes to make new ones e.g. a bridge/ arch, bigger square (two squares to make a rectangle), etc.

Reception

Subitising

- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.
- confidently subitise to 5

Cardinality, Ordinality, Counting

- continue to consolidate their understanding of cardinality, working with larger numbers within 10
- become more familiar with the counting pattern beyond 20.
- understand the concept of 1 more and 1 less to 10

Composition

- explore the composition of odd and even numbers, looking at the 'shape' of these numbers
- begin to link even numbers to doubles
- embed automatic recall of addition bonds for 5 and some subtraction bonds
- begin to explore the composition of numbers within 10 and maybe able to recall some of the different ways to make 10 (number bonds addition and subtraction).

Comparison

- compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.
- develop 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.

Shape and Space

- embed 2D and 3D shapes

- Use everyday language to talk about some of the following: weight, height, capacity, time and money




The Implementation - The Hands Teacher Led, Child Led and Enhanced Provision

Time to Grow...Ready, Steady, Sow

Super Starter

Children come to school to find a trail of sand, a compass, a map, and a set of clues leading them to... the TREASURE!



<p>Marvellous Middle</p>	<p>Children to learn a range of <i>Sea Shanties</i> and partake in pirate training - do they have what it takes to become a pirate?</p> 
<p>Fabulous Finish</p>	<p>Children to create their own pirate ships and adventures, and to bring in their own treasures to share with others!</p>  

Additional Enhanced Provision Opportunities:

<p style="text-align: center;">Physical Development</p>	<p style="text-align: center;">Communication and Language:</p> <p style="text-align: center;">Developing a rich and varied vocabulary is a key skill which supports all areas of learning</p>	<p style="text-align: center;">Personal Social and Emotional Development</p>		
<ul style="list-style-type: none"> • Play quoits and skittles, and simple team games such as <i>Captain's Coming!</i> (following instructions - To the ship! To the shore! Man overboard! Walk the plank! Scrub the decks!) • 'Walk the Plank' - i.e. practice balancing on an upturned P.E. bench with a landing mat for safety • Thread beads onto pipe cleaners. • Use large or small construction resources to build a pirate ship • Wrap 'presents' for the welcome home party • Use beads, shells, small stones and coloured rice to make patterns in play dough • Use tweezers to retrieve 'treasure' from jelly 	<p style="text-align: center;"><u>Vocabulary taken from Pathways to Write</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Developing Vocabulary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled </td> <td style="width: 50%; vertical-align: top;"> silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones </td> </tr> </table> </div>	false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled	silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones	<ul style="list-style-type: none"> • Do you think Tom feels lonely waiting on the hilltop? Have you ever felt lonely? How can we help each other in school so that no-one feels lonely or left out? • Play collaborative parachute games to encourage working together • Tom takes his favourite book, some crayons and his teddy to the top of the hill to keep himself busy while he waits. How do you keep yourself busy when you are on your own? • Pirates love treasure. What are the things that are most important in your life?
false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled	silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones			

TIER 2 VOCABULARY (Vocabulary Ninja)

MARCH	APRIL
put	here
home	must
read	big
hand	high
date	such
large	follow
spell	act
add	why
even	ask
land	men

Literacy Development

See Medium Term Plan's Literacy skills and Pathways to Write planning for further Reading and Writing Opportunities

Mathematics Development

- Wrap some 3D shape 'presents' to welcome the pirates home and learn the shape names, also good for developing motor skills!
- Use the coins made (see EAD column) for counting. For some pupils, ascribe them a value, e.g. one gold coin is the same value as two silver coins
- Encourage the pupils to pay for their snack
- Encourage estimation - how many coins are there? Use the coins at a pirate shop selling 'booty'
- How can we share the 'treasure' (coins) equally between all the pirates in a group?
- Use the PD 'Walking the Plank' activity to demonstrate subtraction!

Maths Tier 2 vocabulary

3-4 year olds:

number
subitise
compare

pattern /repeating pattern

2d shapes/ 3d shapes

sequence

Reception:

calculation
identify

explain

Understanding of the World

- Look at a globe and a map of the world. (Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented). Why is a map flat and a globe a sphere? Look at the size of the oceans compared to land. What is an island? Find some islands. Find and mark countries where pupils were born or have visited
- Invite pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures
- Why did pirates use maps?
- Investigate a compass
- How do we find our way around these days?

Expressive Arts and Design

- Using a range of art media create big art, cities, new settings, animals and Hattie
- Animal patterns
- Music at bedtime- lullaby and instruments
- Sing- "Old McDonald Had a Farm" and other nursery rhymes
- Making caves
- Decorations for the party
- Making parachutes
- Role play opportunities/ block play/small world.
- Bake cakes for the party and for parents

pattern
false
compare
repeating
equal
vertices
2/3 dimensional

Maths Enhanced Key Vocabulary
Refer to 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.

In the Moment Planning... ongoing
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 begin to develop a greater sense of belonging to the school community of St Chad's which will be further enhanced following our celebrations of St Chad's Day and Rev. Helen Morris' (our school governor) spending time within the EYFS setting. Children will now have some understanding of the meaning of Easter and create artwork in celebration of this important Christian event. Children's confidence will start to develop as they perform in front of others during a Mother's Day Assembly. Nursery children will be able to sit and listen for a longer period of time and they will be able to remember and retell/ perform familiar stories and songs. They will be able to talk about past/present events using the correct tense. Children will now know the school rules and routines and be able to say why these are important. They will become more assertive in their play and learning and have their own ideas. They will also be more confident going into the school hall joining the rest of the school for lunch and use cutlery with little support. They will begin to manage zips and putting on their coats with only very little adult support. Nursery children will be confident to show number 3 in different ways, and be able to extend repeated patterns, and even create their own repeated pattern. They will be able to write some or all of their name and show some print in their writing. They will also develop green fingers by helping to plant seeds and look after our Early Years Sensory Garden.

At the end of this half term, Reception children will have developed a greater sense of belonging to the school community of St Chad's following our celebrations of St Chad's Day. They will have deepened their understanding of Easter and created artwork in celebration of this important Christian event. Children's confidence will have also flourished in performing in front of others during a Mother's Day Assembly. They will also have developed their EAD skills in learning and performing new poems and songs. Physically, children will become far more independent and will now be able to undress and dress by themselves. They will have become more compassionate in their ability to listen to the ideas of others - offering solutions and compromises where appropriate, and they will become more skilled in identifying and moderating their own feelings socially and emotionally. Becoming more resilient and ready for challenges. In writing, the children will be focusing on simple sentence writing - allowing for an expression of their thoughts and ideas, and in maths they will be consolidating their understanding of the composition of numbers to 5 and developing that level of understanding for numbers to 10. The children will continue to develop a love of reading which will open so many opportunities for their imaginations to grow. They will continue to delve into the past but now with a greater understanding of what that concept means. They will also develop green fingers when planting and observing plants growing.