

# St Chad's C.E Primary School

## Medium Term Provision




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







Topic	<b>Summer 1 - LAND BEFORE CHRIST</b>		
<p><b><u>Other Possible Themes/ Calendar Events</u></b></p> <p>National Storytelling Week - Whole School Mystery Reader</p> <p>Terry Heath from our local Talke library to visit and share books</p> <p>National Ocean and Seas Week - looking after the ocean</p> <p>Pentecost Day (50 days after Easter)</p>	<p style="text-align: center;"><b><u>Enrichment Activities</u></b></p> <p>Trip - planned for Summer 2 - further information TBC</p> <p>Extra-Curricular clubs - Wilderness Club</p> <p>Ramadan</p> <p>Caterpillars arrive</p> <p>Fossil hunting</p> <p>Terry Heath from our local Talke library to visit EYFS to share books</p>	<p style="text-align: center;"><b><u>Assessment / Intervention/ Transition</u></b></p> <p>Picnic for Nursery and Reception children</p> <p>Picnic for Reception and Year 1 children</p> <p>Transition for Reception - Y1 - story times/ phonics lessons/</p> <p>play times 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 style="text-align: center;"><b><u>Parental Involvement</u></b></p> <p>Mystery Reader</p> <p>Plan for Stay and Read sessions (Summer 2)</p> <p>Dad's / family members invited in for Father's Day (Summer 2)</p> <p>Open Evening - parents of new Nursery and Reception children (September 2024)</p>

## The Intent - The Head

<p>Development Matters</p> <p>Best Fit</p> <p>Summer 1</p>	<p><b>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</b></p>
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and interests accordingly. **\*Any skills highlighted in red have been carried forward from last term to allow further opportunities for some children to meet these**

<p><b>Communication and Language</b></p> 	<p>3- 4-year-olds</p> <p>Knows many rhymes, and begins to be able to talk about familiar books, and be able to tell a long story</p> <p>Begin to understand 'why' questions</p> <p>Begin to 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</p> <p>Develops their communication (irregular tenses and plurals) <b>going</b></p> <p>Continues to use a wider range of vocabulary (in context)</p> <p><b>Continues to develop their pronunciation</b></p> <p>Begin to understand a question or instruction that has two parts</p> <p>Begins to use talk to organise themselves and their play</p> <p><b>Reception</b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand a question such as who, what, where, when, why and how</p> <p><b>Speaking</b></p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Begin to use new vocabulary in different contexts</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them</p> <p>Begin to use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p><b>Personal, Social and Emotional Development</b></p> 	<p>3- 4 year olds</p> <p><b>Remember class rules (appropriate indoor/ outdoor behaviour)</b></p> <p>Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p> <p>Demonstrate appropriate ways of being assertive</p> <p>Begin to talk with others to solve conflicts</p> <p>Begin to make healthy choices about food, drink, and activity</p> <p><b>Reception</b></p> <p><b>Self-Regulation</b></p> <p>Children will be able to identify and moderate their own feelings socially and emotionally</p> <p>Will show their resilience and perseverance in the face of a challenge</p> <p><b>Managing Self</b></p> <p>Will manage their own basic needs independently: Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods</p> <p><b>Building Relationships</b></p> <p>Will continue to build constructive and respectful relationships</p> <p>Will think about the perspective of others</p>	<p>Physical Development</p> 	<p>3-4 year olds</p> <p><b>Gross Motor Skills</b></p> <p>Will collaborate with others to manage large items, such as moving a long plank safely</p> <p>Will use large scale muscle movements confidently e.g. waving flags, painting/ making marks on the ground</p> <p>Will confidently select the right resources to carry out their plan</p> <p><b>Fine Motor</b></p> <p><b>To show a preference for a dominant hand</b></p> <p>Will use one handed tools confidently for example cutting with scissors</p> <p>Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips - <b>continue to monitor, as some children still require support with this</b></p> <p><b>Reception</b></p> <p><b>Gross Motor</b></p> <p>Combine different movements with ease and fluency</p> <p>Children will be able to control different sized balls</p> <p>Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p><b>Fine Motor</b></p> <p>Children will form letters correctly using a tripod grip</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>Gigantosaurus by Johnny Duddle</p>  <p><b>Super 6 Books:</b></p> <p>Dinosaur Roar by Paul and Henrietta Stickland  Katie and the Dinosaurs by James Mayhew  The big book of dinosaurs by Usborne  How big is a million? by Anna Milbourne  Volcanoes - Usborne Beginners  Dinosaurs love underpants - Claire Freedman</p>	<p><b>3-4 year olds</b></p> <p><b>Reading</b></p> <p>Have an increased 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 - <b>continue for some</b></li> <li>- recognise words with the same initial sound, such as money and mother - <b>continue to use alliteration in phonics as a key focus</b></li> </ul> <p>Begin to engage in extended conversations about stories, learning new vocabulary</p> <p><b>Writing</b></p> <p>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 begins to write some letters accurately - <b>monitor for those children who need support to write their name</b></p> <p><b>Reception</b></p> <p><b>Comprehension</b></p> <p>Children will retell a story using vocabulary influenced by their book</p> <p>Children will be able to answer questions about what they have read</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 re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read further simple phrases and sentences made up of words with known letter- sound correspondences and a few common exception words</p> <p>Read a range of common exception words matched to our school's phonics programme</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 say one number name for each item in order</p> <p>I can show 'finger' numbers to 5 I can recite numbers past 5</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5 - <b>mostly achieved</b></p> <p>I experiment with my own symbols and marks as well as some numerals to 5</p> <p>I am beginning to solve real world mathematical problems with numbers up to 5</p> <p><b>Subitise</b></p> <p>I can see 3 in different ways and recognise it without counting</p> <p><b>Comparing</b></p> <p>I can make comparisons between quantities, and <b>capacity</b></p> <p><b>Numerical Patterns</b></p> <p><b>Numerical Patterns</b></p> <p>I can create my own simple patterns (ABAB)</p> <p><b>Sequence and Patterns of Time</b></p> <p>I can talk about upcoming events e.g. birthdays and then talk about what happened after the event</p> <p><b>Shape and Space</b></p> <p>I can confidently understand position more through words alone</p> <p>I can begin to talk about 3D shapes (using informal vocab e.g. edges, straight, roll, flat)</p> <p>I can describe a familiar route (linked to Pathways also)</p> <p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square</p>	<p><b>Understanding the World</b></p>  <p><b>3-4 year olds</b></p> <p>I can name other countries in the world (and look for them on a map) <b>ongoing</b></p> <p>I can explore the different forces that I can feel.</p> <p><b>I can explore collections of materials with similar properties and also</b> talk about the differences between materials and changes they notice.</p> <p>I can talk (positively) about the differences between people</p> <p>I can show care for my environment and plant and care for plants</p> <p>I confidently explore how things work</p> <p>I can explore the key features of life cycles of animals and plants</p> <p><b>Reception</b></p> <p><b>Past and Present</b></p> <p>Children will know about the past through settings and characters.</p> <p>Children will compare past and present objects/artefacts and discuss their findings</p> <p><b>People, Culture and Communities</b></p> <p>Children will know that people in other countries may speak different languages.</p> <p><b>The Natural World</b></p> <p>Children will make observations about animals discussing similarities and differences</p> <p><b>People, Culture and Communities (RE)</b></p> <p><b>What happens in our church? (Lichfield Diocese Unit)</b></p>	<p><b>Expressive Arts and Design</b></p>  <p><b>3-4 year olds</b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p><b>I can copy the pitch of a tone sung by another person</b></p> <p>I can sing my own created songs and follow pitch, melody, rhythm or tone</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><b>I can use scissors appropriately/confidently</b></p> <p><b>Reception</b></p> <p><b>Being Imaginative</b></p> <p>Children will play an instrument following a musical pattern</p> <p>Children can watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>Creating with Materials</b></p> <p>Children will create collaboratively, sharing ideas, resources, and skills.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p><b>Artist Focus: Claude Monet</b></p> 		

<p><b>Additional Text: Cultural Capital:</b></p>	<p><b>Writing</b></p> <p>Form lower-case and most capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop with increasing independence</p> <p>Re-read what they have written to check that it makes sense</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>Reception</b></p> <p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</li> <li>confidently subitise to 5</li> </ul> <p><b>Cardinality, Ordinality, Counting</b></p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 (recognising the pattern of the counting system) and beyond, including counting from different starting numbers</li> <li>continue to develop confidence touch counting to 10 and beyond</li> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>explore and represent patterns within numbers up to 10 including evens, odds, double facts and how quantities can be distributed</li> <li>automatically recall the addition and subtraction bonds for 5</li> <li>name some of the bonds for 10.</li> <li>Recall some of the double facts to 10</li> <li>have a deep understanding of numbers to 10 including the composition of each number</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Embed 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.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>Talk about 2D and 3D shapes using informal mathematical language</li> <li>Use everyday language to talk about some of the following: weight, height, capacity, time and money</li> </ul>				

# The Implementation - The Hands

## Teacher Led, Child Led and Enhanced Provision

### LAND BEFORE CHRIST

#### Super Starter

Children will enter the classroom to discover a box containing 4 large eggs!

What type of eggs are they? Where have they come from?



#### Marvellous Middle



Children to design and make their own dinosaur-themed Top Trumps Cards

#### Fabulous Finish

Children to design and make their own dinosaur eggs/ dinosaurs and dinosaur den



## Additional Enhanced Provision Opportunities:

### Physical Development

- Create an archaeological dig in the sand pit
- Develop sensory writing in a dinosaur swamp - in builder's tray
- Make dinosaurs using a variety of different shaped pasta and play dough
- Using tweezers and beads cover the dinosaurs to give them a textured/scaly look
- Use a water spray to melt the frozen dinosaur eggs
- Move like a dinosaur - stomp like a T. Rex, stretch up tall like a Brachiosaurus, run like a Velociraptor, flap your arms to 'fly' like a Pteranodon, tiptoe like a Triceratops, swing your tail like a Stegosaurus

### Communication and Language:

Developing a rich and varied vocabulary is key  
Which will support all areas of learning

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

#### Developing Vocabulary

beyond	beast
lava flow	lurks
herbivore	enormous
carnivore	explore
omnivore	fear
graze	jaws
beware	muffled
lookout	survived
termite	shrugged
emergency	palaeontologist

#### TIER 2 VOCABULARY (Vocabulary Ninja)

APRIL	MAY
here	Change
must	Went
big	Light
high	Kind
such	Off
follow	need
act	house
why	picture
ask	Try
men	Us

### Personal Social and Emotional Development

- Would you do what Bonehead did? What did he do that was wrong? Why did his friends not believe him?
- Have you ever told a lie? What happened?
- Should we tell lies? Why is being honest better?
- Was Bonehead a good friend? What makes a good friend? Were the others good friends?

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"> <li>• Make 2D shape pictures of dinosaurs</li> <li>• Measure dinosaur footprints with non-standard and standard measurements</li> <li>• Use laminated dinosaurs with numbers on and use pegs for the corresponding spikes</li> <li>• Match mini dinosaurs to numicon tiles</li> <li>• Use mini dinosaurs to add and take away when singing dinosaur rhymes</li> <li>• Use dinosaur egg halves to create and solve halving problems</li> <li>• Sort dinosaurs and make patterns on dinosaurs</li> <li>• Create Venn diagrams using hoops labelled with different sorting criteria - e.g. herbivore/carnivore/omnivore, walks on two legs/four legs</li> </ul> <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>• Create a time capsule of modern-day treasure/special things - bury it for other children to find in years to come</li> <li>• Freeze dinosaurs in balloons for the pupils to investigate - frozen dinosaur eggs!</li> <li>• Take a trip to a museum with a dinosaur exhibit</li> <li>• Become green screen dinosaur experts</li> <li>• Make mini volcano eruptions using Coca Cola and Mentos</li> <li>• Play dinosaur games on PBS KIDS (click Dinosaur Games under 'more topics')</li> <li>• Use Kiddle (pupil's search engine) to allow children to research their favourite dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and sing songs about dinosaurs - <i>Dinosaur, dinosaur turn around; A dinosaur went stomping one day</i></li> <li>• Create a dinosaur den in the role play area</li> <li>• Use small world play - small stones and egg box volcanoes</li> <li>• Block play/junk modelling - make a dinosaur world</li> <li>• Create dinosaur skeletons using black card and white straws</li> <li>• Create dinosaurs with half a paper plate and kitchen rolls for legs</li> <li>• Make dinosaur heads using an egg box</li> <li>• Add musical accompaniment to the sounds dinosaurs make and rhymes</li> <li>• Make a plasticine dinosaur and add pasta shape 'spikes'</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 be developing their vocabulary and ability to ask a range of questions surrounding their leaning, play and environment. They will be able to talk about healthy choices whether that be food, drink, or activity. They will be able to work together to organise their play and solve any disagreements. They will collaborate with others when constructing or building, and confidently select the correct objects to carry out their plan. They will now be more confident to dress/ undress and be particularly able when putting on their coats and doing their zip. They will now be able to cut more confidently, using the scissors appropriately. Children will continue their phonics journey by identifying rhyming words and begin to hear 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 they will be able to take responsibility for their environment by looking after the caterpillars and plants. They will also be talk about the changes they notice and explore features of a life cycle. Finally, children will be able 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 be able to articulate and understand language to a greater depth. They will understand questions such as who, what, where, when, why and how, articulate their ideas and thoughts in well-formed sentences and begin to use new vocabulary in different contexts. They will begin to connect one idea or action to another using a range of connectives and use their developed speech to retell stories. Socially, children will be able to identify and moderate their own feelings and will show their resilience and perseverance in the face of a challenge. They will be more confident dressing and undressing themselves and will be able to make informed decisions about healthy foods. Relationships will continue to flourish as they are now more able to think of the perspective of others. Their UTW will be enhanced by reflecting on historical and past events and looking at artefacts from the past, how different countries may speak different languages, what happens in our church, and they will make observations of the spectacular coral reefs discussing similarities and differences between the different creatures. The physical health of the children will be developed focusing on different movements, ball control and core muscle strength. Music will continue to give the children the opportunity to express their feelings and emotions and explore its different features using Charanga as a support tool. The children will finish this half term with a greater confidence in their reading and writing, reading books linked to their phonetic knowledge and writing simple sentences to express their thoughts, with support where needed. Children will have also become more confident mathematicians developing their skills in doubling, sharing, odd and even numbers, subitising, shape, composition of numbers and number bonds.



