

St Chad's C.E Primary School


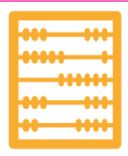


Medium Term Provision

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

Topic	Summer 2 - Growing Hearts and Minds		
<u>Other Possible Themes/ Calendar Events</u> Transition Focus World Music Day Sports Day Transition to R/Y1 Transition to N/ R Father's Day Heathy Eating Week World Environment Day Great Science Share	<u>Enrichment Activities</u> Trip - Nursery - Apple Tree Town/ Reception Adventure Mini Village Extra-Curricular clubs People who help us visitors Food tasting - different cultures Transition Activities Transition Picnic (of fruit and vegetables) - PFA Great Science Share Day Father's Day Stay and Play	<u>Assessment / Intervention/ Transition</u> Picnic for new Nursery and Reception children and parents Picnic for current Nursery/ Reception children Transition with Y1 - story time and play time together Transition for Nursery - EYFS staff to swap for Mystery Reader/ children to swap classes for Discovery Time/ story time Track GLD SSO Intervention, if required EYFS team meetings Monitoring of development in all areas of learning Phonics Assessment Complete EYFS Profile End of year reports to parents Pupil EYFSP discussion with Y1 Reflection of Summer data outcomes in preparation for 2023 Handover Meetings	<u>Parental Involvement</u> Mystery Reader Picnic for new Nursery and Reception children and parents Father's Day Stay and Play Sports Day Reports to parents Parents evening - July drop in session

The Intent - The Head

Development Matters		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 some children to meet these			
Best Fit Summer 2					
<div>Communication and Language</div> <div></div>	<div>3- 4 year olds</div> <div>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story</div> <div>Understand 'why' questions</div> <div>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</div> <div>Continues to use a wider range of vocabulary (in context)</div> <div>Continues to develop their pronunciation.</div> <div>Uses their communication effectively (linked to irregular tenses and plurals)</div> <div>Understand a question or instruction that has two parts</div> <div>Uses talk to organise themselves and their play</div> <div>Reception</div> <div>Listening, Attention and Understanding</div> <div>Children will be able to have conversations with adults and peers with back-and-forth exchanges</div> <div>Children will be able to understand a question such as who, what, where, when, why and how - ongoing for some</div> <div>Speaking</div> <div>Confidently articulate their ideas and thoughts in well-formed sentences</div> <div>Use new vocabulary in different contexts</div> <div>Ask questions to find out more and to check they understand what has been said to them</div> <div>Use talk to help work out problems and organise thinking and activities</div> <div>Connect one idea or action to another using a range of connectives</div>	<div>Personal, Social and Emotional Development</div> <div></div>	<div>3- 4 year olds</div> <div>Is more confidence in new social situations</div> <div>Talk with others to solve conflicts - ongoing</div> <div>Find solutions to conflicts and rivalries</div> <div>Make healthy choices about food, drink, and activity</div> <div>Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</div> <div>Demonstrate appropriate ways of being assertive</div> <div>Begin to make healthy choices about food, drink and activity.</div> <div>Reception</div> <div>Self-Regulation</div> <div>Will continue to show their resilience and perseverance in the face of a challenge</div> <div>Managing Self</div> <div>Will know and talk about the different factors that support their overall health and wellbeing;</div> <div>- regular physical activity</div> <div>- healthy eating</div> <div>- toothbrushing</div> <div>- sensible amounts of 'screen time'</div> <div>- having a good sleep routine</div> <div>- being a safe pedestrian</div> <div>Will manage their own basic needs independently: Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods.</div> <div>Building Relationships</div> <div>Will have built positive constructive and respectful relationships</div> <div>Will continue to think about the perspective of others - ongoing for some</div>	<div>Physical Development</div> <div></div>	<div>3-4 year olds</div> <div>Gross Motor Skills</div> <div>Can balance (bikes, scooters, climbing)</div> <div>Can skip, hop and stand on one leg</div> <div>Is increasingly able to remember sequences of movements which are related to music and rhythm</div> <div>Fine Motor</div> <div>Can use a comfortable grip with good control when using pens/pencils</div> <div>Will use one handed tools confidently, for example cutting with scissors</div> <div>Be increasingly independent as they get dressed and undressed. E.g. doing up zips and buttons.</div> <div>Reception</div> <div>Gross Motor</div> <div>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</div> <div>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</div> <div>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</div> <div>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - ongoing for some</div> <div>Children will be able to control different sized balls - ongoing for some</div>

	<p>Express their feelings/experiences using a range of tenses</p> <p>Confidently retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					<p><i>Fine Motor</i></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Children will form letters correctly using a tripod grip - ongoing for some</p>
<p>Literacy including Phonics</p> <p>Pathways to Write Text Focus /</p> <p>'Super 6' Reads</p>  <p>Pathways to Write Text:</p> <p>The Sea Saw</p> <p>Super 6 Books:</p> <p>That rabbit belongs to Emily Brown by Cressida Cowell</p> <p>The Teddy Robber by Ian Beck</p> <p>Where is my teddy? By Jez Alborough</p> <p>Under the same sky by Britta Teckentrup</p> <p>This is the Bear - Sarah Hayes</p> <p>Dogger - Shirley Hughes</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Have a sound phonological awareness, so that they can:</p> <p>- spot and suggest rhymes **</p> <p>- count or clap syllables in a word **</p> <p>- recognise words with the same initial sound, such as money and mother **</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Writing</u></p> <p>Continues to use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy - ongoing</p> <p>Writes all of their name and writes most of these letters (amongst others) accurately</p> <p><u>Reception</u></p> <p><i>Comprehension</i></p> <p>Children will be able to answer questions about what they have read and be able to offer sound predictions</p> <p>Children will retell a story using vocabulary influenced by their book - ongoing for some</p> <p><i>Word Reading</i></p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will continue to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Confidently and fluently read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Mathematics</p>  <p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can count, order, recognise and use numbers to 5</p> <p>I can recite numbers past 5 confidently</p> <p>I can write most numbers to 5</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can say one number name for each object - ongoing for some</p> <p>Subitise</p> <p>I can confidently subitise up to 3 objects</p> <p>Comparing</p> <p>I can confidently make comparisons between objects size, length, weight and capacity</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p>Numerical Patterns</p> <p>I can talk about patterns and spot errors in a pattern</p> <p>I can continue and create patterns independently</p> <p>Sequence and Patterns of Time</p> <p>I can sequence a pattern of events using time language e.g. first, next, then</p>	<p>Understanding the World</p>  <p>3-4 year olds</p> <p>I can talk about some of my own and my family's history</p> <p>I can explore and talk about the different forces I can feel.</p> <p>I can talk positively about the differences I have seen in people, countries and communities</p> <p>I can understand the key features of life cycles of animals and plants using key vocabulary - ongoing</p> <p>I can talk about the world around us observing animals and plants</p> <p>I know that there are different countries in the world and talk about the differences I have experienced (or seen in photos)</p> <p>I can name other countries in the world (and look for them on a map.)</p> <p>I can explore collections of materials with similar properties and also talk about the differences between materials and changes they notice.</p> <p><u>Reception</u></p> <p><i>Past and Present</i></p> <p>Children will know about the past through settings, characters and events. - ongoing</p> <p><i>People, Culture and Communities</i></p> <p>Children will recognise and understand fully that people around the world have different religions, beliefs and celebrate times in different ways.</p>	<p>Expressive Arts and Design</p>  <p>3-4 year olds</p> <p>I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p>I can sing, respond to and create my own music with instruments showing some awareness of pitch, melody or rhythm</p> <p>I can start to develop my own stories linked to what I know through role & all world play</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can copy the pitch of a tone sung by another person.</p> <p>I can use scissors appropriately/confidently</p> <p><i>Reception</i></p> <p><i>Being Imaginative</i></p> <p>Children will invent their own narratives, stories and poems</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children will play an instrument following a musical pattern - ongoing for some</p> <p><i>Creating with Materials</i></p> <p>Children will share creations, talk about process and evaluate their work.</p>		

Teacher Led, Child Led and Enhanced Provision

Growing Hearts and Minds

Super Starter

Sharing our most precious possessions with our friends



Marvellous Middle

The Great Sandcastle building competition! We will be looking at 'wow' sand sculptures and creating our own using a range of loose parts!

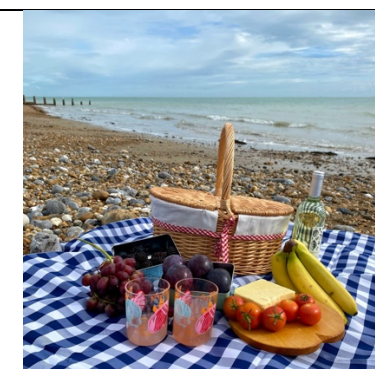


Fabulous Finish

Beach themed transition picnic.

Nursery with Reception.

Reception with Key Stage 1.



Additional Enhanced Provision Opportunities:

Physical Development

- Dig, build and decorate sandcastles in the sand pit
- Develop sensory writing in trays of dry/wet sand
- Use Blockplay for boat building
- Weave a picnic blanket with strips of card or fabric
- Show increasing control over a beach ball and a smaller ball in pushing, patting, throwing, catching or kicking it
- Cut long strips of paper and draw bold lines on them (zigzag like the bear's journey, wavy like the sea, straight like the train tracks). Stick them to a table edge for pupils to practise their scissor skills

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

Personal Social and Emotional Development

Circle times and discussions to help develop children's self awareness of their emotions and regulation skills. Possible discussion topics could be...

- Discuss which objects are special to them? How would they feel if they lost this object?
- In the story the wind is cross. What makes them cross and what do they do about it?
- If you or a friend has lost something, what could you do to help them to find it?
- Collect lost property from around the school -make posters/write labels for the rest of the school.

• Use buckets of water and paint brushes for big patterns/writing on the playground as we do in the sand on the beach

Pathways to Write

beloved
tatty
perfect
pounded
tumble
curiously
battered
company
returned

replace
locket
shoals
shimmering
hitched
guide
concerned
dock
harbour

TIER 2 VOCABULARY (Vocabulary Ninja)

again
animal
point
mother
world
near
build
Self
earth
father

• How is Sofia feeling at the end of the story?

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">Use 2D shapes to make pictures of a teddy bearCount in 2s - setting the picnic blanketExplore volume with different sized and shaped containers and water, order containers by capacitySort and classify using counting bears	<ul style="list-style-type: none">Look at maps, atlases and globes. Look for the UK and cities, towns, villages near the sea, inland or on islands of the UK.Look at and compare toys that are used now and those that are used in the past.Investigate what sort of telephones people used before they had mobiles.	<ul style="list-style-type: none">Listen to storm at sea music contrasting with calm sea music - expressive dance/movement.Experiment with percussion instruments to accompany the expressive dance.Provide resources for the pupils to consider what they could make for a teddy so that a child would not lose him.

	<ul style="list-style-type: none">• The text provides lots of examples of positional language and the language of time• Use real objects to illustrate 2D and 3D images from the story, e.g. beach ball, picnic hamper, kite, flask, plates, picture frames, and use mathematical terms to describe them <p><u>Maths Vocabulary for this half term:</u></p> <p><u>Nursery:</u></p> <p>Number names, order, recite, numerals, amounts, problems, subitise, comparisons, quantity, capacity, pattern, events, position, 3D, route</p> <p><u>Reception:</u></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><u>Maths Enhanced Key Vocabulary</u></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">• Investigate the seasons and weather - set up a weather station.• Find out more about oceans, rivers, lakes, streams• Investigate what materials float/sink	<ul style="list-style-type: none">• Create a lost property box with lost property found in school.• Make a jointed teddy bear from card and split pins.• Create sand art collages• explore different textures by creating rubbings using wax crayons.

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	
<p>At the end of this half term, Nursery children will continue to develop their vocabulary and ability to ask a range of questions surrounding their learning, play and environment. They will be able to talk about healthy choices and know how to wash their hands effectively. They will be confident to work together when making up games, imaginative play and creating new music and songs as well as being able to organise their play and solve any disagreements. They will continue to collaborate with others when constructing or building, and confidently select the correct objects to carry out their plan. They will be confident to dress/ undress and able to put on their coats and do their zip. Children will continue their phonics journey by identifying rhyming words and recall/ identify and write 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 be able to make observations about the world around them. They will also be talk about different countries and explore a map. Finally, children will continue 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.</p> <p>At the end of this half term, Reception children will have completed their first year in full time education. They will have embraced our school rules, routines and expectations. Children will be able to confidently articulate their ideas and thoughts in well-formed sentences and will have developed their self-regulation, know how to say healthy and have built positive constructive and respectful relationships. Physically, the children will have developed confidence using a variety of apparatus, and competence and accuracy when engaging in ball activities. They will have developed their overall body strength, co-ordination, balance and agility and secured the foundations of a handwriting style which is fast, accurate and efficient. With their reading, they will be able to answer questions about what they have read, offer sound predictions and read books fluently which match their phonics knowledge. Children will also be able to write a simple sentence by themselves and enjoy the writing process. They will have a love for learning about the past, other countries and cultures and some important processes and changes in the natural world, including changing seasons and some states of matter. Children will have continued to learn new songs and sing in a group or on their own, increasingly matching the pitch and following the melody. When creating, they will be able to talk about process and be able to evaluate their work. Finally, the children will have developed a range of skills across the EYFS curriculum, they will be confident and happy and ready to access the National Curriculum.</p>	