




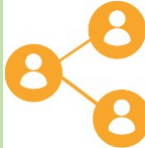

# St Chad's C.E Primary School

## Medium Term Provision






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

Topic	<b>Spring 2 - God's Wonderful World</b>		
<u>Other Possible Themes/ Calendar Events</u>  Easter St Chad's Day World Book Day Mother's Day Red Nose Day National Recycling Day - 23 <sup>rd</sup> March	<u>Enrichment Activities</u>  Live Caterpillars Metamorphosis  Growing Flowers  Vegetable Patch  Cress Heads  World Book Day  St Chad's Day - community activities.  Science Focus - weather and seasons  Easter Bonnet Parade  Easter Egg Hunt  Mother's Day Stay and Play  Watch David Attenborough Documentaries	<u>Assessment / Intervention/ Transition</u>  Ongoing informal assessments Analysis of Spring Data In house moderations with Y1 - data/ pupils work Reading Assessment Transition with Y1: Assemblies/ Songs of Praise/ Story time in Y1 / class play time on KS1 playground and with Y1 current pupils  <u>Phonics/ Reading</u>  6 weekly phonics assessment 4 weekly Rapid Catch-Up Assessment Review reading groups	<u>Parental Involvement</u>  Mystery Reader Stay and Read session Parents Evening  Reading workshop/ Stay and Read sessions NCETM Maths Mastering Number Parental Workshops for Reception. See <b>Enrichment Activities</b> for further parental involvement

## The Intent - The Head

Development Matters  Best Fit  Spring 2	<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.</p>			
<b>Communication and Language</b>  	<b>Personal, Social and Emotional Development</b>  	<b>3- 4 year olds</b>  <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Develop appropriate ways of being assertive.</li> </ul> <u>Reception</u>  <u>Self-Regulation</u> Children will identify and moderate their own feelings socially and emotionally. <u>Managing Self</u> Children will develop independence when dressing and undressing.	<b>Physical Development</b>  	<b>3-4 year olds</b>  <b>Gross Motor Skills</b> I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc  <b>Fine Motor</b> I can start to use cutlery with little support I can start to manage zips, putting on coats etc.
<b>3- 4 year olds</b> Enjoy listening to longer stories and can remember much of what happens  Develop their communication (irregular tenses and plurals)  Sing a large repertoire of songs (check unit for opportunities)  <u>Reception</u>  <b>Listening, Attention and Understanding</b>				

	<p>Listen to and talk about stories to build familiarity and understanding</p> <p><b>Speaking</b></p> <p>Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail</p> <p>Learn rhymes, poems and songs</p>		<p><b>Building Relationships</b></p> <p>Children will an listen to the ideas of other children and agree on a solution and compromise.</p>		<p><b>Reception</b></p> <p><b>Gross Motor</b></p> <p>Children will jump and land safely from a height.</p> <p><b>Fine Motor</b></p> <p>Children will use cutlery appropriately.</p>
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<p>Literacy including Phonics</p> <p>Pathways to Write Text Focus / 'Super 6' Reads</p>  <p>Pathways to Write Text:</p>  <p>The Journey Home by Hattie Peck</p> <p>Super 6 Books:</p> <p>Jack and the Beanstalk</p> <p>All Are Welcome -</p>	<p><b>3-4 year olds Reading</b></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Write some or all of their name</p> <p><b>Reception Comprehension</b></p> <p>Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b></p> <p>Children will read books matched to their phonics ability</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p><b>Writing</b></p> <p>Form lower-case and some capital letters correctly</p> <p>Write short sentences with words with known</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</p> <p>I can show 'finger' numbers to 5</p> <p><b>Subitise</b></p> <p>I can 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><b>Comparing</b></p> <p>I can make comparisons between quantities</p> <p><b>Numerical Patterns</b></p> <p><b>Numerical Patterns</b></p> <p>I can create my own simple patterns (ABAB)</p> <p>I can extend a 2/3 repeated pattern that has been made</p> <p><b>Sequence and Patterns of Time</b></p> <p>I can start to talk about past/ upcoming events e.g. birthdays, Easter</p> <p><b>Shape and Space</b></p> <p>I can start to combine shapes to make new ones e.g. a bridge/ arch, bigger square (two squares to make a rectangle), etc.</p> <p><b>Reception</b></p> <p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<p><b>Understanding the World</b></p> 	<p><b>3-4 year olds</b></p> <p>I can talk about some of the ways I have changed over my life</p> <p>I can name other countries in the world</p> <p>I am positive about the differences between people</p> <p>I can show care for my environment and plant and care for plants</p> <p><b>Reception</b></p> <p><b>Past and Present</b></p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>People, Culture and Communities</b></p> <p>Children will know about people who help us within the community.</p> <p><b>The Natural World</b></p> <p>Children will make observations about plants discussing similarities and differences.</p> <p><b>People, Culture and Communities</b></p> <p>Children will find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story.</p> <p>Children will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later.</p> <p>Children will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>	<p><b>Expressive Arts and Design</b></p> 	<p><b>3-4 year olds</b></p> <p>I can use self- chosen materials to create my own ideas</p> <p>I can sing my own created songs and follow pitch, melody 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><b>Reception</b></p> <p><b>Music: Being Imaginative</b></p> <p>Children will move in time to the music.</p> <p><b>Art &amp; Design: Creating with Materials</b></p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Children will be continue to study the artist Georges Seurat and complete a piece of pointillism art based on Hattie Peck and the rooftops of New York.</p>
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Alexandra Penfold  
Swirl by Swirl - Joyce Sidman (poetry)  
Superworm - Julia Donaldson  
Billy's Sunflower - Nicola Moon  
We're Going on an Easter Hunt - Martha Mumford (Easter focus)  
Other enhancement books:  
Lifecycles NF  
World Atlases - NF

sound-letter correspondences  
Re-read what they have written to check that it makes sense  
  
Outcome: Fiction – Journey story  
3- and 4-year-olds outcome: To plan a birthday party and write invitations/ birthday cards  
Children in reception outcome: To retell/rewrite the story  
  
**Phonics - Little Wandle L&S Revised**  
N: Phase 1  
R: Phase 3  
Children will read books matched to their phonics reading ability



- 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

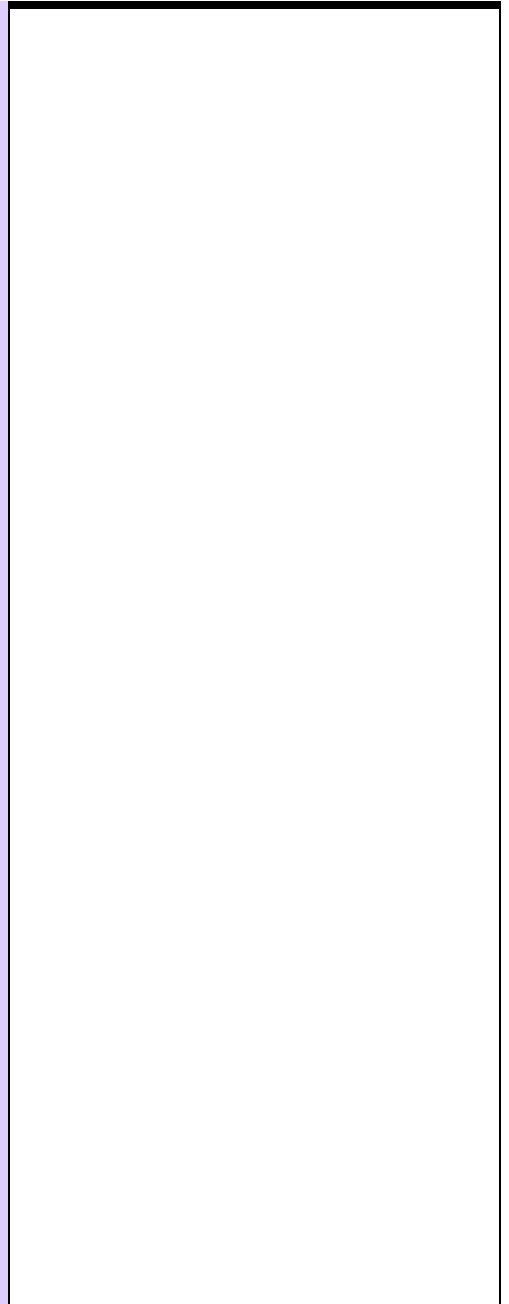
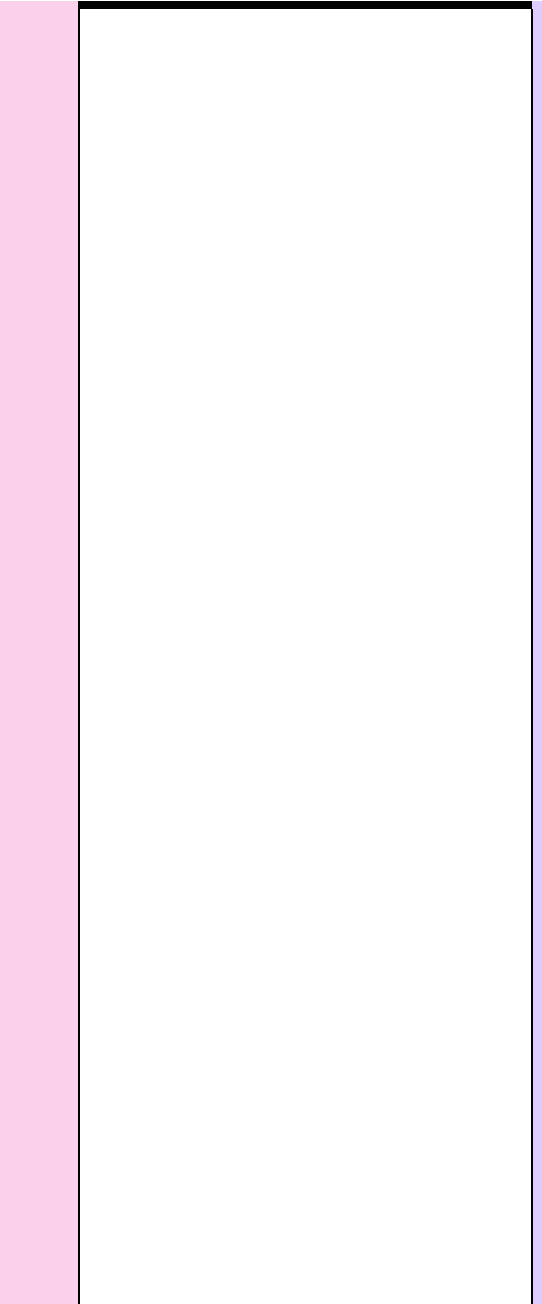
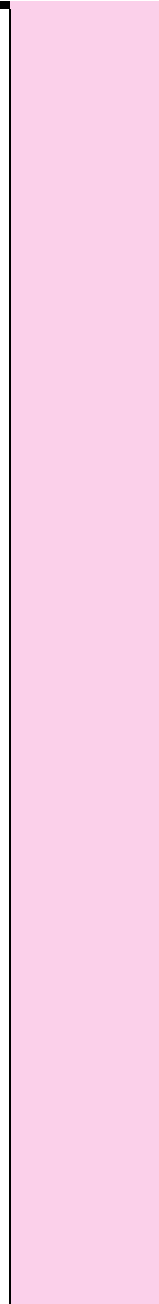
**Composition**

- 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



# The Implementation - The Hands

## Teacher Led, Child Led and Enhanced Provision

### God's Wonderful World

#### Super Starter

Pupils enter the classroom and find out that they have had 'visitors'. The visitors have left trails of different animal footprints around the classroom, leading to a suitcase. Pupils to discuss with each other and ask questions: *What has happened? What have you found? Who could have left this here? When do you need a suitcase? Shall we look inside?* Make links to the footprints around the classroom when thinking about who could have left the suitcase!

#### Marvellous Middle

Children to make a hatching egg! Children to use a wide range of materials and DT skills to create their own egg with their choice of animal.



#### Fabulous Finish

Children to organise and hold a birthday party for the new hatchlings



## Additional Enhanced Provision Opportunities:

Physical Development	Communication and Language: Developing a rich and varied vocabulary is a key skill which supports all areas of learning	Personal Social and Emotional Development																																										
<ul style="list-style-type: none"> <li>Design a city using large play equipment and construction to use as a base for role play</li> <li>As animals travel across various equipment, explore different ways of travelling: teetering across treacherous ledges, soaring through, sliding, creeping</li> <li>Use big blocks or large loose parts to recreate the journey</li> <li>Mud kitchen – bake birthday cakes, enjoy mealtimes</li> <li>Mark making – Going on a journey through different settings, focusing on gross and fine motor skills, then into mark making</li> <li>Writing/drawing with feathers</li> <li>Cave gloop – footprints, trails, patterns</li> <li>Weaving linked to knitting -through gates, wooden railings, scarf hangers, geo boards.</li> </ul>	<p style="text-align: center;"><u>Vocabulary taken from Pathways to Write</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #002060; color: white; margin: 0;">Developing Vocabulary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">elements</td> <td style="padding: 2px;">hatched</td> </tr> <tr> <td style="padding: 2px;">abandoned</td> <td style="padding: 2px;">hatchling</td> </tr> <tr> <td style="padding: 2px;">chaotic/chaos</td> <td style="padding: 2px;">coop</td> </tr> <tr> <td style="padding: 2px;">embark</td> <td style="padding: 2px;">sea</td> </tr> <tr> <td style="padding: 2px;">enormous</td> <td style="padding: 2px;">rooftop</td> </tr> <tr> <td style="padding: 2px;">guided</td> <td style="padding: 2px;">chimney</td> </tr> <tr> <td style="padding: 2px;">shudder</td> <td style="padding: 2px;">gutter</td> </tr> <tr> <td style="padding: 2px;">treacherous</td> <td style="padding: 2px;">city</td> </tr> <tr> <td style="padding: 2px;">teetered</td> <td style="padding: 2px;">mountain</td> </tr> <tr> <td style="padding: 2px;">blustery</td> <td style="padding: 2px;">cave</td> </tr> </table> </div> <p style="text-align: center; margin-top: 20px;"><u>TIER 2 VOCABULARY (Vocabulary Ninja)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">March</th> <th style="width: 50%; text-align: center;">April</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">Put</td><td style="text-align: center;">Here</td></tr> <tr><td style="text-align: center;">Home</td><td style="text-align: center;">Must</td></tr> <tr><td style="text-align: center;">Read</td><td style="text-align: center;">Big</td></tr> <tr><td style="text-align: center;">Hand</td><td style="text-align: center;">High</td></tr> <tr><td style="text-align: center;">Date</td><td style="text-align: center;">Such</td></tr> <tr><td style="text-align: center;">Large</td><td style="text-align: center;">Follow</td></tr> <tr><td style="text-align: center;">Spell</td><td style="text-align: center;">Act</td></tr> <tr><td style="text-align: center;">Add</td><td style="text-align: center;">Why</td></tr> <tr><td style="text-align: center;">Even</td><td style="text-align: center;">Ask</td></tr> <tr><td style="text-align: center;">land</td><td style="text-align: center;">Men</td></tr> </tbody> </table>	elements	hatched	abandoned	hatchling	chaotic/chaos	coop	embark	sea	enormous	rooftop	guided	chimney	shudder	gutter	treacherous	city	teetered	mountain	blustery	cave	March	April	Put	Here	Home	Must	Read	Big	Hand	High	Date	Such	Large	Follow	Spell	Act	Add	Why	Even	Ask	land	Men	<ul style="list-style-type: none"> <li>Family trees – who is in my family?</li> <li>Who looks after them and what makes them feel special?</li> <li>Working as part of a group or class adjusting to the situation – Mud kitchen, role play, cave making</li> <li>Confident to try new activities and speak in familiar groups</li> <li>Show and Tell- What are mealtimes like at your house? What are bedtimes like? Talk about birthdays</li> <li>Hattie is afraid of heights – is there anything you are afraid of? How can we overcome our fears?</li> </ul>
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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>• Design a hat and scarf for Hattie using repeating patterns</li> <li>• Number match with animals</li> <li>• Counting animal legs – adding together</li> <li>• Laying the table ready for mealtime</li> <li>• Size linked to beds, scarves, bathtubs, bowls,</li> <li>• Sorting with feathers – colour and size animal patterns</li> </ul> <p style="text-align: center;"><u>Maths Tier 2 vocabulary</u></p> <p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>- Number</li> <li>- Subitise</li> <li>- Compare</li> <li>- Pattern/repeating pattern</li> <li>- 2d/3d shapes</li> <li>- Sequence</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>- Calculation</li> <li>- Identify</li> <li>- Explain</li> <li>- Pattern</li> <li>- False</li> <li>- Compare</li> <li>- Repeating</li> <li>- Equal</li> <li>- Vertices</li> <li>- 2 and 3 dimensional</li> </ul>	<ul style="list-style-type: none"> <li>• Animals that live in caves and/or hatch from eggs</li> <li>• Floating and sinking linked to bath times- can you make a boat that floats?</li> <li>• Shadows</li> <li>• Look at the lifecycle of a chick and watch videos of chicks hatching.</li> <li>• Similarities and differences between themselves and others – book discussions on family and homes</li> <li>• Making parachutes</li> <li>• Seasons linked to snow and rain</li> <li>• Compare living in a city to a village</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of art media create big art, cities, new settings, animals and Hattie</li> <li>• Animal patterns</li> <li>• Music at bedtime- lullaby and instruments</li> <li>• Sing- “Old McDonald Had a Farm” and other nursery rhymes</li> <li>• Making caves</li> <li>• Decorations for the party</li> <li>• Making parachutes</li> <li>• Role play opportunities/ block play/small world.</li> <li>• Bake cakes for the party and for parents</li> </ul>

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 following our celebrations of St Chad's Day. They will now have some understanding 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 Class Performance. 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 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 some 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 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 flower beds.

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 Class Performance. They will also have developed their EAD skills in learning and performing new poems and songs. Physically, children will be 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.