



St Paul's C.E Primary School




Medium Term Provision

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

Topic	Spring 1 - Are all God's Creatures Great and Small?		
<p>Other Possible Themes/ Calendar Events</p> <p>Valentine's Day</p> <p>Lunar New Year - Chinese New Year</p> <p>Shrove Tuesday</p> <p>Story Telling Week - Whole school</p> <p>Random Acts of Kindness Week</p> <p>Safer Internet Day</p>	<p>Enrichment Activities</p> <p>Construction Club (January-April)</p> <p>Disney Club (January - April)</p> <p>Family cooking (January - April)</p> <p>Great British Bird Watch (23-25 January)</p> <p>Lunar New Year - Chinese Dragon Parade (17th February)</p> <p>Shrove Tuesday - Pancake race (17th February)</p> <p>Sending Valentine's Day cards to those we love (14th February)</p> <p>Reverend Dave -to visit and talk to the children about the church (January)</p> <p>Story Telling Week - Whole school (1st February- 9th February)</p> <p>Safer Internet Day (10th February)</p> <p>Barefoot trail (February)</p>	<p>Assessment / Intervention/ Transition</p> <p>Nursery and Reception Transition:</p> <p>Story time, Reception teacher to join in Nursery inputs, free-flow provision/ moderation</p> <p>Reception Transition with Y1:</p> <p>Assemblies/ Worship/ Story time/ Play Time/ Phonics/ Y1 teacher to join in Reception inputs/ support outcomes/ moderation</p> <p>Half termly phonics assessment</p> <p>All Prime and Specific Areas of Learning Interventions</p>	<p>Parental Involvement</p> <p>Story and Song Time</p> <p>Phonics workshop</p> <p>Mystery Reader</p> <p>Parental volunteers for flower beds/ planting</p> <p>January Intake - nursery children rising 3's</p> <p>Open Days/ Evenings - prospective parents/pupils invited to look around the school</p>

Curriculum Intention - The Head

<p>Development Matters</p> <p>Best Fit Spring 1</p>	<p>We acknowledge 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.</p> <ul style="list-style-type: none"> Those skills highlighted in red have been carried over from the previous term
--	---

<p>Communication and Language</p> 	<p>3- 4 year olds</p> <p>Enjoy listening to longer stories</p> <p>Begins to use longer sentences of four to six words</p> <p>Knows many rhymes, be able to talk about familiar books</p> <p>Begins to start a conversation with an adult or a friend and continue it for many turns</p>	<p>Personal, Social and Emotional Development</p> 	<p>3- 4 year olds</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Remember rules without needing an adult to remind them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Begin to develop appropriate ways of being assertive</p> <p>Begin to be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</p>	<p>Physical Development</p> 	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Starts taking part in some group activities which they make up for themselves, or in teams</p> <p>Will begin to use large scale muscle movements e.g. waving</p>
---	--	---	--	--	--

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
Develops their pronunciation

Reception

Listening, Attention and Understanding

Listen to and talk about stories to build familiarity and understanding

Engage in non-fiction books.

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

Speaking

Children will share/ be more confident to talk in front of small groups and their teacher offering their own ideas.

Use new vocabulary through the day

Begin to articulate their ideas and thoughts

Begin to describe events in some detail

Hello Hello Texts

Talk about their peers being different, but that they can still be friends.

Talk about how to make friends.

Reception

Self-Regulation

Will express their own feelings and consider the feelings of others

Will begin to show resilience and perseverance in the face of a challenge

Managing Self

Will begin to understand and talk about the different factors that support their overall health and wellbeing

Manages their own needs: knows when to wash hands to manage own personal hygiene, begins to develop independence when dressing and undressing

Building Relationships

Will begin to build constructive and respectful relationships

Tolerance

Understand to treat others like they would want to be treated (linking back to respect).

Behaviour

Recall the Golden Rules and give examples of how to achieve them.

Give examples of acts of kindness.

Recall our school values.

Safer Internet Day

Give specific examples/ways that people can be unkind through technology and the internet.

Project Evolve (Online relationships)

Name some ways that members of their family talk to each other and other people using the internet.

Name an app, a piece of software or a technology that they use or could use to talk to people they know (with a trusted adult).

E-Safety

Project evolve (Health, wellbeing and lifestyle)

Give some examples of the rules they have about using technology.

streamers, making marks on the ground

Fine Motor

Will start to manage getting themselves dressed/undressed by putting on coats/ aprons

Will show a preference for a dominant hand

Will begin to use one handed tools confidently for example cutting with scissors, hammering

Reception

Gross Motor

Move safely in a space.

Continue to revise and refine the fundamental movements and skills they have already acquired: - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control

Children will balance on a variety of equipment and climb.



Fine Motor

To continue to develop small motor skills e.g. dressing/undressing dolls etc

To develop small motor skills - children will begin to use a tripod grip when using mark making tools

Children will handle scissors, pencil and glue effectively.

Attempt to say why they are allowed or not allowed to do these things.
State what to do if they are worried or unsure about something online

Literacy including Phonics
Pathways to Write Text Focus / 'Super 6' Reads

PTW Text:
Let's all Creep through Crocodile Creek - Jonny Lambert

Super 6 Books:
Find me a Tiger - Lynley Dodd
All Aboard for the Bobo Road - Stephen Davies
The Gruffalo/ The Gruffalo's Child - Julia Donaldson
(Stoke's 100 Reads)

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
Develops their print in their early writing
Use some of their print and letter knowledge in their early writing
Write some or all of their name
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
Read learned individual letters by saying the sounds for them, and will blend sounds into words (SEN)
Children will read books matched to their phonics ability (using decoding strategies)
RWI Phonics - streamlined to ability

Mathematics


3-4 year olds - Refer to long term maths plan

Subitising Explore own first pattern	Counting Take and give 1, 2, 3	Shape, space and measure Match, talk, push and pull
---	-----------------------------------	--

Reception - Refer to long term maths plan

Subitising Subitising within 5. Match numerals to quantities.	Counting ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern.	Composition Focus on 5.	Composition Focus on 6 and 7	Composition Compare sets and use language of comparison.	Counting ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers
--	--	----------------------------	---------------------------------	---	--

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

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
RE
Stories from the Old Testament
Noah's Ark
Reception
Past and Present
Children will talk about the lives of people around them.
Children will know **similarities and differences** 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)

Expressive Arts and Design


3-4 year olds
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 now draw with increasing complexity and detail, such as representing a face with a circle and including details such as earrings, hair strands
Artist Focus:
Andy Goldsworthy (natural art)

Reception
Being Imaginative
Children will create narratives based around stories in their play
Children will move in time to the

<p>Alfie's Feet - Shirley Hughes</p> <p>The Selfish Crocodile - Faustin Charles</p> <p>Enhanced:</p> <p>Mr Wolf's Pancakes - Jan Fearnley</p> <p>Amy Wu and the Perfect Bao - Kat Zhang (Windows and Doors)</p> <p>Amy Wu and the Perfect Patchwork Dragon - Kat Zhang (Windows and Doors)</p>	<p>Set 1a masdttppscubafz - Know the first 16 sounds Green words - segmenting and blending to read</p> <p>Set 1b lhrjvwxz - Know all 26 single sounds Green words - segmenting and blending to read</p> <p>Set 1c Green words - segmenting and blending to read Green words - segmenting and blending to read Green words - segmenting and blending to spell using Fred fingers (link to writing)</p>		<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal or unequal <p>Shape and Space</p> <ul style="list-style-type: none"> Create and extend a repeating 3 part pattern Recognise some 2D shapes (circle, square, rectangle, triangle) Recognise some 3D shapes (cuboid, cube, sphere and cylinder) 		<p>GOD/CREATION: Why is the word 'God' so important to Christians?</p>	<p>music.</p> <p><i>Creating with Materials</i></p> <p>Children will begin to create collaboratively, sharing ideas, resources and skills.</p> <p>Children will safely explore different techniques for joining materials e.g. PVA, glue sticks, Velcro, string, sticky tape, masking tape, pipe cleaners, split pins</p> <p>Artist Focus:</p> <p>Andy Goldsworthy (natural art)</p> 
---	---	--	--	--	---	---

The Implementation - The Teaching/ Interactions/ Enabling Environment - The Hands

Teacher Led, Child Led and Enhanced Provision

Are All God's Creature's Great and Small

<p>Super Starter</p>	<p>The class will receive a surprise, mystery letter! Who is it from?</p>
<p>Marvellous Middle</p>	<p>Explore the mystery feely box! What gruesome, strange, weird yet wonderful objects will they discover?</p>

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
- 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

Communication and Language:

Exposing children to deeper vocabulary

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

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

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

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

Literacy Development	Mathematics Development	Understanding of the World	Expressive Arts and Design	
<p><i>Ideas for developing early writing -</i></p> <ul style="list-style-type: none"> • 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 <p>*Also see Pathways to Write planning for further Reading and Writing Opportunities</p>	<ul style="list-style-type: none"> • 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? <p style="text-align: center;"><u>Maths Tier 2 vocabulary</u></p> <p><u>Shape</u> - 2-d shapes rectangle square circle triangle characteristics 3-d shapes cuboids cubes cone spheres curved straight flat</p> <p><u>Number</u>: 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)</p> <p style="text-align: center;"><u>Maths Enhanced Key Vocabulary</u></p> <table border="1" data-bbox="825 911 1273 1226"> <tr> <td> <p>Nursery: Number Pattern Compare Weight Length Subitise Shape</p> </td> </tr> </table>	<p>Nursery: Number Pattern Compare Weight Length Subitise Shape</p>	<ul style="list-style-type: none"> • 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, slippery/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 • 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 	<ul style="list-style-type: none"> • 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 • Take crayon rubbings of different textured surfaces. • Add sand or wood chippings to paint to add texture to the pupils' paintings
<p>Nursery: Number Pattern Compare Weight Length Subitise Shape</p>				

In the Moment Planning...ongoing

Child/ren's Observation/ Foci/ Engagement:	Next Steps
See class copy of notes	See class copy of notes

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
<p>What adults could do:</p> <ul style="list-style-type: none"> ★ 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.

<p>Active Learning</p> <p>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>https://earlyyearsweb.buckinghamshire.gov.uk/media/108665/200421-cel-active-learning.docx</p>	<p>See classroom display</p>
<p>Creating and Thinking Critically</p> <p>children have and develop their own ideas, make links between ideas, and develop strategies for doing things'</p> <p>https://earlyyearsweb.buckinghamshire.gov.uk/media/108666/200421-cel-creating-and-thinking-critically.docx</p>	<p>See classroom display</p>
<p>Playing and Exploring</p> <p>children investigate and experience things, and 'have a go'</p> <p>https://earlyyearsweb.buckinghamshire.gov.uk/media/krlbl3qx/251216-cel-playing-and-exploring.docx</p>	<p>See classroom display</p>

The Impact - The Children's Achievement - 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 the RE inputs and celebrations of annual events, our children will have a deeper understanding and awareness of Christianity and know why God is so important to Christians. They will also 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 balanced curriculum to develop a rounded education where all children will have the chance to shine.