





St Paul's C.E Primary School

Medium Term Provision

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

Topic	Spring 2 - What does it take to grow? Ready, Steady, Sow...		
<p><u>Other Possible Themes/ Calendar Events</u></p> <p>World Book Day - 5th March</p> <p>Mother's Day - 15th March</p> <p>Red Nose Day - 20th March</p> <p>Parents Evening - 15th April</p> <p>Easter - 5th April</p> <p>British Science Week</p> <p>5-16th March</p>	<p style="text-align: center;"><u>Enrichment Activities</u></p> <p>Parents invited into school to plant seeds/sow in the vegetable patch</p> <p>Growing flowers (sunflowers, daisies)/ Cress Heads</p> <p>Caterpillars/Butterflies/ Chicks ordered for Summer 1</p> <p>David Attenborough documentaries / Eco focus</p> <p>World Book Day</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>Map work - Finding the Treasure</p>	<p style="text-align: center;"><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/ Playtime/ Story time swap</p> <p style="text-align: center;"><u>Phonics/ Reading</u></p> <p>Phonics Assessment and Interventions/</p> <p>Review Phonics grouping</p> <p>Reading Assessment/</p> <p>Review reading groups</p>	<p style="text-align: center;"><u>Parental Involvement</u></p> <p>Story and Song time sessions</p> <p>Mystery Reader</p> <p>Parents Evening</p> <p>EYFS transition events</p> <p>Reading workshop/ Stay and Read sessions</p> <p>See Enrichment Activities for further parental involvement</p>

Curriculum Intention - The Head

<p>Development Matters</p> <p>Best Fit</p> <p>Spring 2</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 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><i>Continues to develop their wider range of vocabulary</i></p> <p>Enjoy listening to longer stories and can remember much of what happens</p>	<p>Personal, Social and Emotional Development</p>	<p><u>3- 4 year olds</u></p> <p><i>Remember rules without needing an adult to remind them.</i></p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to show more confidence in new social situations</p>	<p>Physical Development</p> 	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc</p>

Begin to develop their communication (irregular tenses and plurals)

Uses a wider range of vocabulary

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

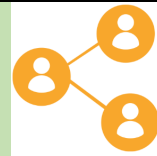
Speaking

Use further new vocabulary through the day

Begin to articulate their ideas and thoughts

Describe events in some detail

Learn rhymes, poems and songs



No Outsiders Text:

The Family Book

Talk about their family.

Understand that all families are different

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

Behaviour

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

E-Safety Project evolve (Managing online information)

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

Talk about how they can use the internet to find things out.

Identify devices they could use to access information on the internet.

E-Safety Project evolve (privacy and security)

Identify and name examples of their own personal information.

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

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

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

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

Literacy including Phonics

Pathways to Write Text Focus / 'Super 6' Reads



Pathways to Write Text:



The Pirates Are Coming by John Condon

Super 6 Books:

The Pirates Next Door - Jonny Duddle

How I became a Pirate - Melinda Long

Commotion in the Ocean - Giles Andreae Pirates

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
- page sequencing

Begin to develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

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

Continues to use their print and letter knowledge in their early writing Writes (some) or all of their name

Reception

Reception Comprehension

Children will begin to be able to talk about the characters/settings in the books they are reading

Word Reading

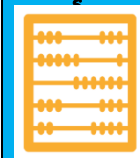
Children will continue to read books matched to their phonics ability (using decoding strategies)

Read some letter groups that each represent one sound and say sounds for them

Children will begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few common exception words

Mathematics



3-4 year olds

Table with 3 columns: Subitising, Comparison, Consolidation. Subitising: Talk about dots. Comparison: Compare and sort collections. Consolidation: (empty)

See Spring 1 tracker

Reception

Table with 5 columns: Comparison, Composition, Composition, Composition, Shapes with 4 sides. Comparison: Focus on ordering of numbers to 8. Composition: Focus on 7. Composition: Doubles with two equal parts. Composition: Sorting numbers. Shapes with 4 sides: WRH

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
introduce doubling and halving
begin to link even numbers to doubles
begin to recall some subtraction bonds for 5
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.

Understanding the World



3-4 year olds

I can talk about some of the ways I have changed over my life

I can name some countries in the world

I am positive about the differences between people

I can explore collections of materials with similar and/or different properties

I am beginning to show care for my environment and plant and care for plants

RE

Stories from the New Testament

The Easter Story

Reception

Past and Present

Children will confidently explain similarities and differences and begin to compare past and present objects/artefacts

Children will talk about past and present events in their lives and what has been read to them.

People, Culture and Communities

Children will know about people who help us within the community.

The Natural World

Children will make observations about plants discussing similarities and differences.

Children can draw information from a simple map.

RE:

Stories from the New

Testament: The Easter Story

SALVATION: Why do Christians put a cross in the Easter garden? (Taken from Understanding Christianity)

Expressive Arts and Design



3-4 year olds

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

Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

I can use self- chosen materials to create my own ideas

I can sing my own created songs and begin to follow pitch, melody, rhythm and tone

I can play musical instruments with greater control and purpose

I can create more complex small world set ups to adapt and create stories

I can use drawings to represent ideas like movement or loud noises

Reception

Being Imaginative

Children will listen attentively, move to and talk about music, expressing their feelings and responses.


Creating with Materials

Children will continue to safely explore different techniques for joining materials e.g. PVA, glue sticks, Velcro, string, sticky tape, masking tape, pipe cleaners, split pins

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Children will make props and costumes for different role play scenarios.





Artist Focus:

<p>love underpants – Claire Freedman</p> <p>Titch – Pat Hutchins</p> <p>*Ten Little Pirates - Mike Brownlow</p> <p>Enhanced: The Easter Story – The Beginners Bible</p> <p>Peter Pan (1953 animation) - Disney</p> <p>Coming to England – Floella Benjamin</p> <p>All the Ways to be Smart - Davina Bell and Allison Colpoys</p>	<p>Read furthermore common exception words matched to the school’s phonic programme</p> <p>Pathways Writing Outcome</p> <p><small>Outcome: Fiction – Recount</small></p> <p><small>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</small></p> <p><small>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</small></p> <p>Phonics - RWI</p> <p>N: Phase 1 Listening skills</p> <p>R: Achieve these points in line with their phonics group below:-</p> <p>Read some special friends (digraphs).</p> <p>Segment and blend words containing these special friends.</p> <p>Read a few red words (common exception words).</p> <p>Read simple phrases and sentences made up of words with known single sounds, special friends and red words).</p> <p>Be more fluent when reading (familiar texts/words in line with their phonic level).</p> <p>Children will read books matched to their phonics ability</p>		<p>Shape and Space</p> <ul style="list-style-type: none"> embed 2D and 3D shapes Use everyday language to talk about some of the following: weight, height, capacity, time and money 				<p>Children will continue to learn about Andy Goldsworthy and use his work as inspiration in their own masterpieces</p> 
--	---	--	---	--	--	--	--


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

Teacher Led, Child Led and Enhanced Provision

What does it take to grow? Ready, Steady, Sow...

<p>Super Starter</p>	<p style="text-align: center; color: #D2691E;">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> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;">     </div>
-----------------------------	---

--	--

Marvellous Middle	<p>Children to learn a range of Sea Shanties and partake in pirate training - do they have what it takes to become a pirate?</p> 
--------------------------	--

Fabulous Finish	<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:

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"> • Play quoits and skittles, and simple team games such as Captain's Coming! (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><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; background-color: #002060; color: white; padding: 5px;">Developing Vocabulary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">false alarm</td> <td style="width: 50%; padding: 5px;">silently</td> </tr> <tr> <td style="padding: 5px;">warnings</td> <td style="padding: 5px;">harbour</td> </tr> <tr> <td style="padding: 5px;">pelican</td> <td style="padding: 5px;">gangplank</td> </tr> <tr> <td style="padding: 5px;">attic</td> <td style="padding: 5px;">captain</td> </tr> <tr> <td style="padding: 5px;">barrel</td> <td style="padding: 5px;">crew</td> </tr> <tr> <td style="padding: 5px;">bobbing</td> <td style="padding: 5px;">ashore</td> </tr> <tr> <td style="padding: 5px;">villager</td> <td style="padding: 5px;">narrow</td> </tr> <tr> <td style="padding: 5px;">rusty</td> <td style="padding: 5px;">marched</td> </tr> <tr> <td style="padding: 5px;">special</td> <td style="padding: 5px;">growled</td> </tr> <tr> <td style="padding: 5px;">trudged</td> <td style="padding: 5px;">welcome</td> </tr> <tr> <td style="padding: 5px;">yelled</td> <td style="padding: 5px;">skull and crossbones</td> </tr> </table> </div>	false alarm	silently	warnings	harbour	pelican	gangplank	attic	captain	barrel	crew	bobbing	ashore	villager	narrow	rusty	marched	special	growled	trudged	welcome	yelled	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	silently																							
warnings	harbour																							
pelican	gangplank																							
attic	captain																							
barrel	crew																							
bobbing	ashore																							
villager	narrow																							
rusty	marched																							
special	growled																							
trudged	welcome																							
yelled	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

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

Characteristics of effective learning (CoEL) promoted and referred to throughout the unit:

Playing and Exploring, Active Learning and Creating, Thinking Critically

What adults could do:

- ★ 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
- ★ Show and talk about strategies – how to do things – including problem-solving, thinking and learning
- ★ Give feedback and help pupils to review their own progress and learning. Talk with pupils about what they are doing, how they plan to do it, what worked well and what they would change next time
- ★ Model the plan-do-review process yourself

Active Learning

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

<https://earlyyearsweb.buckinghamshire.gov.uk/media/108665/200421-cel-active-learning.docx>

See classroom display

Creating and Thinking Critically

children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

<https://earlyyearsweb.buckinghamshire.gov.uk/media/108666/200421-cel-creating-and-thinking-critically.docx>

See classroom display

Playing and Exploring

children investigate and experience things, and 'have a go'

<https://earlyyearsweb.buckinghamshire.gov.uk/media/kr1bl3qx/251216-cel-playing-and-exploring.docx>

See classroom display

The Impact - The Children's Achievement - 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 Paul's which will be further enhanced following Rev. Dave Street (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 Paul's by joining in with more whole school events and worship. 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 for 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 over time.