



St Paul's C.E Primary School

Medium Term Provision

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

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|--|--|--|---|
| Topic | Summer 1 - How Big Is A Million? | | |
| <p><u>Other Possible Themes/ Calendar Events</u></p> <p>National Storytelling Week</p> <p>National Ocean and Seas Week – looking after our oceans</p> <p>Mental Health Awareness Week</p> | <p><u>Enrichment Activities</u></p> <p>Potential Trip – Castaway Play</p> <p>Fossil hunting</p> <p>Visit to Longton Library</p> | <p><u>Assessment / Intervention/ Transition</u></p> <p>Ongoing informal assessments</p> <p>Analysis of Summer Data</p> <p>In house moderations with Y1 - data/ pupils' work</p> <p>Review Intervention - SSO, personalised targets</p> <p>Nursery and Reception Transition</p> <p>Transition with Y1: Playtime/ Story time swap/ Teaching Inputs</p> <p>Measure GLD</p> <p>Stoke on Trent Transition event</p> <p>EYFS team meetings</p> <p><u>Phonics/ Reading</u></p> <p>Phonics Assessment and Interventions/ Review Phonics grouping</p> | <p><u>Parental Involvement</u></p> <p>Story and Song time sessions</p> <p>Mystery Reader</p> <p>Parents Evening</p> <p>SEN Reviews</p> <p>EYFS transition events</p> <p>Reading workshop/ Stay and Read sessions</p> <p>Class Assembly (if applicable)</p> <p>See Enrichment Activities for further parental involvement</p> <p>Open Evening – parents of new Nursery and Reception children (September 2026)</p> <p>Prospective parents/pupils invited to look around the school</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>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>Personal, Social and Emotional Development</p> | <p>3- 4 year olds</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>Begin to understand gradually how others might be feeling</p> | <p>Physical Development</p> <div style="text-align: center;"> </div> | <p>3-4 year olds</p> <p>Gross Motor Skills</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> |



Develops their communication (irregular tenses and plurals)
 Continues to use a wider range of vocabulary (in context)
 Begin to understand a question or instruction that has two parts
 Begins to use talk to organise themselves and their play

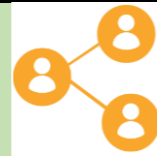
Reception Listening, Attention and Understanding

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

Children will be able to understand a question such as who, what, where, when, why and how

Speaking

Articulate their ideas and thoughts in well-formed sentences
 Begin to use new vocabulary in different contexts
 Begin to ask questions to find out more and to check they understand what has been said to them
 Begin to use talk to help work out problems and organise thinking and activities
 Explain how things work and why they might happen
 Begin to connect one idea or action to another using a range of connectives
 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition
 Begin to articulate their ideas and thoughts



No Outsiders Text:

Mummy Momma and Me

Understand that my family are special and can talk about who loves them.

Reception

Managing Self

Children will develop independence when dressing and undressing

E-Safety Project evolve (Managing online information)

Reception

Self-Regulation

Children will be able to identify and moderate their own feelings socially and emotionally
 They will show their resilience and perseverance in the face of a challenge

Managing Self

They will manage their own basic needs independently:
 Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods

Building Relationships

Will continue to build constructive and respectful relationships Will think about the perspective of others

Revisit how they can use the internet to find things out.

Revisit identifying devices they could use to access information on the internet.

British Values

Rule of Law

Understand what it means to be fair.

Mental Health Awareness Week

Recall the five ways to wellbeing.

Annual Theme E-Safety Project evolve (Online Reputation)

Understand what the word 'information' means.

Understand what 'online' means.

Understand that they can put information online for others to see.

E-Safety Name people they trust and why

Will confidently select the right resources to carry out their plan

Fine Motor

Will use one handed tools confidently for example cutting with scissors
 Will become more confident to manage getting themselves dressed/undressed by putting on coats and trying to do zips
 Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips

Reception

Gross Motor

Further develop and refine a range of ball skills including passing, aiming

Combine different movements with ease and fluency

Children will be able to control different sized balls

Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Fine Motor

Children will form letters correctly using a tripod grip

Children will use cutlery appropriately

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

E-Safety Project evolve (privacy and security)

Identify and name examples of their own personal information.

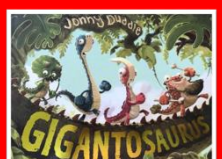
Literacy including Phonics

Pathways to Write Text Focus / 'Super 6' Reads



Pathways to Write Text:

Gigantosaurus by Johnny Duddle



Super 6 Books:

Dinosaur Roar - Paul and Henrietta Stickland (Stoke's 100 Reads)

Katie and the Dinosaurs - James Mayhew
Tyrannosaurus Drip - Julia Donaldson

3-4 year olds

Reading
Have an increased 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
Begin to engage in extended conversations about stories, learning new vocabulary
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 Continues to use their print and letter knowledge in their early writing Writes (some) or all of their name
Use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy
Writes all of their name and begins to write some letters accurately

Reception

Comprehension

Children will retell a story using vocabulary influenced by their book

Children will be able to answer questions about what they have read

Word Reading

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

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

Mathematics



3-4 year olds

See Long Term Nursery Maths Plan (4 weeks)

| Pattern | Shape, space and measure |
|---------------------|--------------------------|
| Lead on own repeats | Start to puzzle |

From Spring 2 to be continued:

Cardinality, Ordinality, Counting

- continue to consolidate their understanding of cardinality, working with larger numbers within 10
- continue with the counting pattern beyond 20.
- understand the concept of 1 more and 1 less to 10

Composition

- continue to explore the composition of odd and even numbers, looking at the 'shape' of these numbers
- revisit doubling and halving
- begin to link even numbers to doubles
- begin to recall some subtraction bonds for 5
- embed automatic recall of 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).

Reception- See Long Term Reception Maths Plan

| Counting, ordinality and cardinality | Subitising | Composition | Comparison |
|--------------------------------------|---------------------------------|-------------------|---------------------------------|
| With rekenrek, subitise to 5. | Automatic recall of bonds to 5. | Composition of 10 | Comparison linked to ordinality |

Subitising

- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns

Understanding the World



3-4 year olds

I can name other countries in the world (and look for them on a map)
I can explore the different forces that I can feel.
I can talk about the differences between materials and changes they notice.
I can talk about the differences between people
I can show care for my environment and plant and care for plants
I confidently explore how things work
I can explore the key features of life cycles of animals and plants
I can talk about some of the ways I have changed over my life
I can name some countries in the world

Reception

Past and Present

Children will know about the past through settings and characters.

Children will compare past and present objects/artefacts and discuss their findings

People, Culture and Communities

Children will know that people in other countries may speak different languages.

People, Culture and Communities (RE)

Expressive Arts and Design



3-4 year olds

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc
I can sing my own created songs and follow pitch, melody, rhythm or tone
Respond to what they have heard, expressing their thoughts and feelings
Play instruments with increasing control to express their feelings and ideas.

Reception

Being Imaginative

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

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

Children will play an instrument following a musical pattern

Children can watch and talk about dance and performance art, expressing their feelings and responses.

Creating with Materials

Children will create collaboratively, sharing ideas, resources and skills.

(Stoke's 100 Reads)
How big is a million? - Anna Milbourne
Volcanoes - Usborne Beginners (NF)
Dinosaurs love underpants – Claire Freedman
Enhanced: The big book of dinosaurs – Usborne (NF)
And Tango Makes Three - Justin Richardson and Peter Parnell

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

Read a range of common exception words matched to our school's phonics programme

Children will continue to re-read 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

Writing

Form lower-case and most capital letters correctly

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop with increasing independence

Re-read what they have written to check that it makes sense

Pathways Writing Outcome

Outcome: Fiction

3- and 4-year-olds outcome: To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.

Children in reception outcome: To rewrite the story.

Phonics - RWI

Ditty/Red

Set 1 Special Friends - sh, th, ch, qu, ng, nk.

Red words - put, the, I, no, of, my, for, he.

Read 3 sound nonsense words.

• 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

• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.

• confidently subitise to 5

Cardinality, Ordinality, Counting

• continue to develop verbal counting to 20 (recognising the pattern of the counting system) and beyond, including counting from different starting numbers

• continue to develop confidence touch counting to 10 and beyond

• order sets of objects, linking this to their understanding of the ordinal number system.

Composition

• explore and represent patterns within numbers up to 10 including evens, odds, double facts and how quantities can be distributed

• automatically recall the addition and subtraction bonds for 5

• name some of the bonds for 10.

• Recall some of the double facts to 10

• have a deep understanding of numbers to 10 including the composition of each number **Comparison**

• 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. **Shape and Space** • Talk about 2D and 3D shapes using informal mathematical language

• Use everyday language to talk about some of the following: weight, height, capacity, time and money

Which places are special and why?

The Natural World

Children will make observations about plants discussing similarities and differences.

Children will make observations about animals discussing similarities and differences




Children will explore and use a variety of artistic effects to express their ideas and feelings.

Artist Focus: Pablo Picasso (portraits)



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| | <p>Spell words containing Set 1 Special Friends using Fred fingers (links to writing).</p> <p>Green</p> <p>Set 2 Special Friends - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.</p> <p>Red words - your, said, you, be, are.</p> <p>Read nonsense words.</p> <p>Spell words containing Set 2 Special Friends using Fred fingers (links to writing).</p> | | | | | | |
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The Implementation (Teaching/ Interactions/ Enabling Environment) - The Hands Teacher Led, Child Led and Enhanced Provision

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|--------------------------|---|---|
| Super Starter | <p>Children will enter the classroom to discover a box containing 4 large eggs!</p> <p>What type of eggs are they? Where have they come from?</p> |  |
| Marvellous Middle | <p>Children to design and make their own dinosaur-themed Top Trumps Cards</p> |  |
| Fabulous Finish | <p>Children to design and make their own dinosaur eggs/ dinosaurs and dinosaur den</p> |  |

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 a key skill which supports all areas of learning

Vocabulary taken from 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"> • Make 2D shape pictures of dinosaurs • Measure dinosaur footprints with non-standard and standard measurements • Use laminated dinosaurs with numbers on and use pegs for the corresponding spikes • Match mini dinosaurs to numicon tiles • Use mini dinosaurs to add and take away when singing dinosaur rhymes • Use dinosaur egg halves to create and solve halving problems • Sort dinosaurs and make patterns on dinosaurs • Create Venn diagrams using hoops labelled with different sorting criteria - e.g. herbivore/carnivore/omnivore, walks on two legs/four legs <p style="text-align: center;"><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 style="text-align: center;"><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"> • Create a time capsule of modern-day treasure/special things - bury it for other children to find in years to come • Freeze dinosaurs in balloons for the pupils to investigate - frozen dinosaur eggs! • Take a trip to a museum with a dinosaur exhibit • Become green screen dinosaur experts • Make mini volcano eruptions using Coca Cola and Mentos • Play dinosaur games on PBS KIDS (click Dinosaur Games under 'more topics') • Use Kiddle (pupil's search engine) to allow children to research their favourite dinosaurs | <ul style="list-style-type: none"> • Learn and sing songs about dinosaurs - <i>Dinosaur, dinosaur turn around; A dinosaur went stomping one day</i> • Create a dinosaur den in the role play area • Use small world play - small stones and egg box volcanoes • Block play/junk modelling - make a dinosaur world • Create dinosaur skeletons using black card and white straws • Create dinosaurs with half a paper plate and kitchen rolls for legs • Make dinosaur heads using an egg box • Add musical accompaniment to the sounds dinosaurs make and rhymes • Make a plasticine dinosaur and add pasta shape 'spikes' |

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

| |
|---|
| <p>Characteristics of effective learning (CoEL) promoted and referred to throughout the unit: Playing and Exploring, Active Learning and Creating, Thinking Critically</p> |
| <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 ★ 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 have made progress across all areas of learning through play, exploration and guided activities.

In communication and language, children will be able to enjoy and talk about a wide range of familiar stories and rhymes, confidently retelling longer stories in their own words. They will be beginning to understand and answer simple 'why' questions, follow two-part instructions, and use a broader vocabulary, including experimenting with irregular tenses and plurals. Children will increasingly express their ideas and opinions, explain their thinking, and use language to negotiate and resolve disagreements. Through imaginative and everyday play, they will use talk to plan, organise and guide their actions, showing growing confidence as independent communicators.

In personal, social and emotional development, children will show increased confidence and security when interacting with others. They will be more comfortable in new social situations, begin to recognise and respond to others' feelings, and practise appropriate ways to be assertive. Children will use language to solve small conflicts and work collaboratively with friends. They will also begin to make simple healthy choices, showing an emerging understanding of food, drink and physical activity.

Within physical development, children will demonstrate greater confidence and independence. They will work safely with others when using large equipment, showing improved teamwork and awareness of their peers. Large-scale movements such as waving flags, painting and mark making will strengthen gross motor skills, while fine motor activities will help them use tools such as scissors with increasing control. Children will also be more independent in self-care routines, including putting on coats, using zips, and managing dressing and undressing.

Through creative, musical and exploratory learning, children will be able to express emotions through art, respond to music, and enjoy singing, including making up their own songs and playing instruments with improved control. They will explore forces, materials, life cycles, similarities and differences between people, and changes over time, as well as show care for the environment through activities such as planting.

In literacy, children will develop their phonological awareness, take part in extended conversations about stories, and begin to use their letter knowledge purposefully in early writing. Many children will be able to write their name and form recognisable letters with increasing confidence.

In maths, children will be developing their understanding of patterns, shape, space and number through practical play. They will begin to lead their own repeating patterns, choosing colours, objects or movements and explaining what comes next. Children will also start to puzzle with shape, space and measure by fitting pieces together, exploring sizes and noticing how shapes work in different ways. They will make patterns together to encourage turn-taking, talking and noticing similarities and differences. Children will also practise subitising by quickly recognising small amounts, for example confidently showing "five" without counting each object.

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.