



St Paul's C.E Primary School

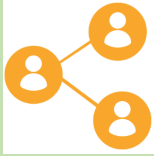
Medium Term Provision

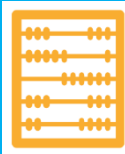
The Head (Intent), The Hands (Implementation), The Heart (The Impact)

Topic	Autumn 1 - Once Upon a Time...What Happens Next?		
<u>Possible Themes/Calendar Events</u> Settling in Welcome Service for Reception Harvest Time - Late September - October Black History Month (UK) - 1 st -31 st October Macmillan Coffee Morning National Poetry Day - 1 st October Library to visit and share books - TBA National Recycling Day (September 2026)	<u>Enrichment Activities</u> Making birthday cards for each other Planting vegetables Growth Mindset Focus Harvest Festival STEM focus Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) Librarian visit EYFS Link Governor - Mrs Burton - to visit Joining Whole School Praise	<u>Assessment / Intervention/ Transition</u> Baseline - National RBA Baseline - School (Insight) Stoke Speaks Out Baseline EYFS team meeting - pupil focus/ interventions/ referrals/ reflecting on provision and practice/ data Workshops - EYFS Curriculum, Phonics and Early Reading, Maths Phonics Intervention groups to begin SSO Intervention to begin All other interventions to be timetabled based on RBA/ school baseline <u>Phonics</u> Phonics assessment/ Review groups	<u>Parental Involvement</u> EYFS Curriculum Meeting Meet the Teacher Phonics and Reading Workshops Maths Workshops Home learning expectations Reading/homework expectations pledge for parents to sign Open Day/ Evening - prospective parents/pupils invited to look around the school

Curriculum Intention - The Head

Development Matters Best Fit Autumn 1	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
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Communication and Language 	3- 4 year olds Begin to know some rhymes, be able to talk about familiar books May start a conversation with an adult or a friend Reception Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Begin to listen carefully to rhymes and songs paying attention to how they sound Begin to engage in story times Begin to engage in non-fiction books Speaking Develop social phrases Children will begin to talk in front of small groups and their teacher offering their own ideas.	Personal, Social and Emotional Development  No Outsiders Text: You Choose Talk about the things that they like and can make their own mind up. Talk to others about what they think.	3- 4 year olds Begin to select and use activities and resources, with help when needed Begin to play with one or more other children Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Reception Self-Regulation Will recognise different emotions Will focus during short whole class activities Managing Self Begins to manage their own needs: will learn to wash their hands independently Building Relationships Will begin to see themselves as valuable individuals	Physical Development 	3-4 year olds Gross Motor Skills Will climb with little support Fine Motor Will begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) For Welly Wednesday Sessions - see short term plan Reception Gross Motor Will learn to move safely in a space. Revise the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing Fine Motor To continue to develop small motor skills - children will experience and explore threading, pouring liquids, stirring, using spray bottles, dressing/undressing dolls etc For Muddy Monday Sessions - see short term plan
		British Values E-Safety	Nursery Routines and Golden Rules to be modelled and implemented NSPCC - and as appropriate Understand not to show anyone what is in your pants (private). Reception Respect Recall aspects of respect (treating others like you would want to be treated; celebrating others' achievements). Behaviour Use the Zones of Regulation display. Share the school's Golden Rules and give examples of how to achieve them NSPCC Understand not to show anyone what is in your pants (private). E-Safety Project evolve (image and self-identity) Know that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset Give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'. Explain how this could be better to do in real life or online.		

Literacy including Phonics Pathways to Write Text Focus / 'Super 6' Reads  Pathways to Write Text: PtW: The Gingerbread Man - Mara Alperin  Super 6 Titles: The Rainbow Fish - Marcus Pfister Whatever Next - Jill Murphy The Little Red Hen- Traditional Tale The Ugly Duckling - Traditional Tale Rosie's Walk - Pat Hutchins The Scarecrow's Wedding - Julia Donaldson Enhanced: Olu's Teacher - Jamel C. Campbell and Lydia	3-4 year olds Reading Begin to understand 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 Begins to use some of their print in their early writing Reception Comprehension Children will have access to and enjoy an increasing range of books Word Reading Begin to read learned individual letters by saying the sounds for them Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences Writing Some children will begin to spell some words by identifying the sounds that they hear and then writing these sound/s with the corresponding letter/s Some children will begin to form some learned lower-case letters correctly	Mathematics  3-4 year olds See Long Term Nursery Maths Plan <table><tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td></tr><tr><td>Autumn</td><td>Numbers</td><td>Comparison</td><td>Shape, space and measures</td><td>Patterns</td><td>Counting</td><td>Counting</td><td>Subitising</td><td></td></tr><tr><td></td><td>None than, fewer than, same</td><td>Explore and build with shapes</td><td>Explore repeats</td><td>Hear and say number names</td><td>Counting</td><td>Counting</td><td>I see 1, 2, 3</td><td></td></tr></table> Reception - White Rose <table><tr><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td></tr><tr><td>Match, sort and compare</td><td>Talk about measure and patterns</td><td>Subitising</td><td>Counting, ordinality and position</td><td>Comparison</td><td>Subitising</td><td>Circles and triangles</td><td></td></tr><tr><td>WRH</td><td>Focus on counting skills.</td><td>Focus on counting skills.</td><td>Explore how numbers are made of 1s. 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(RE) Why is the word God so important to Christians?	Expressive Arts and Design  3-4 year olds I can explore art materials for large and small scale art e.g. drawing, paint, sculpture I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum I can express my ideas through play, particularly pretend play I can create closed shapes with continuous lines, and begin to use these shapes to represent objects Reception Being Imaginative Children will sing and perform nursery rhymes. Creating with Materials Children will experiment mixing with colours. Artist Focus: Wassily Kandinsky (exploring colour mixing) 
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Mba (Windows and Doors) All Are Welcome - Alexandra Penfold (Inclusivity/ Diversity) The Rhyming Rabbit - Julia Donaldson (N) Each Peach, Pear Plum - Janet and Allan Ahlberg					Learning Outcomes • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about life. • Think about the wonders of the natural world, expressing ideas and feelings. • Talk about how people think of the world and what they do to look after it. • Retell stories, talking about what they say about the world, God, human beings. • Say how and why Christians like to thank their Creator.		
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RWI Breakdown of Programme	<u>RWI Phonics</u> Nursery To work on phonological awareness skills Reception Set 1a masdtinpgockubfe - Know the first 16 sounds Green words - segmenting and blending to read Achieve these points in line with their phonics group below:- Read individual sounds (in line with those taught below RWI). Blend sounds into words, so that they can read short words made up of single sounds (in line with those below RWI). Read simple phrases and sentences made up of words with known single sounds (in line with those below RWI). Recognise some red words (common exception words) that have been introduced during literacy texts and the environment (e.g. I, the).						
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The Implementation (Teaching/ Interactions/ Enabling Environment) - The Hands

Teacher Led, Child Led and Enhanced Provision

Autumn 1 - Once Upon a Time...What Happens Next?

Super Starter	The children come into the classroom to discover small flour footprints!! Where do they lead? (Children to use ingredients and follow a simple recipe to make gingerbread men)  
Marvellous Middle	The children discover an ipad recording of a small character running around the classroom giggling: "You can't catch me, I'm the gingerbread man!" The class are given the mission to capture The Gingerbread Man (making WANTED! posters to display around the school) 
Fabulous Finish	The children receive a letter from Mr. and Mrs. Baker about their 'Design a cake competition' (Children to enter their designs, and sample the yummiest cake!) 

	Possible additional enhancement 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
Draw a large gingerbread man in chalk on the wall/floor. Use paintbrushes and water to trace the lines and make him disappear. Thread laminated gingerbread men with string/ thread buttons onto a laminated gingerbread man. Act out chasing the gingerbread man - large and small movements. Follow the gingerbread leader- run, dance, prance, whirl, twirl, wiggle, giggle etc. Use dough - gingerbread dough, cutters, buttons. Provide opportunities for gingerbread stamping - gingerbread cutters and paint. Use large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles. Bakery role play - using various sized spoons for mixing/collecting flour.	<u>Tier 2 and 3 vocabulary taken from Pathways to Write text</u> We choose to focus on approximately four of these words for Nursery and approximately ten of these words for Reception in order for the children to have a solid understanding of these. These are displayed in the classroom and we refer to these daily during our literacy sessions and as appropriate. These are displayed alongside widgets so that they are accessible for all: piping hot scurrying tumbled scampered bleated whirled toppled swirled smirked scrambled cinnamon milk churns barn haystack thistles orchard meadow lane riverbank bakery	<u>Tier 2 taken from Vocabulary Ninja</u> any new work part take get place made live where <u>RE vocabulary taken from RE Today:</u> KEY VOCABULARY •CHRISTIANS •BIBLE •GOD •PARABLE •CREATION •PRECIOUS •ADAM •JESUS •EVE •PEARL	Baking role play area Provide different enhancements around the classroom - encouraging pupils to try new activities and develop confidence. Take a trip to a bakery/local shops - link to pupils' own experiences. Bring back to the classroom by setting up bakery role play based on visit with children taking ownership of layout (link to PD). Create a 'make your own dough' area and include ginger to make gingerbread dough. Discuss how the characters feel at different points in the story and identify emotions. Share experiences of baking/cooking at home.

Literacy Development	Mathematics Development	Understanding of the World	Expressive Arts and Design		
See Pathways to Write planning for further reading, mark making and writing opportunities	Count out buttons to put on a gingerbread man - use a dice to give the amount. Measure the length of different sized gingerbread men- then order Bakery role play - using various sized tubs/containers Numicon printed patterns on gingerbread men templates. Numerals on gingerbread men. Positional language e.g. in the oven, on his nose, under pans. Sequencing events - first, then, after Subitising buttons on different gingerbread men- "Don't count, say the amount" (Mastering Number) Repeating patterns with gingerbread men buttons <u>Maths Vocabulary for this half term:</u> <table><tr><td><u>Nursery:</u> Number Pattern Compare Subitise Shape</td><td><u>Reception:</u> Number Pattern Compare Subitise Shape Fewer/ less More / greater Numerosity / Cardinality</td></tr></table>	<u>Nursery:</u> Number Pattern Compare Subitise Shape	<u>Reception:</u> Number Pattern Compare Subitise Shape Fewer/ less More / greater Numerosity / Cardinality	Investigate what happens to gingerbread if left in water. Share experiences of baking at home. Trip to a bakery/local shops or invite a baker in and ask questions. Draw a map of the route you take to the bakery/shop/ school Draw a map of the route taken by the gingerbread man and animals in the story. Bake own gingerbread men and decorate - link to brushing teeth/ healthy eating.	Transient art gingerbread men - having a gingerbread man template and various art materials to place on top. Create a boat/bridge for the gingerbread man to use to get across the river (link to PD by using large blocks). Provide story stones. Baker's role play area. Use PuppetPals app to retell the story. Use Chatterkids app for pupils to take images of the gingerbread man and record what he might say.
<u>Nursery:</u> Number Pattern Compare Subitise Shape	<u>Reception:</u> Number Pattern Compare Subitise Shape Fewer/ less More / greater Numerosity / Cardinality				
In the Moment Planning...ongoing					
Child/ren's Observation/ Foci/ Enagement:		Next Steps			
See class copy of observations/ outcomes		See class copy of observations/ outcomes			

Characteristics of Effective Learning

<u>Characteristics of Effective Learning</u>	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 know some rhymes and start to converse with familiar peers and adults. They will access resources and toys with some support and express their feelings. They will start to show confidence when climbing and will begin to pour their own drinks at snack time. They will develop an interest in books and be able to mark make to show print. They will start to use their number language in play, be confident to stack shapes and blocks, they will also start to recognise some patterns in their play. They will start to form self-identify and note differences/similarities in others. They will enjoy exploring materials and share their ideas through imaginative play.

At the end of this half term, Reception children will begin to develop relationships with their peers and teachers, they will start to listen attentively and will start to become confident speakers particularly to their peers and the adults in their setting, and they may start to contribute to discussions in small groups. They will have developed a keen interest in stories and books, they will have been exposed to various traditional tales and be able to retell these sometimes confidently. They will be able to move around the environment safely and sometimes in sufficient space. They will begin to hold tools to allow them to mark-make or scribe letters. They will be able to make labels for objects in their environment by mark making or by applying their sound knowledge to sound out. Children will start to have to deeper understanding of numbers to 3 and be able to apply this in their learning within their provision. They will know some nursery rhymes and songs and be able to recite these. They will also be curious to experiment with colours and materials.