



**Pondhu**  
Primary School

# Provision Plan

Week: Autumn 2, Weeks 13-15

Topic: Winter and Christmas

Key: Outdoor learning opportunities

Ideas from initial discussion with children	Christmas tree Make snowflakes Make snowman (from play dough – Logan) Decorate classroom with snowflakes, baubles on the tree Christmas writing – writing list of toys we would like Christmas presents Christmas biscuits Father Christmas			
Area of Learning	Development Matters	Provision	Positive Relationships <i>What adults could do</i> <b>Prompts</b>	Enabling Environments <i>What adults could provide</i>
<b>PSED</b> Making Relationships				
<b>PSED</b> Self-confidence and self-awareness	Confident to speak to others about their own needs, wants, interests and opinions. <b>...They are confident to speak in a familiar group, will talk about their ideas...</b>	<b>Discussion about Christmas – do all people celebrate? Is that ok? How do you celebrate? Is that the same/different as others? (link to UW – PC).</b>	Provide regular opportunities for children to talk to their small group about something they are interested in or have done. <b>See UW – PC.</b>	
<b>PSED</b> Managing feelings and behaviour				
<b>CL</b> Listening and attention				
<b>CL</b> Understanding				
<b>CL</b> Speaking	<b>...They develop their own narratives and explanations by connecting ideas and events.</b>	<b>Re-enact The Christmas Story (link to L – R and EAD – BI).</b>	Encourage children to predict possible endings to stories and events. Encourage children to develop narratives in their play, using words such as: first, next, last. Value children’s contributions	

			and use them to inform and shape the direction of discussions.	
<b>PD</b> Moving and handling	<p><b>Uses simple tools to effect changes to materials.</b></p> <p><b>Handles tools, objects, construction and malleable materials safely and with increasing control.</b></p> <p><b>Shows a preference for a dominant hand.</b></p> <p><b>Begins to use anticlockwise movement and retrace vertical lines.</b></p>	<p><b>Handwriting patterns on baubles.</b></p> <p><b>Making paper chains/lanterns/snowflakes – focus on good cutting skills.</b></p>	<p>Teach children the skills they need to equipment safely, e.g. cutting with scissors.</p> <p>Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p><i>I can see that I have to follow a zig zag pattern on this bauble. I remember that I need to hold my pencil like this. I'm going to try and follow the line very carefully... Can you show me how you can follow the lines on your bauble carefully?</i></p> <p><i>To be able to cut safely and well, I need to hold my scissors like this. I need to move my finger and thumb up and down, like this...</i></p>	Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice them.
<b>PD</b> Health and self-care	<p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p><b>Shows some understanding that good practices with regard to eating...can contribute to good health.</b></p> <p><b>Children know the importance for good health of a healthy diet, and talk about ways to keep healthy...</b></p>	Making/icing Christmas biscuits and sweets.	<p><i>If I decided to eat all of these biscuits, what would happen? Why is it important that we eat 'healthy' food as well as biscuits like these? What does 'healthy' mean? Can you think of any healthy foods that you like to eat?</i></p>	
<b>L</b> Reading	<p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p><b>Read and act out The Christmas Story (Link to CL – S and EAD – BI).</b></p> <p><b>Sequence The Christmas Story.</b></p> <p><b>Other Christmas texts.</b></p>	<p>Encourage children to recall words they see frequently.</p> <p>Model oral blending of sounds to make words...</p> <p>Model to children how simple words can be segmented into sounds and blended together to make words.</p>	<p>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Provide story boards and props which support children to talk about a story's characters and</p>

				<p>sequence of events. Demonstrate using phonics as the prime approach to decode words while children can see the text.</p> <p>Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.</p> <p>Provide some simple texts which children can decode to give them confidence and to practice their developing skills.</p>
<p><b>L</b> Writing</p>	<p>Gives meaning to marks as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds...</b></p>	<p>Invitations to Café.</p> <p>Letters to Santa/Lists.</p> <p>Write inside Christmas Cards.</p>	<p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>Demonstrate writing so that children can see spelling in action.</p> <p>Demonstrate how to segment the sounds in simple words and how the sounds are represented by letters.</p> <p>Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</p>	<p>Provide a range of opportunities to write for different purposes about things that interest children.</p>
<p><b>M</b> Numbers</p>	<p>Recognises numerals 1 to 5.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p>	<p>Postman delivering Cards to front doors – counting stamps and matching to door numbers.</p> <p>Father Christmas and his present sacks.</p>	<p>Show interest in how children solve problems and value their different solutions.</p>	<p>Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects, Encourage children to</p>

	Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.			count the things they see and talk about and use numbers beyond ten.
<b>M</b> Shape, space and measure	Uses familiar objects and common shapes to create and recreate patterns... Beginning to use everyday language related to money. <b>...They recognise, create and describe patterns...</b>	Table cloth repeating patterns.  Christmas shop – buying items with coins.		Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment...
<b>UW</b> People and communities	Enjoys joining in with family customs and routines. <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b>	Discussion about Christmas celebrations (link to PSED – SC&SA).	Encourage children to share their feelings and talk about why they respond to experience in particular ways. Help children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and fiats, and those of others in their community, by sharing and celebrating a range of practices and special events.	Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.
<b>UW</b> The world			<i>Do all people celebrate Christmas? Is that ok? How do you celebrate? Is that the same/different as others?</i>	
<b>UW</b> Technology				
<b>EAD</b> Exploring and using media and materials	Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects tools and techniques they need to	Christmas snowman hoop for hall (5 <sup>th</sup> December).  Handprint Christmas wreaths/tree.  Christmas Calendars.	Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.	Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with

	<p>shape, assemble and join materials they are using.  <b>Children sing songs...They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p><b>Christmas Cards.</b>  <b>Table decorations for Christmas Café – clay snowman?</b>          Clay Christmas tree decorations.  <b>Learn songs for Christmas Café.</b></p>	<p><i>We can't paint the clay yet because it's still wet and soft. What do we need to wait for?</i></p>	<p>opportunities to use their skills and explore concepts and ideas through their representations.</p>
<p><b>EAD</b>          Being Imaginative</p>	<p>Create simple representations of events, people and objects.          Introduces a storyline or narrative into their play.          Play alongside other children who are engaged in the same theme.          Play co-operatively as part of a group to develop and act out a narrative.  <b>...They represent their own ideas, thoughts and feelings through role-play and stories.</b></p>	<p><b>Re-enact the Christmas story (Link to CL – S and L – R).</b></p>	<p>Help children to gain confidence in their own way of representing ideas.          Be aware of the link between imaginative play and children's ability to handle narrative.          Introduce descriptive language to support children.  <i>I remember that in the Christmas story, the Three Wise Men brought gifts for Jesus. I'm going to be a Wise Man and pretend that this is a gift...What happened at the end of the story/after that?</i>    <i>I'm going to be an elf in Santa's workshop! What kind of jobs do you think the elves have to do? Let's pretend we are doing that...</i></p>	<p>Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story.          Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.          Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</p>