



St Stephen Churchtown Academy
Medium Term Overview September 2024



Term: Autumn 1

Topic: All About Me

Class: Nursery Polzeath

	Week 1 WB 09/09	Week 2 WB 16/09	Week 3 WB 23/09	Week 4 WB 30/09	Week 5 WB 07/10	Week 6 WB 14/10	Week 7 WB 21/10
Focus	Ourselves	My Family	My Pets	My Home	My feelings	What am I good at	Autumn
Oracy To look at someone who is speaking to them.	I will...	I will...	I will go to...	I will go to...	To be a/an...	To be a/an...	Because...
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake						
Personal, Social and Emotional Development	SCARF: Marvellous Me Class rules, behaviour, expectations.		SCARF: I'm Special Class rules, behaviour, expectations. "Always remember that you are absolutely unique. Just like everyone else." -Margaret Mead		SCARF: People who are special to me. Class rules, behaviour, expectations.		
	3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices						
Communication and Language	Focus Rhyme: Head, Shoulders, Knees and Toes If you're happy and you know it						

	Topic Focus Story: Elmer						
	Focus Story: Elmer	Focus Story: Spot Loves Nursery	Focus Story: Dear Zoo	Focus Story: The Three Little Pigs	Focus Story: The Little Red Hen	Focus Story: Incredible Me	Focus story: Mama's sleeping scarf
	<p>3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.</p>						
Physical Development Gross Motor Skills	Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	Cosmic Kids Yoga: Family Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	Cosmic Kids Yoga: Senses Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	Cosmic Kids Yoga: Our differences Practice basic physical skills such as, skipping, hopping, running and jumping Squiggle while you Wiggle	
Physical Development Fine Motor Skills	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Large scale construction to support muscles in hands e.g. duplo and mobilo Playdough Disco Daily name writing</p>						
<p>3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.</p>							

Literacy	<p>Sensory name writing Daily phonics teaching High quality texts Half termly name writing assessment See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics Daily Story Time Our focus story Book Vote Early Years Library visits</p>							
	<p>3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.</p>							
	<p>Number Rhyme Focus: Two little dicky birds</p>							
Mathematics	Colours Red, Blue, Yellow Identifying and collecting objects based on colours.	Colours Green, Purple Identifying and collecting objects based on colours.	Matching Making comparisons of objects related to size.	Matching Making comparisons of objects related to size. Vocabulary of size.		Sorting Size, colour and shape Explore collections of materials with similar/different properties	Sorting Size, colour and shape Explore collections of materials with similar/different properties	
	<p>3-4: I can talk about and identify the patterns around me, for example, stripes on clothes, designs on rugs and wallpaper; I can use informal language like 'pointy', 'spotty', 'blobs', etc; I can extend and create ABAB patterns (stick, leaf, stick, leaf); I can notice and correct an error in a repeating pattern; I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>							
Understanding the World	<p>All about me We will be talking about ourselves, our family and special times.</p> <p>What do our parents do for jobs? What do we want to be when we grow up?</p> <p>R.E focus discussion: Myself</p>	<p>St Stephen: Our Home. Looking at our local area</p> <p>We will be looking at our local environment and talking about where we live / places we like to visit. (Local)</p> <p>R.E focus discussion: Myself</p>	<p>Where in the world do we live?</p> <p>We will be looking at maps to discuss where we live. (Local) Have we been to any other countries? (National / Global)</p> <p>R.E focus discussion: Myself</p>					
	<p>3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own lifestory and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and</p>							

	<p>an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos</p>						
<p>Expressive Arts and Design</p>	<p>Self-portraits drawing.</p> <p>Singing: If you're happy and you know it.</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Circle Song</p>	<p>Creating hand prints to represent our family.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p>	<p>Creating pets using colours / paint.</p> <p>Singing: Head, shoulders, knees and toes.</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p>	<p>Creating houses. Den building.</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p>	<p>Transient Art with buttons, pipe cleaners, stones.</p> <p>Singing: Okey, Cokey</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p>	<p>Drawing around our bodies and naming body parts.</p> <p>Music lessons planned through Charanga-play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p>	
	<p>3-4: I can play instruments with increasing control to express my feelings and ideas</p>						