



## St Stephen Churchtown Academy

### Medium Term Overview 2023 - 2024



**Term:** Spring 2

**Topic:** Amazing Animals

**Class:** Nursery Polzeath

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Jungle animals	Caterpillar / Butterfly	Tadpoles / Frogs	Zoo animals	Farm animals	Baby animals / Easter
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: Looking after myself  I can talk about how healthy food and keeping clean can help our bodies I can name some healthy foods I can try new experiences		SCARF: Looking after others  I can name some activities that I do to help out at home I can talk about how I can look after other members of my family I can talk about how I can look after my friends		SCARF: Looking after my environment  I can show care and responsibility for my home and learning environments I can talk about what is special within the natural world I can name some ways I can help in the world	
	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 Story: Monkey Puzzle	Focus Story: The Very Hungry Caterpillar	Focus Story: The Teeny Weeny Tadpole	Focus Story: One Night in the Zoo	Focus Story: What the Ladybird Heard	Focus Story: We're going on an Egg Hunt
	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.					
Physical Development	Cosmic Kids Yoga: Jungle Safari	Practice basic physical skills such as, skipping,	Cosmic Kids Yoga: Jungle Safari	Practice basic physical skills such as,	Cosmic Kids Yoga: On the Farm	Practice basic

<b>Gross Motor Skills</b>	Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	skipping, hopping, running and jumping.  Balance bikes Parachute  Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle
<b>Physical Development</b>  <b>Fine Motor Skills</b>	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 mobile, Daily name writing  <b>3-4:</b> 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.					
<b>Literacy</b>	Sensory name writing, Daily phonics teaching ( See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics) , High quality texts, Half termly name writing assessment, Daily Story Time, Our focus story, Early Years Library visits  <b>3-4:</b> I can 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, I can engage in extended conversations about stories, I can write some letters accurately. I can engage in extended conversations about stories, I can use some print and letter knowledge in my writing. For example: writing a pretend shopping list, I can write some or all of my name.					
<b>Mathematics</b>	<b>Maths Progression:</b> Experience and explore numbers (nominal, cardinal and ordinal) in the environment, Notice, recognise and write numbers, Use 1:1 correspondence when counting, Explore, compare and use language in relation to shapes, Forming quantities in different ways (composition), make comparisons between objects					
	Number of the Week 5  Shape of the Week Pentagon	Number of the Week 5 (composition)  Shape of the Week Pentagon	Consolidation (Numbers 1-5)	Number of the Week 6  Shape of the Week Hexagon	Height and Length  Tall or short Long or short	Mass  Balancing scales Heavier or lighter
	<b>3-4:</b> I can recite numbers past 5, know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'), Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5, Make comparisons between objects relating to size, length, weight and capacity.					
<b>Understanding the World</b>	Special times: Shrove Tuesday Observe daily weather. <b>Our school grounds in St Stephen.</b>		Special times: Mother's Day Observe daily weather. Exploring how things work. <b>Our school grounds – school pond.</b>		Special times: Easter Observe daily weather. Begin to make sense of their own life-story and family history.	

	Our pets and favourite animals. R.E focus discussion: My senses Computing: Interactive Whiteboard		R.E focus discussion: My senses Exploring habitats Computing: Interactive Whiteboard		Where do animals live around the world? R.E focus discussion: My senses Computing: Interactive Whiteboard	
	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 life story 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 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					
Expressive Arts and Design	Mixing red and yellow and blue to make brown. Painting monkeys. Decorating parrots using feathers and materials.  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  Nursery rhymes.	Butterfly painting using Symmetry  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  Nursery rhymes.	Mixing blue and yellow to make green. Painting frogs.  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  Nursery rhymes.	Mixing black and white to make grey. Painting elephants  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  Nursery rhymes.	Painting ladybirds. Adding spots to Ladybirds. .  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  Nursery rhymes.	Easter crafts – cards, eggs.  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  Nursery rhymes.
	3-4: I can play instruments with increasing control to express my feelings and ideas					