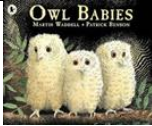






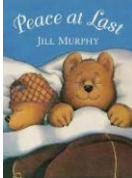


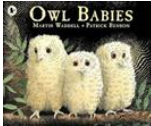

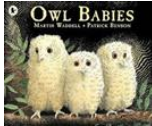





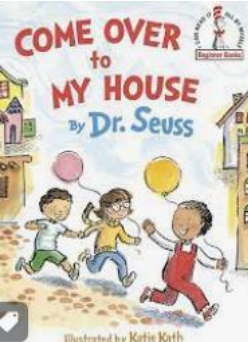

Medium Term Overview

Term: Autumn 2 2023/2024



What can you see at night

Class: Polkerris / Crooklets

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Interaction	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk about family routines and special occasions	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk about family	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk about family routines and special occasions	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk about family routines	  Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.

	<p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>routines and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>about family routines and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>
<p>Personal, Social and Emotional Development</p>	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p> <p>I'm special, you're special Jig saw faces Fruity faces Likes and dislikes</p>	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p> <p>Harold Shares his Scarf</p>  <p>SCARF</p>	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p> <p>Same and different families</p> 	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p> <p>Same and different homes</p> 	<p>Valuing Differences Recognise similarities and differences between themselves and others</p> <p>I am caring.</p> <p>Harold Shares his Scarf</p>  <p>SCARF</p>	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p> <p>I am a friend.</p> 	<p>Valuing Differences Recognise similarities and differences between themselves and others.</p>






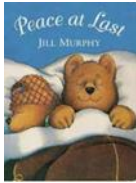



		<p>Same and different</p> <p>key questions, focusing on ways in which we are the same as each other and the ways in which we are different:</p> <p>What things are the same about us? (e.g. how we look, things we like to do). What things are different about us? (e.g. how we look, things we like to do). What's good about not all being the same?</p>					
<p>Communication and Language</p>	<p>Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce Owl Babies</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce The FunnyBones</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce Awesome Night Sky</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce Peace at Last</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce The Light in the Night</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce The Nativity</p>	<p>Daily routine songs Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Introduce</p>

	 <p>Winnie the Witch</p>  <p>Circle time and COOL time New Vocab from Key text talking about animal habits and habitats.</p>	 <p>Circle time and COOL time from Key text talking about animal habits and habitats</p>	 <p>Circle time and COOL time</p> <p>New Vocab talking about the night sky, what is the different between day and night.</p>	 <p>Circle time and COOL time</p> <p>Why do we need sleep? Is sleep important?</p>	 <p>Circle time and COOL time New Vocab</p>	 <p>Circle time and COOL time New Vocab</p>	 <p>Circle time and COOL time New Vocab</p>
<p>Physical Development</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is to understand why it is important to take turns when playing a game.</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is to understand why we need to keep the score during a game.</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is to understand why we need to follow the rules during a game.</p> <p>Pupils will understand why games have rules and understand the consequences</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is explore different ways of avoiding a defender.</p> <p>Pupils will explore simple principles (evasive skills) to avoid being tagged.</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.</p> <p>Pupils will explore simple principles to prevent the attackers from scoring.</p>	<p>Attack Verses defence Games for Understanding</p> <p>The focus of the learning is to bring together the suggested sequence of learning into mini games.</p> <p>Pupils will apply their understanding of attacking (fish) and defending (sharks),</p>	<p>Attack Verses defence Games for Understanding</p>

			if the rules of the game are not followed.	Pupils will start to understand what the consequences are if they are tagged in a game.	Pupils will start to understand what the consequences are if they do not tag an attacker in a game.	applying it into a competitive game.	
Fine Motor Skills	Rolling and flattening dough, / undressing and dressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats. Accurate letter and number formation, Accurate use of cutlery at lunchtimes / independent cutting of food						
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles	Understand that : We read from left to right and top to bottom Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children. Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home.	Understand that : We read from left to right and top to bottom Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	Understand the names of different parts of a book. When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb. Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch	Understand that : We read from left to right and top to bottom Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home.	Understand that: Print has meaning. Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home.

			We Thinkers story once per week.		Poem a day and story before going home. We Thinkers story once per week.	We Thinkers story once per week.	We Thinkers story once per week.
Literacy Phonics	<p>Week 1 ff ll ss j Tricky words - put* pull* full* as</p> <p>GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Week 2 v w x y Tricky words - and has his her GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Tricky words - go no to into GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Week 4 sh th ng nk Tricky words -she push* he of GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words - we me be GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Re-Cap / Assessment GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Re-Cap / catch up gaps in learning.</p>
Literacy Writing	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW) Daily letter formation Finger fit CVC words</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW) Daily letter formation</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW) Daily letter formation</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW) Daily letter formation</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW) Daily letter formation</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW)</p>	<p>Shopping lists, exercise workout routine, drawing and labelling people (links to UTW)</p>

	4 x per week	Finger fit CVC words 4 x per week Name writing assessment	Finger fit CVC words 4 x per week	Finger fit CVC words 4 x per week Name writing assessment	Finger fit CVC words 4 x per week	Daily letter formation Finger fit CVC words 4 x per week Name writing assessment	Daily letter formation Finger fit CVC words 4 x per week
Maths	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides
Understanding the World	Circle time and COOL time Science Types of animals / Animal habitats Still life animal drawing and painting RE Why is Christmas Special to Christians? Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.	Circle time and COOL time Science Comparing Animals and their similarities and differences Measuring heights creating animals using EE resources RE Why is Christmas Special to Christians? Pupils will build upon previous understanding	Circle time and COOL time Science What animals need to be healthy RE Why is Christmas Special to Christians? Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.	Circle time and COOL time Geography Make simple maps of the school Look at maps of the world and look at other countries History Changes in transport over time RE Why is Christmas Special to Christians? Pupils will build upon previous understanding of	Circle time and COOL time Geography Look at maps of the world and look at other countries History People who help us past and present are the clothes the same or different RE Why is Christmas Special to Christians? Pupils will build upon previous understanding of local concepts	Circle time and COOL time Geography Look at maps of the world and look at other countries Share anywhere children have visited or are visiting on holiday – parents can share on Tapestry RE Why is Christmas Special to Christians?	Circle time and COOL time RE Why is Christmas Special to Christians? Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons

	<p>Week 1 - Make links between their own birthday and the celebration of the birth of Jesus.</p>	<p>of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.</p> <p>Week 2 - Show some understanding of the past through events encountered in books read in class.</p>	<p>Week 3 - Connect why we give gifts at Christmas with the story of the birth of Jesus.</p>	<p>local concepts and develop an understanding of religious celebrations, making comparisons to other religions.</p> <p>Week 4 - Why do Christians sing carols at Christmas?</p>	<p>and develop an understanding of religious celebrations, making comparisons to other religions.</p> <p>Week 5 - Understand what happens at a Christian festival (Christmas).</p>	<p>Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.</p> <p>Week 6 - Retell religious stories making connections with personal experiences.</p>	<p>to other religions</p> <p>Week 7 - Say what makes their family and friends special to them.</p>
<p>Expressive Arts and Design</p>	<p>What can you see at night? Night time creative designs – stars, fireworks, animals,</p>   <p>Pegs, pom, poms and white paint create Owls- Fine</p>	<p>What can you see at night? Night time creative designs – stars, fireworks, animals,</p>  	<p>What can you see at night? Night time creative designs – stars, fireworks, animals,</p>  <p>Weaving and cutting – children to create woven duvets over the teddy</p>	<p>What can you see at night? Night time creative designs – stars, fireworks, animals,</p>  <p>Bonfire Pictures and rockets Fine motor control and following instruction</p>	<p>What can you see at night? Night time creative designs – stars, fireworks, animals,</p>  <p>,Create own constellation s and label.</p>	<p>What can you see at night? Night time creative designs – stars,</p> <p>Christmas Activities Cards, Decorations</p> 	<p>Christmas Activities Cards, Decorations</p> 

motor control and following instruction

Creating Owls using different textures. Cutting independently



Cotton bud skeletons building upon cutting skill, linking to naming body parts

