



# St Stephen Churchtown Academy


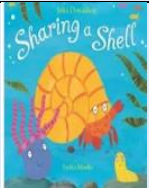
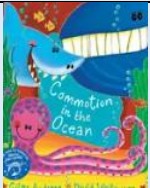
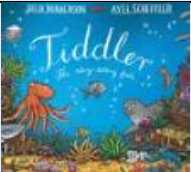
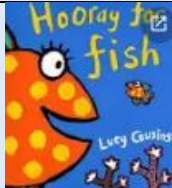
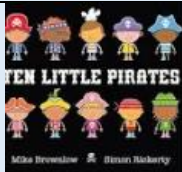
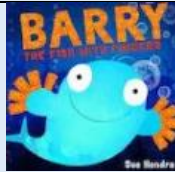
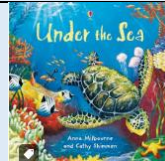
## Medium Term Overview 2024 - 2025



**Term:** Summer 2

**Topic:** At the Seaside

**Class:** Nursery Polzeath

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Focus</b>	Fish	Sea life	Beaches and Oceans	Sea creatures	Under the sea	Pirates and Mermaids	Sea life	Beach safety / pollution
<b>Text</b>								
<b>Key Vocab</b>	Shimmering, Disappeared, Whizzed, Scales	Anemone, Blob, Roaming, Rock pool	Commotion, Fierce, Greet, Massive	Shipwreck, Dawdling, Glimmering, Escape	Stripy, Grumpy, Curly, Spotty	Cannon, Albatross, Bobbing, Splutter	Seabed, Sulked, Squashed, Ordinary	Shores, Bustle, Booming, Eager
<b>Resources</b>	Fish into water tray.	Shells into water area	Water plants added to water tray	Sea creatures added to water	Stripped and spotty fish added to water	Treasure coins added into sand area	Resources to create own fish with fingers	Water plants and sea creatures
<b>Characteristics of Effective Learning</b>	<b>Lenny Lion's Learning Zoo:</b> Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake							
<b>Personal, Social and Emotional Development</b>	SCARF: Growing and Changing in Nature  I can describe seasonal changes, use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot and describe the life cycle of an animal		SCARF: When I Was a Baby  I can talk about how babies change as they grow, explain what babies need and how this changes as they grow and share my own experiences/listen to those of the others		SCARF: Girls, Boys and Families  I can talk about the similarities and differences between males and females, begin to play inclusively with friends, regardless of their sex and think differently and more openly about what a family may look like.		SCARF: Including everyone  I can talk about similarities and differences between people. I can celebrate others and include them.	

**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: Rainbow fish	Focus Story: Sharing a Shell	Focus Story: Commotion in the Ocean	Focus Story: Tiddler	Focus Story: Hooray for Fish	Focus Story: 10 Little Pirates	Focus Story: Barry the fish with Fingers	Focus Story: Under the Sea
	<b>3-4:</b> 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  Gross Motor Skills	Cosmic Kids Yoga: Squish the Fish  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness  Sports day Practice, egg and spoon,	Cosmic Kids Yoga: Norris the baby seahorse Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness	Cosmic Kids Yoga: Under the sea  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	Cosmic Kids Yoga: Underwater party  Practice basic physical skills such as, skipping, hopping, running and jumping.  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness	Cosmic Kids Yoga: Calypso the flamingo  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness  Garden obstacle course, moving around in different ways, hopping, crawling, jumping.	Cosmic Kids Yoga: Sea creatures  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness  Building with blocks, crates and tyres in outdoor areas.  Creating outdoor games on the concrete using chalks,	Cosmic Kids Yoga: Under the sea  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle	Cosmic Kids Yoga: Calypso the flamingo  Practice basic physical skills such as, skipping, hopping, running and jumping  Balance bikes Parachute  Squiggle while you Wiggle  5-a-Day Fitness



Mathematics								
	Consolidation:  More and Fewer Positional Language Sequencing  Review: Numbers 1-6 Shapes: Circles, Rectangles, Triangles, Squares, Pentagons and Hexagons  Nursery Rhyme: Incy Wincy Spider	Number Composition:  Composition of 3, 4 and 5  Review: Numbers 1-6 Shapes: Circles, Rectangles, Triangles, Squares, Pentagons and Hexagons  Nursery Rhyme: One Big Hippo	What Comes After?  One more – what number comes next?  Review: Numbers 1-6 Shapes: Circles, Rectangles, Triangles, Squares, Pentagons, Hexagons.  Nursery Rhyme: Hop Little Bunnies	What Comes Before?  One less – what number comes before?  Review: Numbers 1-6 Shapes: Circles, Rectangles, Triangles, Squares, Pentagons, Hexagons.  Nursery Rhyme: 5 Little Monkey's	Numbers to 5  Numbers to 5  Recognising numbers to 5 in different form, digit, numicon, objects, finger representation  Nursery Rhyme: 5 Little Apples	Summer Consolidation  Composition More or Fewer Shape Patterns One More Review: Numbers 1-6 Shapes: Circles, Rectangles, Triangles, Squares, Pentagons and Hexagons Nursery Rhyme: 5 little men in a flying saucer	Summer Consolidation  Numbers to 5  Sequencing  3D Shapes  Nursery Rhyme: 5 Currant buns	Summer Consolidation  Positional language  More and Fewer  Composition of 3,4,5  Nursery Rhyme: 2 Little Birdies
	<b>3-4:</b> I can compare quantities using language ‘more than’ ‘fewer than’, Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round, Understand position through words alone with no pointing, Describe a familiar route, Discuss routes and locations, using words like in front of and behind, Make comparisons between objects relating to size, length, weight and capacity, Select shapes appropriately (flat surfaces for building, a triangular prism for a roof), Combine shapes to make new ones, Talk about and identify the patterns around them. For example, stripes on clothes, Use informal language like ‘pointy’, ‘spotty’, and ‘blobs’, Begin to describe a sequence of events, real or fictional, using words such as first, then.							
Understanding the World	Special times: Father's Day Science Focus: (Seasonal Changes, Animals and their Habitats, Living Things, Plants) Observe daily weather. Understand the key features of the life cycle of a plant and an animal.	Science Focus: (Seasonal Changes, Animals and their Habitats, Living Things, Plants) Observe daily weather. Plant seeds and care for growing plants.  Beaches in UK. Sealife found in the UK	Science Focus: (Seasonal Changes, Plants) Observe daily weather. Grow our own Vegetables.  Beaches around the world. Similarities and difference linked to weather and seasons.  R.E focus discussion: Belonging	Science Focus: (Seasonal Changes, Plants, Flowers.)  Observe the daily weather.  Walks around school grounds, to talk about and discuss weather.				
					Share photos uploaded on			

	Begin to understand the need to respect and care for the natural environment and all living things. Observing weather, plants and flowers.		R.E focus discussion: Belonging		Computing: Interactive Whiteboard			
	Our local beaches in Cornwall. Discuss beaches we have visited and our favourite things to do on a beach.		Computing: Interactive Whiteboard, iPads					
	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	Suncatcher	Sea Creature	Jelly fish craft	Using different	Mixing colours to	Mixing colours to	Transient Art,	Experimenting
	Rainbow fish	craft using		materials for	create mermaids /	create mermaids /	Art,	with mixing
	Father's Day	craft using		fish, different	pirates.	pirates.	Various craft	colours to
	cards	different		patterns.	Creating maps	Creating maps	materials to	create own
		materials.					create own	sea creature.
	Music		Music				sea creature	
	lessons	Music	lessons				using book to	Music
	planned	lessons	planned				observe sea	lessons
	through	planned	through				creatures	planned
	Charanga-	through	Charanga-				and sea life.	through
	play	Charanga-	play					Charanga-
	instruments	play	instruments					play
	with	instruments	with					instruments
		with						with

<p>increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>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>increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery Rhymes</p>
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**3-4:** I can explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.