

St Stephen Churchtown Academy

Medium Term Overview September 2025



<u>Term:</u> Autumn 1 <u>Topic</u>: All About Me <u>Class</u>: Nursery Polzeath

	Week 1 WB 08/09	Week 2 WB 15/09	Week 3 WB 22/09	Week 4 WB 29/09	Week 5 WB 06/10	Week 6 WB 13/10	Week 7 WB 20/10		
Focus	Ourselves	My Family	My Pets	My Home	My feelings	What am I good at	Autumn		
Text	Elmer	Mama's Sleeping Scarf	Dear Zoo Dear Zoo Rod Compbell	The Three Little Pigs The Three Little Pigs	What makes me a me	Incredible Me	Tree		
Key Vocab	Herd, Patchwork, Recognised, Burst	Trace, Silky, Smoothie, Soft	Fierce, grumpy, fragile, heavy	Teeny-tiny, afraid, excitedly, bellowed	Slimy, shiny, brave, volcano.	Singular, marvellous, oyster, divine	Bear clubs, scamper, abloom, shimmering.		
Resources	Elephants in small world area.	Scarves in role play area.	Zoo animals in small world area.	Various materials to create own houses, block area.	Mirrors at mark making area.	Photos of own self.	Autumn leaves, conkers and sticks collected from Autumn Walk.		
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.		SCARF: Recognise that there are differences and similarities between themselves		

	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														
	Focus Story: Elmer	Focus Story: Mama's Sleeping Scarf	Focus Story: Dear Zoo	Focus Story: The Three Little Pigs	Focus Story: What makes me a me	Focus Story: Incredible Me	Focus story: Tree								
Communication and Language	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 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	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	Cosmic kids yoga: Autumn Autumn walks Practice basic physical skills, climbing, hopping, skipping. Squiggle while you wiggle.								
Physical Development Fine Motor	you Wiggle 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														
Skills			Playdo	ugh Disco			Playdough Disco Daily name writing								

	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.								
	Sensory name writing								
	Daily phonics teaching High quality texts Half termly name writing assessment								
Literacy	See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics Daily Story Time Our focus story								
	3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some Letters accurately.								
Mathematics	Colours Red, Blue, Yellow Identifying and collecting objects based on colours. Song: 1,2,3,4,5 Once I caught a fish alive	Colours Green, Purple Identifying and collecting objects based on colours. Song: One potato	Matching Making comparisons of objects related to size. Song: 5 Little Ducks	Matching Making comparisons of objects related to size. Vocabulary of size. Song: 5 Fat sausages	Sorting Size, colour and shape Explore collections of materials with similar/different properties Song: 5 Currant buns	Sorting Size, colour and shape Explore collections of materials with similar/different properties Song: 5 Little Speckled Frogs	Consolidation: Colours, matching and sorting. Song: One big hippo balancing.		
	3-4: I can talk about and identify the patterns around me, for example, stripes on clothes, designs on r rugs and wallpaper; I can use informa 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'								

Understanding the World	properties; I can talk about what I se show interest in different occupation features of the life cycle of a plant ar and all living things; I can explore and notice; I am continuing to develop a		e, using a wide vocabulary; I am begirns; I can explore how things work; I cand an animal; I am beginning to under talk about different forces I can feel; I		Where in the world do we live? We will be looking at maps to discuss where we live. (Local) Have we been to any other countries? (National / Global) R.E focus discussion: Myself can explore collections of materials with nning to make sense of my own lifestory plant seeds and care for growing plant stand the need to respect and care for can talk about the differences between between people; I know that there are ave experienced or seen in photos		and family history; I can ts; I understand the key the natural environment n materials and changes I
Expressive Arts and Design	Self-portraits drawing. Singing: If you're happy and you know it. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know. Circle Song	Creating hand prints to represent our family. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song	Creating pets using colours / paint. Singing: Head, shoulders, knees and toes. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know. own songs, or improvise a song	Creating houses. Den building. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know.	Transient Art with buttons, pipe cleaners, stones. Singing: Okey, Cokey Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know.	Drawing around our bodies and naming body parts. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know.	Using leaves, sticks and conkers collected, to create own autumnal pictures. Music: Play instruments with increasing control to express their feelings, ideas, create their own songs, or improvise a song around one they know. Use musical instruments to play loud and quiet sounds.

	around one they know.	around one they know				
	3-4: I can pla	y instruments with	increasing control to	express my feelings	and ideas	