



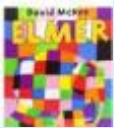





St Stephen Churchtown Academy
Medium Term Overview September 2025



Term: Autumn 1

Topic: All About Me

Class: 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 	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

	<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</p> <p>Daily phonics teaching</p> <p>High quality texts</p> <p>Half termly name writing assessment</p> <p>See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics</p> <p>Daily Story Time</p> <p>Our focus story</p>						
	<p>3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some Letters accurately.</p>						
Mathematics	<p>Colours</p> <p>Red, Blue, Yellow</p> <p>Identifying and collecting objects based on colours.</p> <p>Song: 1,2,3,4,5 Once I caught a fish alive</p>	<p>Colours</p> <p>Green, Purple</p> <p>Identifying and collecting objects based on colours.</p> <p>Song: One potato</p>	<p>Matching</p> <p>Making comparisons of objects related to size.</p> <p>Song: 5 Little Ducks</p>	<p>Matching</p> <p>Making comparisons of objects related to size. Vocabulary of size.</p> <p>Song: 5 Fat sausages</p>	<p>Sorting</p> <p>Size, colour and shape</p> <p>Explore collections of materials with similar/different properties</p> <p>Song: 5 Currant buns</p>	<p>Sorting</p> <p>Size, colour and shape</p> <p>Explore collections of materials with similar/different properties</p> <p>Song: 5 Little Speckled Frogs</p>	<p>Consolidation:</p> <p>Colours, matching and sorting.</p> <p>Song: One big hippo balancing.</p>
	<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	All about me We will be talking about ourselves, our family and special times. What do our parents do for jobs? What do we want to be when we grow up? R.E focus discussion: Myself		St Stephen: Our Home. Looking at our local area We will be looking at our local environment and talking about where we live / places we like to visit. (Local) R.E focus discussion: Myself		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		The Natural world. Looking at Autumn leaves, conkers and leaves.	
	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 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	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	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 play instruments with increasing control to express my feelings and ideas						