



St Stephen Churchtown Academy

Medium Term Overview 2024-2025



Term: Autumn 2

Topic: Celebrations

Class: Nursery Polzeath

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Halloween / Fireworks	Birthday (Remembrance Day)	Diwali	Advent	Christmas	Christmas	Christmas
Characteristics of Effective Learning	<p>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</p>						
Personal, Social and Emotional Development	<p>SCARF: Me and My Friends</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on</p>		<p>SCARF: Friends and Family</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on</p>		<p>SCARF: Including Everyone</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on</p>		
	<p>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</p>						
Communication and Language	<p>Focus Rhyme: Weekly song for Little Wandle and Master the Curriculum</p>						
	<p>Focus Story: Meg and Mog</p>	<p>Focus Story: Elmer's birthday</p>	<p>Focus Story: Diwali Rama and Sita</p>	<p>Focus Story: Gingerbread man</p>	<p>Focus Story: A Letter to Santa</p>	<p>Focus Story: The Christmas Story</p>	<p>Focus Story: The Very Merry Mice</p>
	<p>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.</p>						

<p>Physical Development</p> <p>Gross Motor Skills</p>	<p>Cosmic Kids Yoga: Halloween /Fireworks</p> <p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Cosmic Kids Yoga: The Polar Bear</p> <p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Cosmic Kids Yoga: To the North Pole</p> <p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>	<p>Cosmic Kids Yoga: To the North Pole</p> <p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Squiggle while you Wiggle</p>
<p>Physical Development</p> <p>Fine Motor Skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Large scale construction to support muscles in hands e.g. duplo and mobilo</p> <p>Playdough Disco</p> <p>Daily name writing</p> <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>						
<p>Literacy</p>	<p>Sensory name writing</p> <p>Daily phonics teaching</p> <p>High quality texts</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>Book Vote</p> <p>Early Years Library visits</p>						

	3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.						
	Number Rhyme Focus: 2 Little Dicky Birds						
Mathematics	<u>Number 1</u> <ul style="list-style-type: none"> • Subitising 1 • Counting 1 • Numeral 1 	<u>Subitising Number 2</u> <ul style="list-style-type: none"> • Dice pattern • Different pattern • Different sizes 	<u>Number 2</u> <ul style="list-style-type: none"> •Counting 2 •Numeral 2 •Numeral 2 hunt and match 	<u>Pattern 1</u> <ul style="list-style-type: none"> •Extend AB Colour patterns • Extend AB Outdoor Patterns •AB movement patterns 	<u>Patterns 2</u> <ul style="list-style-type: none"> •Fix my Pattern •Extend ABC Colour patterns •Extend ABC Outdoor Patterns 	<u>Consolidation</u> <ul style="list-style-type: none"> • Counting activities • Pattern winter activities • Sorting matching activities 	<u>Consolidation</u> <ul style="list-style-type: none"> • Number 1 recap • Subitising number 2 revisit • Number 2 recap
	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...'						
Understanding the World	<p>Special times: Diwali, Bonfire night, Christmas</p> <p>Observe daily weather.</p> <p>What celebrations to we celebrate with our families?</p> <p>R.E focus discussion: Special times</p> <p>Computing: Interactive Whiteboard</p>		<p>Special times: Diwali, Bonfire night, Christmas, birthdays</p> <p>Exploring how things work.</p> <p>We will be looking at celebrations around the world. (National / Global)</p> <p>R.E focus discussion: Special times</p> <p>Melting ice and chocolate investigation.</p> <p>Computing: Interactive Whiteboard</p>		<p>Special times: Diwali, Bonfire night, Christmas</p> <p>Begin to make sense of their own life-story and family history.</p> <p>We will be looking at maps to discuss where we live. (Local)</p> <p>Have we been to any other countries?</p> <p>R.E focus discussion: Special times</p> <p>Computing: Interactive Whiteboard</p>		
	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	<p>Different coloured paints to create firework pictures.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Diva clay pots. Decorating Diva lamps. Diwali lamps.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Making Gingerbread Men.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Creating a Christmas decoration.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Christmas Salt dough.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>	<p>Christmas crafts.</p> <p>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</p> <p>Christmas songs for the Nativity.</p>
	<p>3-4: I can play instruments with increasing control to express my feelings and ideas</p>						