



St Stephen Churchtown Academy







Medium Term Overview 2024-2025

**Term: Spring 2
Nursery Polzeath**

Topic: Amazing Animals

Class:



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Jungle animals	Life Cycles	Zoo animals	African animals	Safari animals	Easter
Text						
Key Vocab	Trunk, shriek, nest, coils.	Leaping, tadpole, paddled, chased.	Supper, suddenly, milkman, stripy.	Delicious, ripe, spiky, tangy.	Invited, polar bear, chimpanzee, squid.	Easter, under, around, over.
Resources	Add monkey's into small world area. (6)	Add fish / underwater plants into water area.	Add tiger's into small world area. (6)	Explore fruits at snack time, African fruits to taste and explore.	Copy of story In math area, use math resource to count how many legs, stones, bears, 5 frame.	Add rabbits into small world area. (6.) Plastic eggs to count into math area.
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: Looking after myself I can talk about how healthy food and keeping clean can help our bodies I can name some healthy foods I can try new experiences		SCARF: Looking after others I can name some activities that I do to help out at home I can talk about how I can look after other members of my family I can talk about how I can look after my friends		SCARF: Looking after my environment I can show care and responsibility for my home and learning environments I can talk about what is special within the natural world I can name some ways I can help in the world	

	<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>					
<p>Communication and Language</p>	<p>Focus Story: Monkey Puzzle</p>	<p>Focus Story: The Teeny Weeny Tadpole</p>	<p>Focus Story: The Tiger who Came to Tea</p>	<p>Focus Story: Handa's Surprise</p>	<p>Focus Story: How many legs?</p>	<p>Focus Story: We're going on an Egg Hunt</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 Gross Motor Skills</p>	<p>Cosmic Kids Yoga: Jungle Safari Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle whilst you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle whilst you Wiggle</p>	<p>Cosmic Kids Yoga: Jungle Safari Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle whilst you Wiggle</p>	<p>Cosmic Kids Yoga: Zoo animals Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle whilst you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle whilst you Wiggle</p>	<p>Cosmic Kids Yoga: Safari animals</p> <p>Balance bikes</p> <p>Parachute</p> <p>Squiggle whilst you wiggle</p> <p>Skipping, hopping, running, jumping</p>
<p>Physical Development Fine Motor Skills</p>	<p>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 mobile, 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</p>					

	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.					
Literacy	Sensory name writing, Daily phonics teaching (See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics) , High quality texts, Half termly name writing assessment, Daily Story Time, Our focus story, Early Years Library visits					
	3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.					
	Maths Progression: Experience and explore numbers (nominal, cardinal and ordinal) in the environment, Notice, recognise and write numbers, Use 1:1 correspondence when counting, Explore, compare and use language in relation to shapes, Forming quantities in different ways (composition), make comparisons between objects.					
Mathematics	Consolidation week – counting, numerals, subitizing. 1,2,3,4,5 Song: Alice the Camel	Number 6- Counting 6, 6 on a tens frame. Song: Sing a song of sixpence	Height and Length- Tall and short, long and short, length and height. Song: I'm a little bean	Mass- Balance scales, balance scales numicon. Song: 5 cheeky monkey's	Capacity- Full and empty, nearly full, empty, more and less. Song: Goldilocks and the three bears	Consolidation week- Capacity, length, height, mass.
	3-4: I can recite numbers past 5, know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'), Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5, Make comparisons between objects relating to size, length, weight and capacity.					
Understanding the World	Special times: Shrove Tuesday Observe daily weather. Our school grounds in St Stephen. Our pets and favourite animals. R.E focus discussion: My senses Computing: Interactive Whiteboard		Special times: Mother's Day Observe daily weather. Exploring how things work. Our school grounds – school pond. R.E focus discussion: My senses Exploring habitats Computing: Interactive Whiteboard		Special times: Easter Observe daily weather. Begin to make sense of their own life-story and family history. Where do animals live around the world? R.E focus discussion: My senses Computing: Interactive Whiteboard	
	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	Mixing red and yellow and blue to make brown. Painting monkeys. Decorating parrots using feathers and materials. Nursery rhymes. Musical Instruments	Frog / Tadpole paintings. (Mixing blue and yellow to make green – frogs) Nursery rhymes Musical Instruments	Mixing red and yellow together to make orange. Tiger paintings. Nursery rhymes Musical instruments	Creating zoo animals, using various craft materials. Nursery rhymes Musical Instruments	Creating African animals using various craft materials. Nursery rhymes Musical Instruments	Creating safari animals using various craft materials. Nursery rhymes Musical Instruments
	3-4: I can play instruments with increasing control to express my feelings and ideas					