



**St Stephen Churchtown Academy**  
**Medium Term Overview 2023 - 2024**



**Term: Spring 2**

**Topic: Amazing Animals**

**Class: Nursery Polzeath**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Focus</b>	Jungle animals	Caterpillar / Butterfly	Tadpoles / Frogs	Minibeasts	Baby animals / Easter
<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>	<p align="center">SCARF: Looking after myself</p> <p>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</p>	<p align="center">SCARF: Looking after others</p> <p>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</p>	<p align="center">SCARF: Looking after my environment</p> <p>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>		
	<p><b>3-4:</b> 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>				
<b>Communication and Language</b>	<b>Focus Story:</b> Monkey Puzzle	<b>Focus Story:</b> The Very Hungry Caterpillar	<b>Focus Story:</b> The Teeny Weeny Tadpole	<b>Focus Story:</b> What the Ladybird Heard	<b>Focus Story:</b> We're going on an Egg Hunt
	<p><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.</p>				

<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></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 while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while 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 while you Wiggle</p>	<p>Cosmic Kids Yoga: Minibeasts Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>
<p><b>Physical Development</b></p> <p><b>Fine Motor Skills</b></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><b>3-4:</b> 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><b>Literacy</b></p>	<p>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</p> <p><b>3-4:</b> I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.</p>				
	<p><b>Maths Progression:</b> 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.</p>				
<p><b>Mathematics</b></p>	<p>Number of the Week 5 Shape of the Week Pentagon</p>	<p>Number of the Week 5 (composition) Shape of the Week Pentagon</p>	<p>Consolidation (Numbers 1-5)</p>	<p>Number of the Week 6 Shape of the Week Hexagon</p>	<p>Height and Length  Tall or short Long or short</p>
	<p><b>3-4:</b> 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.</p>				

<b>Understanding the World</b>	Special times: Shrove Tuesday Observe daily weather. <b>Our school grounds in St Stephen.</b> <b>Our pets and favourite animals.</b> R.E focus discussion: My senses Computing: Interactive Whiteboard		Special times: Mother's Day Observe daily weather. Exploring how things work. <b>Our school grounds – school pond.</b> 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. <b>Where do animals live around the world?</b> R.E focus discussion: My senses Computing: Interactive Whiteboard	
	<b>3-4:</b> 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					
<b>Expressive Arts and Design</b>	Mixing red and yellow and blue to make brown. Painting monkeys. Decorating parrots using feathers and materials.  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  Nursery rhymes.	Butterfly painting using Symmetry  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  Nursery rhymes.	Mixing blue and yellow to make green. Painting frogs.  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  Nursery rhymes.	Painting ladybirds. Adding spots to Ladybirds. .  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  Nursery rhymes.	Easter crafts – cards, eggs.  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  Nursery rhymes.	
	<b>3-4:</b> I can play instruments with increasing control to express my feelings and ideas					