












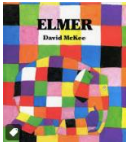

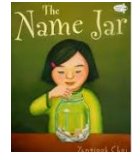
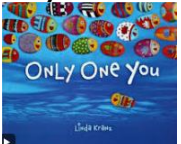
St Stephen Churchtown Academy

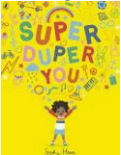


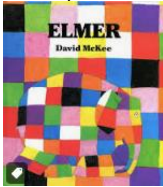




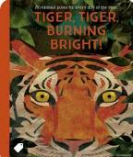
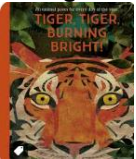
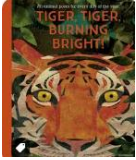

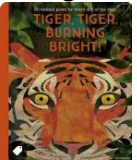
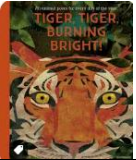

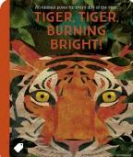


Medium Term Overview

Term: Autumn 1 2025/2026

Class: Polkerris



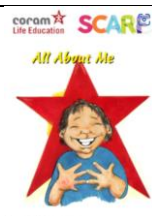
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Oracy Theme	Getting to know you / carpet rules	Listening	Listening	Listening	Listening	Listening	Listening
Oracy	Settling in getting to know you	Social and Emotional  Plan I will...	Social and Emotional  Plan I will... I will go to...	Social and Emotional  Plan I will... I will go to... To be a/an...	Social and Emotional  Plan I will... I will go to... To be a/an... Because...	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?
Communication and Language	Daily routine songs. Morning routine / lunch routine Introduce Super Duper You! 	Daily routine songs Introduce The Colour Monster 	Daily routine songs Introduce What Makes Me Marvelous 	Daily routine songs Introduce Elmer 	Daily routine songs Introduce Giraffe is left out. 	Daily routine songs Introduce The Name Jar 	Daily routine songs Introduce Only One You 

Communication and Interaction	Settling in sessions Getting to know you Rules and routines New beginnings  Circle time / COOL time - talking about ourselves.	Rules and routines Behaviour expectations Taking part in discussion – What makes me marvellous? Role Play Begin to show an interest in others  Circle time / COOL time - talking about what we are good at.	Rules and routine Taking part in discussion Turn taking. Role Play  Pupils to take on new challenges try new things Circle time / Cool time - talking about what we find easy and difficult, what we would like to try.	Rules and Routines My family and where I come from. Timeline – past and present  Circle time / COOL time - My feelings – naming emotions	Rules and Routines Who helps me at school and at home / community  Circle time / COOL time – Thinking about differences learning to share and care, politeness and kindness.	Rules and Routines Reflecting on the term so far what have you learnt rules and routine,  Circle time / COOL time- Celebrating our differences Poem a day Tiger Tiger Burning Bright 	Rules and Routines Developing understanding and helping others.  Circle time / COOL time Thinking about others Including our friends. Poem a day Tiger Tiger Burning Bright 
	Poem a day Tiger Tiger Burning Bright 	Poem a day Tiger Tiger Burning Bright & 	Poem a day Tiger Tiger Burning Bright 	Poem a day Tiger Tiger Burning Bright 	Poem a day Tiger Tiger Burning Bright 	Poem a day Tiger Tiger Burning Bright 	Poem a day Tiger Tiger Burning Bright 
Personal, Social and Emotional Development	Settling in sessions Getting to know you	All About Me	What makes me special? 	Me and my special people.	Who can help me?	My feelings 	British values

Linking to We Thinkers – Social thinking theory



Circle time and role play



Focus for questions:
Things that make us the same
Things that make us different
What's good about each of these things?
It's nice to spend time with family and friends
It's also ok to be alone sometimes and enjoy playing and doing things alone
Special interests and skills

Pupils to bring in favourite book

Tell us about your special object (if children have brought this to school) or can anyone tell us about a special toy or object that you've had since you were very young? A favourite book
A favourite activity
A favourite place
Did we all have the same things as our favourite thing?



Who are your special people that you like to spend time with, outside school? Does everyone have the same special people? (Some are grandparents or other relatives, some are family friends, some are pets).
Does everyone have the same special people - e.g. did everyone say grandparents? (No - because not everyone has the same number or type of relatives, friends, pets etc.)





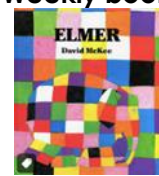

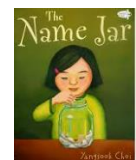

Using the All about me book (see Resources needed area) start by focusing on the page 'Who do you like to spend time with?'
Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy.
Key questions:
Who does Harold like to spend time with? Who else might he like to spend time with that we can't see on this page? Who do you like to spend time with - at school, at home? Who can we go to if we need help

Choose a book that shows lots of different feelings. You can use the All About Me book (from the Resources needed area) looking at the different characters' faces to guess their feelings, or another one that has a variety of different feelings. Start by going through the whole book - focusing on different feelings you can see. Aim to get a variety of words from the children



Discuss
Tolerance
Rule of Law
Democracy
Mutual Respect
Individual Liberty

					with something - at school, at home?		
Physical Development	Settling in, visit to the hall. Practising changing learning about looking after our things.	Locomotion The focus of learning is to explore walking. Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.	Locomotion The focus of learning is for pupils to begin to walk efficiently. Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique.	Locomotion The focus of learning is to explore walking in different pathways and to explore relationships with others. Pupils will develop walking at different levels and at different speeds.	Locomotion The focus of learning is to experience sustained walking following a route and instructions. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball. Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space. Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.	Locomotion The focus of learning is to apply pupils' learning about walking developing into marching. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball. Pupils will continue to explore different ways of rolling and pushing a ball. Pupils will work with a partner and begin to understand why it is important to be part of a team.	Locomotion The focus of learning is for pupils to apply their understanding of walking, applying it into a game. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball, keeping control. Pupils will continue to explore different ways of rolling, pushing and bouncing a ball with a partner. Pupils will learn the meaning of
		Ball Skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of pushing a ball. Pupils will learn the meaning of the word control and start to understand why it is important to	Ball skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of rolling a ball. Pupils will learn the meaning of the word control and start to understand why it is important to	Ball Skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of bouncing a ball. Pupils will learn the meaning of the word, 'control,' and start to understand why			

		keep the ball close to them.	keep the ball close to them.	it is important to keep the ball close to them.			the word defender and what this means when playing games.
<p>Literacy</p> <p>Reading / understanding</p>	<p>favourite stories, rhymes, songs, poems or jingles</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by Margarette S. Reid • Beep Beep,</p>	<p>Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>Where's My Teddy? by Jez Alborough • It's the Bear! by Jez</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>My First Book of Patterns by Bobby and June George • We're Going on a Bear Hunt by Michael Rosen</p>	<p>Understand the names of different parts of a book. When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb.</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>• How to Count to One by Casper Salmon</p>	<p>Understand that: Print has meaning.</p> <p>Read four books a day Weekly book</p>  <p>before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>A Squash and a Squeeze by Julia Donaldson</p>

		<p>Vroom Vroom! by Stuart J. Murphy</p> <p>Poem a day before lunch Linked to the date / day of the week</p> <p>Book vote book at the end of the day from recommended reads</p>	<p>Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell •</p> <p>Poem a day before lunch Linked to the date / day of the week</p> <p>Book vote book at the end of the day from recommended reads</p>	<p>Poem a day before lunch Linked to the date / day of the week</p>	<p>Maths linked story book before maths activities.</p> <p>• A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary Anno's Counting Book by Mitsumasa Anno</p> <p>Poem a day before lunch Linked to the date / day of the week</p>	<p>• Goldilocks and the Three Bears • The Gingerbread Man</p> <p>Poem a day before lunch Linked to the date / day of the week</p>	<p>• The Three Billy Goats Gruff</p> <p>Poem a day before lunch Linked to the date / day of the week</p>
Literacy Phonics	Settling sessions Carpet rules and routines	<p>S, a, t, p GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>l,n,m,d GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>G,o,c,k GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Ck,e,u,r GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>H,b,f,l GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	Assessment
Literacy Writing	Name writing	<p>Name writing Book vote Letter formation</p>	<p>Name writing Book vote Letter formation</p>	<p>Name writing Book vote Letter formation</p>	<p>Name writing Book vote Letter formation</p>	<p>Name writing Book vote Letter formation</p>	Name writing / portrait assessment.

Check pencil grips / hands L or R?

s,a,t,p



Mon – Cut out a sun add rays and write the 'S' Grapheme correctly

Tues – Cut out a red circle and stick into the jar and write the 'a' grapheme correctly

Wed - Cut out a green tree and stick onto the jar write the 't' grapheme correctly

Thurs- Cut out a pink love heart and stick onto the jar write the 'p' grapheme correctly.

Fri – Pen Disco
Mountains - Wax crayons, landscape roll of paper - Mmm Bop By Hanson

l,n,m,d,



Mon – Cut out the little boy and stick on the paper write the 'l' grapheme correctly

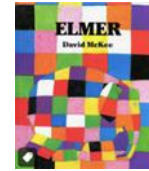
Tues- cut out a nest and add to the trees write the 'n' grapheme correctly

Wed – cut out monty and stick by the bowl. Write the 'm' grapheme correctly

Thurs - cut out a dinosaur and add to the stairs write the 'd' grapheme correctly

Fri – Pen Disco
Circles, chalk black paper – happy By Pharell Williams

G,o,c,k,



Mon – cut out and stick on green squares onto Elmer. Write the 'g' grapheme correctly.

Tues- Cut out and stick on orange squares. Write the 'o' grapheme correctly.

Wed- cut out a curly trunk and stick onto Elmer. Write the 'c' grapheme correctly.

Thurs – Cut out a crown and stick on Elmer as he is king of the elephants for making jokes. Write the 'k' grapheme correctly.

Fri – Pen Disco
Chunky pencils long lines – reach for the stars S Club

Ck,e,u,r,



Mon – Add on black spots to the leopard. Write the 'ck' grapheme correctly.

Tues – Cut out an elephants head and stick onto the picture. Write the 'e' grapheme correctly.

Wed – Cut a boat and stick it under the water. Write the 'u' grapheme correctly.

Thurs – Cut out a strip of paper for the finish line of the race. Write the 'r' grapheme correctly.

Fri- Pen Disco
Short lines on wipe boards – Raindrops keep falling on my head By BJ Thomas

H,b,f,l,



Mon – Cut out and stick on a house. Write the 'h' grapheme correctly

Tues –cut out two wheels and stick on the bus. Write the 'b' grapheme correctly.

Wed- Cut out and stick Unhei with her friends. Write the 'f' grapheme correctly.

Thurs- cut out a stamp and add it onto a letter. Write the 'l' grapheme correctly.

Fri – Pen Disco
Zig Zags, chunky felt pens – Queen we will rock you

Book vote
Letter f



ormation

Mon- name writing / portrait assessment

Tues – Name writing / portrait assessment.

Wed- Cut out and colour a fish practise forming a 'f'





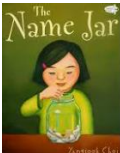

Thurs- Add a worm to the picture and form the 'm' grapheme

Fri- Pen Disco

Paint brushes water on wood outside. Under the Sea by Disney LM

Maths	Getting to know you Songs and Rhymes BBC number rhymes / songs Baseline assessments	Getting to know you Songs and Rhymes BBC number rhymes / songs Baseline Assessments	Match sort and compare Match Objects Match Pictures and objects Sort Objects and type	Match sort compare Exploring sorting techniques Create sorting rules. Compare amounts.	Talk about measure and patterns Compare size, compare Mass, Compare Capacity	Talk about measure and patterns Explore simple patterns. Copy and continue simple patterns, create simple patterns	It's me 1,2,3 Find 1,2,3, Subitise, 1,2,3 Represent 1,2,3
Understanding the World	Settling in	Circle time and COOL time History Me in the past Look at baby pictures. Birthdays RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Look at the features of a church. Explore different items from a box. Read the creation story. Pupils to make their own Jelly fish and creation scenes using small world.	Circle time and COOL time History Create a timeline, past and present RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Re-cap what was in the treasure box from last week. Discuss what you think Christians made in the world. Look at Harvest and what it means. Discuss why Christians believe	Circle time and COOL time History Where do I come from, where my parents' children once. Has St.Stephen changed. Pictures of St. Stephen present and past RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Re-cap on why Christians believe they should look after the world Look at the pictures what do you think is happening? Focus Group: You are going to be looking carefully	Circle time and COOL time History People who help us past and present are the clothes the same or different RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? RE-Cap what did we learn last week Think about what the most beautiful thing in the world is. Focus Group: You are going to be decorating the letters that	Circle time and COOL time History What can you do now that you couldn't when you were a baby. RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Re-cap on last week's learning. Talk about the precious pearl, how would the children look after the pearl. You will decorate your pearl box	Circle time and COOL time History Our families in the past Was it the same or different. RE F1 GOD/ CREATION: Why is the word 'God' so important to Christians? RE-Cap on the precious pearl. Discuss what the word Hallowed means. Independent Group – You will be searching for precious pearls in the sand and

		<p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You:</p> <p>Explore the natural world around them – natural face art</p> <p>Only One You:</p> <p>Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>they should look after the world.</p> <p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>at picture of Adam naming the animals. You will be naming the animals and drawing them carefully.</p> <p>Independent Group: You are going to have a go at sounding out the names of the animals and writing them down.</p> <p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>form the word 'God'. We will be talking about why this word is special to Christians.</p> <p>Independent Group: You will be tidying up the small world play and creating a world that is better cared for.</p> <p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>thinking carefully about how you will show that your pearl is precious.</p> <p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>wrapping them up carefully.</p> <p>Focus Group – You will be decorating pictures of pearls and sharing why you think God is special to Christians.</p> <p>Science</p> <p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>
--	--	--	---	---	---	---	---

Expressive Arts and Design	<p>Settling in Teaching how to take play put it away.</p>	 <p>Colour Monster Collage Provide the children with different materials to create their own colour monster Skill colour recognition, fine motor</p>  <p>Colour Monster toilet rolls</p> 	 <p>Paper plate portraits Skill – accuracy / getting to know you Skill – Fine motor, representing their own face (PSHE)</p>  <p>Still life animal drawings or shadow drawing outside</p> 	 <p>Skill – Following instruction, cutting, folding, fine motor,</p> 	 <p>Giraffes Hand / arm drawings Skill – Use a range tools,</p>  	 <p>Create their own colourful name card Skill – develop small motor skills and letter formation taught knowledge</p>  <p>Lesson 5: Tell a story with your picture</p>	 <p>Skill – small motor, use a range of skills Use core muscle strength to achieve good posture when sitting at the table</p>  <p>Lesson 6: Share and celebrate your art</p>

		Lesson 1: Meet the artist – Who is David McKee? Who was David McKee, and how did he use simple drawings to make happy pictures?	Lesson 2: Drawing simple shapes to build pictures How can simple shapes help us build pictures that tell stories?	Lesson 3: Using lines to add details and fun How do lines help us show feelings and details in our drawings?	Lesson 4: Adding colour and texture by sticking How can sticking and different materials make our pictures more fun and interesting? Link to UW Animal tracks	How can your picture tell a story and show feelings?	How does talking about your drawing help others understand your story and feelings?
--	--	---	---	--	--	---	---