



# St Stephen Churchtown Academy

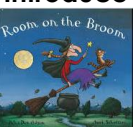
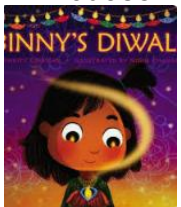
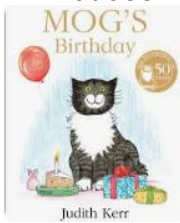
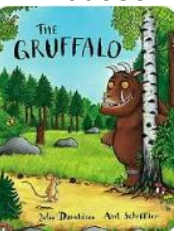
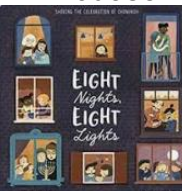
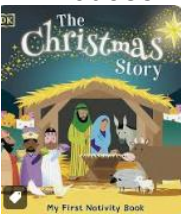
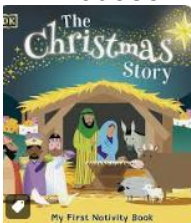
## Medium Term Overview

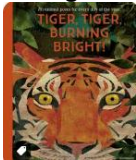
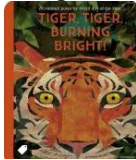
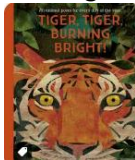
Term: Autumn 2 2025/2026

How Do you Celebrate?

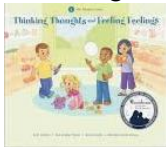
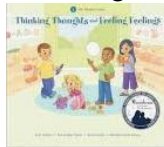
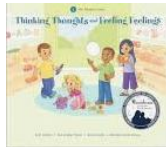
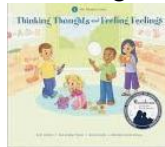
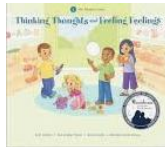
Class: Polkerris



|                            | How do you celebrate?<br>Week 1                                                                                                                                                                              | How do you celebrate?<br>Week 2                                                                                                                                          | How do you celebrate?<br>Week 3                                                                                                                                                              | How do you celebrate?<br>Week 4                                                                                                                                                               | How do you celebrate?<br>Week 5                                                                                                                                                               | How do you celebrate?<br>Week 6                                                                                                                                                               | How do you celebrate?<br>Week 7                                                                                                                                                               |
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| Oracy Theme                | To Display emotion when speaking to a group                                                                                                                                                                  | To Display emotion when speaking to a group                                                                                                                              | To Display emotion when speaking to a group                                                                                                                                                  | To Display emotion when speaking to a group                                                                                                                                                   | To Display emotion when speaking to a group                                                                                                                                                   | To Display emotion when speaking to a group                                                                                                                                                   | To Display emotion when speaking to a group                                                                                                                                                   |
| Oracy                      | Social and Emotional<br><br>Group discussion<br><br>What did you...?                                                        | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...? | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...?<br>How did you...? | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...?<br>How did you...? | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...?<br>How did you...? | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...?<br>How did you...? | Social and Emotional<br><br>Group discussion<br><br>What did you...?<br>How did you...?<br>How did you...? |
| Communication and Language | Daily routine songs.<br>Morning routine / lunch routine<br><b>Introduce</b><br><br><br>Wellcomm Targets (see CP planning) | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets (see CP planning) | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets (see CP planning)                    | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets (see CP planning)                    | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets (see CP planning)                    | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets                                      | Daily routine songs<br><b>Introduce</b><br><br><br>Wellcomm Targets                                      |

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| Communication and Interaction | <p><b>Develop vocabulary:</b><br/>Story language<br/>Listening and responding to stories</p> <p><b>Circle time / COOL time-</b><br/>Talking about<br/>Half term holidays/<br/>Halloween/<br/>Bonfire night</p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor<br/><b>Rhyme of the week – Charanga</b></p> | <p><b>Develop vocabulary:</b><br/>Following instructions<br/>Takes part in discussion</p> <p><b>Circle time / COOL time – Diwali</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright &amp;</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor<br/><b>Rhyme of the week Charanga</b><br/>Learn to sing nursery rhymes and action songs:</p> | <p><b>Develop vocabulary:</b><br/>Understand how to listen carefully and why listening is important</p> <p><b>Circle time / Cool time – Talking about how we celebrate birthdays,</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p> <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor<br/><b>Rhyme of the week Charanga</b><br/>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Ring O' Roses</li> </ul> | <p><b>Develop vocabulary:</b><br/>develop vocabulary.</p> <p><b>Circle time / COOL time – talking about how we celebrate achievements</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor<br/><b>Rhyme of the week – Charanga</b><br/>Learn to sing nursery rhymes and action songs:</p> | <p><b>Develop vocabulary:</b><br/>Engage in non-fiction books.<br/>Talk about family routines and special occasions</p> <p><b>Circle time / COOL time – Christmas/ the nativity/ Christmas lists/ letter to Father Christmas</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor<br/><b>Rhyme of the week Charanga</b></p> | <p><b>Develop vocabulary:</b><br/>Engage in non-fiction books.<br/>Talk about family routines and special occasions</p> <p><b>Circle time / COOL time- Christmas/ the nativity/ Christmas lists/ letter to Father Christmas</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor</p> | <p><b>Develop vocabulary:</b><br/>Engage in non-fiction books.<br/>Talk about family routines and special occasions</p> <p><b>Circle time / COOL time - Christmas/ the nativity/ Christmas lists/ letter to Father Christmas</b></p> <p>Poem a day<br/>Tiger Tiger Burning Bright</p>  <p><b>Songs and Rhymes</b><br/>Days of the week song<br/>Line up song<br/>1,2,3 ,4 is your bottom on the floor</p> <p><b>Nativity Performance</b></p> |

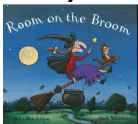
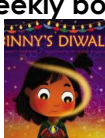
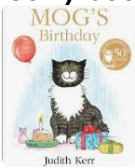
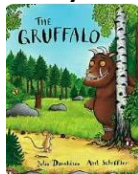
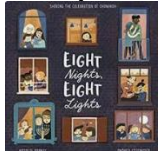
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|                                                   | Learn to sing nursery rhymes and action songs:<br>I'm A Little Teapot                                | <ul style="list-style-type: none"> <li>The Grand Old Duke Of York</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Nativity songs / practise</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Hickory Dickory Dock</li> </ul> <b>Nativity songs / practise</b>                                                                                                                                                                                                                                                                                                                                                                                        | Learn to sing nursery rhymes and action songs:<br>Action song - Not Too Difficult<br><b>Nativity songs /practise</b>                                                                                                                                                                                                                                                                                                                  | Learn to sing nursery rhymes and action songs:<br><ul style="list-style-type: none"> <li>The ABC Song</li> </ul> <b>Nativity songs/practise</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Personal, Social and Emotional Development</b> | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>+ 1x focus on black history month</b> | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>I'm special your special</b><br><br>I'm special, you're special (coramlifeeducation.org.uk)<br>Activity 1 - Jigsaw faces<br>Have photos of the children's faces printed out, laminated and cut into three strips - eyes, nose, mouth. Have whole photos available for children to look at carefully. Support | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>Same and different</b><br><br>Same and different (coramlifeeducation.org.uk)<br>Activity 2 - Harold's journey to school, option B<br>Ask the children to re-tell the story using images from the story <i>Harold Shares his Scarf</i> (you could cut out the images from the book or make the split pin puppets). This can be an independent enhancement to continuous | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>Same and different families</b><br><br>Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of people that live in | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>Same and Different Homes</b><br><br>Adult-guided activities (individual or small groups)<br>Activity 1 - My home<br>Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house. | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>I am Caring</b><br><br>I feel left out<br>Using a class toy/mascot/character, explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. You could even have a letter written from the toy. | <b>I'm special you're special</b><br>Tolerance & Respect<br><b>I am a friend</b><br><br>During child-initiated play<br>Help develop friendships by asking children when lining up to go somewhere to find a friend and stand next to them. They could also hold hands, if both of them are ok doing this (ask children to seek permission |

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|                                                           |                                                                                                                                                                               | <p>children to build their faces and their friends' faces by putting the correct strips together. Keep the pieces loose, like a jigsaw, so the activity can be repeated with different faces each time. As you do the activity, encourage the children to think about what makes each face different and each face special.</p> | <p>provision. Some children may like to share their retelling and you could record this as part of an online learning journey. Following this, the children could draw a picture of one of the friends Harold helps. They can have the option to write or mark-make some words or sentences re-telling the story.</p> | <p>their house (including any siblings), any pets that they have etc. Encourage the children to think about how to present this information to the whole class.</p>                     | <p>Give children the opportunity to extend by writing labels.</p>                                                                                                           | <p>Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder. In a circle, the children can pass the toy around and tell it something kind. Alternatively they could suggest something to help the other toys be kinder.</p> | <p>before doing this). Encourage and give directed praise to children for acts of kindness and for being friendly e.g. "You're helping your friend to put their coat on. That's very friendly." Plan time to observe how friendships are developing and give support to those who need it, especially if you're doing this activity earlier in the school year.</p> |
| <p><b>We Thinkers-<br/>Social Thinking<br/>Theory</b></p> | <p>Book 1<br/>Thoughts and feelings</p>  <p>Introduce the characters and read the book</p> | <p>Book 1<br/>Thoughts and feelings</p>  <p>Teaching Moments<br/>Page 7 Dice Roll:<br/>What Can Your</p>                                                                                                                                     | <p>Book 1<br/>Thoughts and feelings</p>  <p>Page 13 Music Activity. "Where You Think a</p>                                                                                                                                        | <p>Book 1<br/>Thoughts and feelings</p>  <p>I'm Thinking of Something...Find It Game To begin,</p> | <p>Book 1<br/>Thoughts and feelings</p>  <p>Page 16 Ask your students: "What other</p> | <p>Book 1<br/>Thoughts and feelings</p>  <p>Pages 22-25 As you read these pages, use</p>                                                                                                               | <p>Book 1<br/>Thoughts and feelings</p>  <p>Music Activity. "Show Me What You're Feeling"</p>                                                                                                                                                                                  |

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|  |  | <p>Body Do? Before beginning this activity, show your students the pictures on the dice of the various body parts.</p> | <p>Thought" (Track 1) • Hand out thought bubble props to all children. • Before starting the music, tell your group they will be listening for the word "thought." When they hear this word, they can hold the thought bubble props above their heads. • Page 15 Point out how every character in the story is thinking about the game and thinking about the other kids while they are together.</p> | <p>everyone stands up. Hold your thought bubble prop above your head. Place a colored square in the thought bubble and say to the group, "I'm thinking of something (red)." Tell your students to find something (red) and touch it with their hand. For example, one child might touch a red chair, another a red ball. More than one child can touch the same item. When everyone is touching a (red) item say, "We are all thinking about something (red)!" Continue the game with a new color.</p> | <p>names for feelings do you know besides happy, sad, mad, and scared?" Page 20 Discuss the different characters, point to their hearts, and the associated feelings in each character.</p> | <p>props to act out the scene. Blow bubbles, make a spider puppet or toy crawl around, rip a page of artwork in half, and drop a scoop of toy ice cream on the ground. At each page, ask your students to imagine how they would feel in the situation. Stop and Do Stop and Notice Stop and Do Stop and Discuss Stop and Notice Stop and Do 2 We Thinkers! e remembering what the different emotions look like, copy pages from the story, use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song.</p> | <p>(Track 2) Act out lyrics with children as you listen together so the children can practice demonstrating the various feelings with their faces and bodies. If children need help remembering what the different emotions look like, copy pages from the story, use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song. Page 27 Ask your students: "How can Molly tell that Jesse is mad? What are the clues from his body and face?" Page 30 Draw the children's attention to</p> |
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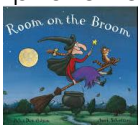
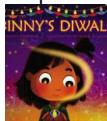
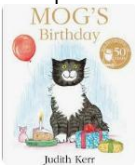
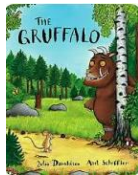
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| <b>Physical Development</b> | <b>Games for understanding</b><br>The focus of the learning is to understand why it is important to take turns when playing a game. | <b>Games for understanding</b><br>The focus of the learning is to understand why we need to keep the score during a game. | <b>Games for understanding</b><br>The focus of the learning is to understand why we need to follow the rules during a game.<br><br>Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed. | <b>Games for understanding</b><br>The focus of the learning is to explore different ways of avoiding a defender.<br><br>Pupils will explore simple principles (evasive skills) to avoid being tagged.<br><br>Pupils will start to understand what the consequences are if they are tagged in a game | <b>Games for understanding</b><br>The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.<br>Pupils will explore simple principles to prevent the attackers from scoring.<br>Pupils will start to understand what the consequences are if they do not tag an attacker in a game. | <b>Games for understanding</b><br>The focus of the learning is to bring together the suggested sequence of learning into mini games. Pupils will apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game | <b>Games for understanding</b><br>Assessment                                                     |
| <b>Physical development</b> | <b>Dance</b><br>The focus of the learning is to explore different movements using                                                   | <b>Dance</b><br>The focus of learning is to create their own movement ideas                                               | <b>Dance</b><br>The focus of learning is to create simple                                                                                                                                                                                                 | <b>Dance</b><br>The focus of learning is to explore larger                                                                                                                                                                                                                                          | <b>Dance</b><br>The focus of learning is for pupils to                                                                                                                                                                                                                                                                                 | <b>Dance</b><br>The focus of learning is to explore character                                                                                                                                                                                              | <b>Dance</b>                                                                                     |



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|                                                              | different parts of the body.                                                                                                                                                                                                                                                                                                                                                                                                    | relating to specific words.<br>Pupils will start to add movements together to form a sequence                                                                                                                                                                                                                                                                                                                         | movement sequences that relate to specific words.<br><br>Pupils will add their movements together to form a sequence.                                                                                                                                                                                                                                                                                                                             | scale travelling movements, responding to words or music.                                                                                                                                                                                                                                                                                                                  | respond to words and music using their bodies.                                                                                                                                                                                                                                                                                                                                                    | movements with a partner.                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Literacy</b></p> <p><b>Reading / understanding</b></p> | <p>favourite stories, rhymes, songs, poems or jingles</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities.</b></p> <p>Anno's Counting Book by Mitumasa Anno<br/>• How to Count to One by Caspar Salmon • Goldilocks and the Three Bears •</p> | <p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities.</b></p> <p>The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff</p> | <p>Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities.</b></p> <p>Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji</p> | <p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities</b></p> <p>Circle, Triangle, Elephant! A Book of Shapes and</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><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book</b></p> | <p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities.</b></p> <p>Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon</p> | <p>Understand that: Print has meaning.</p> <p><b>Read four books a day</b><br/><b>Weekly book</b></p>  <p>before writing / CP input.<br/><b>Maths linked story book before maths activities.</b></p> <p>Bear in a Square by Stella Blackstone •</p> |

|                         |                                                                                   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                        |
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|                         |                                                                                   | <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> <p><b>Book vote book at the end of the day</b><br/>from recommended reads</p> | <p>Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> <p><b>Book vote book at the end of the day</b><br/>from recommended reads</p> | <p>Surprises by Kenji Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> | <p><b>before maths activities.</b></p> <p>Witches Four by Marc Brown • Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin • Kipper's Birthday by Mick Inkpen • The Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock and Philip Hopman • Anno's Counting Book by Mitsumasa Ann</p> <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> | <p>Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green</p> <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> | <p>Square by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green</p> <p><b>Poem a day before lunch</b><br/>Linked to the date / day of the week</p> |
| <b>Literacy Phonics</b> | <p><b>ff, ll, ss, j GPCs</b><br/>Pronunciation phrase<br/>Initial/end sounds:</p> | <p><b>V,w,x,y GPCs</b><br/>Pronunciation phrase<br/>Initial/end sounds:<br/>What's in the box?</p>                                                           | <p><b>Z,qu, ch and words with s at the end (Plural and verb) GPCs</b><br/>Pronunciation phrase</p>                                                                                                                                                                                                                                                           | <p><b>Sh, th, ng and nk GPCs</b><br/>Pronunciation phrase<br/>Initial/end sounds:</p>                                                                                                                                                                                                             | <p><b>Words with 's' at the end (plurals and verb forms) ords with 's' /z/ at the end</b></p>                                                                                                                                                                                                                                                                                                                                     | <p><b>Review</b><br/>s a t p i n m d g o<br/>c k c k e u r h f l l l<br/>ss ff j v w y z zz qu<br/>th sh ch ng nk s/z/</p>                                                                                               | <p>Assessment</p>                                                                                                                                                                                                                                      |

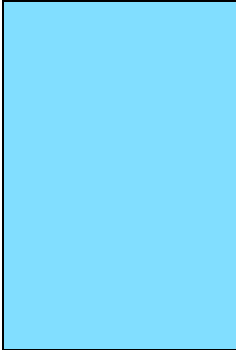


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|                  | <p>What's in the box?<br/>New GPC and mnemonic Formation phrase<br/>Oral blending Teacher-led blending words<br/>Tricky words Oral blending game</p>                                                                                                                                                                                                                                                                      | <p>New GPC and mnemonic Formation phrase<br/>Oral blending Teacher-led blending words<br/>Tricky words Oral blending game</p>                                                                                                                                                                                                                                                                                         | <p>Initial/end sounds: What's in the box?<br/>New GPC and mnemonic Formation phrase<br/>Oral blending Teacher-led blending words<br/>Tricky words Oral blending game</p>                                                                                                                                                                                                             | <p>What's in the box?<br/>New GPC and mnemonic Formation phrase<br/>Oral blending Teacher-led blending words<br/>Tricky words Oral blending game</p>                                                                                                                                                                                        | <p><b>(plurals and verb forms)</b><br/><b>GPCs</b><br/>Pronunciation phrase<br/>Initial/end sounds: What's in the box?<br/>New GPC and mnemonic Formation phrase<br/>Oral blending Teacher-led blending words<br/>Tricky words Oral blending game</p>                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |
| Literacy Writing | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>WK 1</b> c,o,a,g,</p> <p><b>Statements</b><br/><b>Mon</b> – Sat on top<br/><b>Tues</b> – A big dog<br/><b>Wed</b> – In a pot<br/><b>Thurs</b> – It is wet<br/><b>Fri</b> – Pen disco</p> | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>WK 2</b> q,d,i,l,</p> <p><b>Statements</b><br/><b>Mon</b> – On the van (add a Jalbis on the van)<br/><b>Tues</b> – In the box (put a sweet in the box, tissue paper crunched up)</p> | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>Wk 3</b> t,k,j,v</p> <p><b>Statements</b><br/><b>Mon</b> – Mog on top (put mog on the chair)<br/><b>Tues</b> – Mog is sad (add two tear drops)</p> | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>Wk 4</b> w,u,y,f,</p> <p><b>Statements</b><br/><b>Mon</b> – A fat fox (Cut out the fox and stick on)</p> | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>WK 5</b> r,n,m,h</p> <p><b>Statements</b><br/><b>Mon</b> – It is hot (add a flame onto the candle)</p> | <p>Name writing<br/>Letter formation<br/>3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p><b>Letter formation</b><br/><b>Wk 6</b> p,b,e,s</p> <p><b>Statements</b><br/><b>Mon</b> – It is full (add an animal to the nativity scene)</p> | <p>Name writing / portrait assessment.<br/>formation phonemes</p>  <p><b>Assessment week</b><br/><b>Portraits</b><br/><b>Name writing</b></p> |

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|                                                                     |                                                                                                                                                                                                                                                    | <p><b>Wed</b> – It is wet (add a flame on the oil lamp)</p> <p><b>Thurs</b>- We had fun (stick on Binny with her friends)</p> <p><b>Fri</b> – Pen Disco</p>                                                                                                                                                                                                 | <p><b>Wed</b> – On a lap (add Mog onto a lap)</p> <p><b>Thurs</b> - Mog in bed (cut out Mog and stick in bed)</p> <p><b>Fri</b> –Pen Disco</p>                                                                                        | <p><b>Tues</b>- . On a log (cut out an owl and add to the log)</p> <p><b>Wed</b>- He can hiss (place the mouse next to the snake)</p> <p><b>Thurs</b> –. It is big (add on a wart on his nose)</p> <p><b>Fri</b> – Pen Disco</p>                      | <p><b>Tues</b> – Put it in, (add a candle to the Menora)</p> <p><b>Wed</b> – In the box (add some tissue paper to the box)</p> <p><b>Thurs</b> – We can go (add glitter (frost) onto the scene)</p> <p><b>Fri</b>- Pen disco</p> | <p><b>Tues</b> – Put it on (add the star to the scene)</p> <p><b>Wed</b>- up the hill (add the donkey onto the road)</p> <p><b>Thurs</b>-. Let us go (stick on stars)</p> <p><b>Fri</b> – pen Disco</p>                                                                   |                                                                                                                                       |
| Maths                                                               | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>It's me 1,2,3</b></p> <p><b>Step 1</b> Find 1, 2 and 3</p> <p><b>Step 2</b> Subitise 1, 2 and 3</p> <p><b>Step 3</b> Represent 1, 2 and 3</p> <p><b>Step 4</b> 1 more</p> <p><b>Step 5</b> 1 less</p> | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>It's me 1,2,3</b></p> <p><b>Step 6</b> Composition of 1, 2 and 3</p> <p><b>Circles and Triangles</b></p> <p><b>Step 1</b> Identify and name circles and triangles</p> <p><b>Step 2</b> Compare circles and triangles</p> <p><b>Step 3</b> Shapes in the environment</p> <p><b>Step 4</b> Describe position</p> | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>1,2,3,4,5</b></p> <p><b>Step 1</b> Find 4 and 5</p> <p><b>Step 2</b> Subitise 4 and 5</p> <p><b>Step 3</b> Represent 4 and 5</p> <p><b>Step 4</b> 1 more</p> <p><b>Step 5</b> 1 less</p> | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>1,2,3,4,5</b></p> <p><b>Step 6</b> Composition of 4 and 5</p> <p><b>Step 1</b> Find 4 and 5</p> <p><b>Step 2</b> Subitise 4 and 5</p> <p><b>Step 3</b> Represent 4 and 5</p> <p><b>Step 4</b> 1 more</p> | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>1,2,3,4,5</b></p> <p><b>Step 5</b> 1 less</p> <p><b>Step 6</b> Composition of 4 and 5</p>                                                                                           | <p>Songs and Rhymes<br/><b>WRM</b></p> <p><b>Shapes with 4 sides</b></p> <p><b>Step 1</b> Identify and name shapes with 4 sides</p> <p><b>Step 2</b> Combine shapes with 4 sides</p> <p><b>Step 3</b> Shapes in the environment</p> <p><b>Step 4</b> My day and night</p> | <p>Songs and Rhymes<br/><b>WRM</b></p> <p>Consolidation<br/>Re-cap an misconceptions</p>                                              |
| Understanding the World<br>History, Geography, RE and Science links | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>Science links</p> <p>Room on the broom:</p>                                                                                                                                | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>Science links</p> <p>Rama and Sita:</p>                                                                                                                                                                                                                                             | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>History links</p> <p>Encourage the children to think about transport and how they</p>                                                                         | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>Science links</p> <p>The Gruffalo:<br/>Explore the natural world</p>                                                                                                          | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>Geography links</p> <p>Encourage the children to notice the different lives people lead,</p>                                                             | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>History</p> <p>Geography links</p> <p>Encourage the children to</p>                                                                                                                               | <p><b>How Do you Celebrate?</b></p> <p>Circle time and COOL time</p> <p>History</p> <p>Geography</p> <p>Encourage the children to</p> |

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|  | <p>Explore the natural world around them – wind, engineering</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Reflect and re-cap on the learning so far in the big book. Consider what the word Christian means and the meaning of the Christian cross.</p> <p>Linking with the topic of 'How Do We Celebrate' have a pretend birthday present in the room, use</p> | <p>Explore the natural world around them – light/shadows</p> <p><b>Geography links –</b></p> <p>Encourage the children to notice the different lives people lead, where are they on the map</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Watch the Christian story of the First Christmas BBC Teach <a href="#">The Christian Story of the First Christmas   Religions of the World - YouTube</a></p> <p>Explain why some people re-enact the story every year. Children to then create their own nativity scene.</p> | <p>would navigate using a map, think about how transport changed over time?</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Watch the story of the first Christmas re-capping on previous learning.</p> <p>Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story.</p> <p>Children can then write their own lists about what they</p> | <p>around them – materials</p> <p><b>Geography</b></p> <p>Children to create their own map of a journey – around the classroom / outdoor area.</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Watch the story of the first Christmas re-capping on previous learning.</p> <p>Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story.</p> | <p>where are they on the map.</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Re-cap on the Christmas story and then watch John Rutter's Dormi Jesu, performed by King's College Choir.</p> <p>Discuss why we sing Carols then look at the clip</p> <p><a href="#">Why do we sing Christmas</a></p> | <p>notice the different lives people lead, where are they on the map.</p> <p><b>History Links –</b></p> <p>Consider the nativity story what is different between then and now? What did the people use as transport?</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</b></p> <p>Watch the clip telling the story of Jesus. <a href="#">God's Story   Jesus - YouTube</a></p> <p>In discussion talk about how Jesus died but he was incarnated.</p> | <p>notice the different lives people lead, where are they on the map.</p> <p><b>History Links –</b></p> <p>Consider the nativity story what is different between then and now? What did the people use as transport?</p> <p><b>RE</b></p> <p><b>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? Christingle celebration.</b></p> <p>Re-cap on last weeks learning. Children to then create their own Christingle.</p> |
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|                                   | <p>this to link into understanding why some Christians celebrate Christmas and the birth of Jesus.</p> <p>Children to then design their own Birthday card.</p> <p><b>Vocab –</b><br/>Christian, Cross, Birth, Celebrate,</p> | <p><b>Vocab –</b> Christian, story, star, celebrate, nativity, Jesus, Birth, Mary, Joseph, Baby, Manger, Animals, Kings, Shepherds,</p>                                | <p>would like for Christmas.</p> <p><b>Vocab –</b> Gift, Gold, frankincense, Muir, present, birth, kind, celebrate, list, write</p>                  | <p>Children can then write their own lists about what they would like for Christmas.</p> <p><b>Vocab –</b> Gift, Gold, frankincense, Muir, present, birth, kind, celebrate, list, write</p> | <p><a href="#">carols? - CBBC Newsround</a></p> <p>Children talk about what they like to do at Christmas.</p> <p>Linking with the topic Why Do We Celebrate look at Christmas cards of old.</p> | <p>Then look at what a Christingle is focusing on how it is a celebration of the life of Jesus. Explain that next week we will create our own Christingle.</p> |                                                                                                                                               |
| <b>Expressive Arts and Design</b> | <p>Skill -<br/>Independently follow instruction, cut and attach materials to create a chosen design. Know what shape a triangle is.</p>                                                                                      | <p>Skill-<br/>Independently follow instruction, cut and attach materials to create a chosen design. Create a design for a purpose (UW / DT)</p> <p>Diwali lanterns</p> | <p>Skill –<br/>ordering size<br/>Independently create a cake cutting strips and ordering the strips from largest to smallest. Shape - rectangles</p> | <p>Skill – use their artistic designs to develop story lines in their pretend play</p> <p>Cut and attach materials independently.</p>                                                       | <p>Skill –<br/>To create an accurate design using small tools<br/>Create a menorah light</p>                                                                                                    | <p>Create a card for someone</p> <p>Christmas cards</p>                   | <p>Create a card for someone</p> <p>Christmas cards</p>  |



Write the card  
inserts