



St Stephen Churchtown Academy


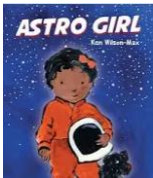
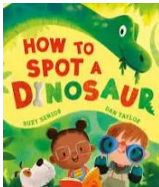



Medium Term Overview


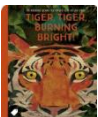

Term: Spring 1 2025/2026

How big is big?

Class: Polkeris



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	How big is big?	How big is big?	How big is big?	How big is big?	How big is big?	How big is big?
Welcomm	Wellcomm Section 9.7 Remembering more and more information	Wellcomm Targets Section 9.8 Understanding category names and explaining the difference between things in the same category / finding the odd one out	Wellcomm Targets Section 9.9 Making inferences using idioms	Wellcomm Targets Section 9.10 Talking about things that will happen (future tense)	Wellcomm Targets Section 9a Supporting language understanding and use by visual prompts	Wellcomm Targets Section 9b Describing what might happen next
Communication and Language	Daily routine songs. Morning routine / lunch routine Introduce 	Daily routine songs Introduce 	Daily routine songs Introduce 	Daily routine songs Introduce 	Daily routine songs Introduce 	Daily routine songs Introduce 
Communication and Interaction	Develop vocabulary: Story language	Develop vocabulary:	Develop vocabulary:	Develop vocabulary:	Develop vocabulary:	Develop vocabulary:

	<p>Listening and responding to stories Begin to ask questions</p> <p>Circle time / COOL time- Talking about Half term</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Wind The Bobbin Up 	<p>Following instructions Takes part in discussion understanding turn taking</p> <p>Circle time / COOL time –</p> <p>Poem a day Tiger Tiger Burning Bright &</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Rock-a-bye Baby 	<p>Understand how to listen carefully and why listening is important. Begin to consider the views of others.</p> <p>Circle time / Cool time –</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Ring O' Roses <p>Nativity songs / practise</p> <ul style="list-style-type: none"> • Five Little Monkeys 	<p>Begin to extend vocabulary linking it to past and future events. Use vocabulary to explain their thinking.</p> <p>Circle time / COOL time – achievements</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Twinkle Twinkle 	<p>Understand that visual prompts have meaning and link vocabulary to their meaning.</p> <p>Circle time / COOL time –</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • If You're Happy And You Know It 	<p>Think about what might happen next in a story or life sequence, link correct vocabulary.</p> <p>Circle time / COOL time-</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Head, Shoulders, Knees And Toes
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			Jumping On The Bed			
Personal, Social and Emotional Development	<p>Growing and Changing Seasons Children will be able to:</p> <p>Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience.</p> <p>Children to draw and object to represent each season Go for a season walk and talk about what they see</p>	<p>Growing and Changing Life stages plants animals and humans Children will be able to:</p> <p>To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Create a life cycle Children to grow runner beans on the window</p>	<p>Growing and Changing Life stages – Humans who will I be? Children will be able to:</p> <p>Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Can the children sort the different life stages in into order</p>	<p>Growing and Changing Where do babies come from? Children will be able to: Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</p> <p>Understand that every family is different.</p> <p>Talk about similarities and differences between themselves and others.</p>	<p>Growing and Changing Getting Bigger Children will be able to:</p> <p>Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.</p> <p>Discuss with the children how they have changed sine they were a baby, use timeline as a reference point. Compare sizes, hands, feet height ect</p>	<p>Growing and Changing Me and My Body Boys and Girls Children will be able to:</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.</p> <p>Provide different toys and images of children (try to get pictures of them dressed in a variety of 'girls', 'boys' and gender neutral clothes. The children could match a toy with a child or just discuss. Use this opportunity to challenge gender stereotypes.</p>

<p>We Thinkers- Social Thinking Theory</p>	<p>Book 1 Thoughts and feelings</p>  <p>Introduce the characters and read the book</p>	<p>Book 1 Thoughts and feelings</p>  <p>Teaching Moments Page 7 Dice Roll: What Can Your Body Do? Before beginning this activity, show your students the pictures on the dice of the various body parts.</p>	<p>Book 1 Thoughts and feelings</p>  <p>Page 13 Music Activity. "Where You Think a 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>Book 1 Thoughts and feelings</p>  <p>I'm Thinking of Something...Find It Game To begin, 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</p>	<p>Book 1 Thoughts and feelings</p>  <p>Page 16 Ask your students: "What other 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>Book 1 Thoughts and feelings</p>  <p>Pages 22-25 As you read these pages, use 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,</p>
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				game with a new color.		use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song.
Physical Development	<p>Ball Skills – Feet The focus of learning is to explore different ways of using our feet to move with a ball.</p> <p>Pupils will explore what happens when they kick a ball using different parts of their feet.</p> <p>Pupils will begin to understand how we control a ball.</p>	<p>Ball Skills – Feet The focus of learning is to develop using our feet to move with a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p>Ball Skills – Feet The focus of learning is to develop dribbling using our feet to move with a ball.</p> <p>Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p>	<p>Ball Skills – Feet The focus of learning is to teach pupils to understand where to dribble and why.</p> <p>Pupils will continue to develop their technique of dribbling the ball.</p>	<p>Ball Skills – Feet The focus of learning is to continue to explore moving with a ball.</p> <p>Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.</p>	<p>Ball Skills – Feet The focus of learning is to develop pupils' kicking and dribbling skills during competitions.</p> <p>Pupils will learn how to collaborate and work together with their partner and in small groups.</p>
Physical development	<p>Gymnastics Moving The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.</p>	<p>Gymnastics Moving The focus of the learning is to introduce 'champion gymnastics' by moving in different directions.</p>	<p>Gymnastics Moving The focus of the learning is to apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus. tics</p>	<p>Gymnastics Moving The focus of the learning is to apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.</p>	<p>Gymnastics Moving The focus of the learning is to apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.</p>	<p>Gymnastics Moving The focus of the learning is to apply 'champion gymnastics,' exploring movements and shapes in different ways, transitioning</p>



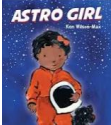







						between different zones
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Zero is the Leaves on the Tree by Betsy Franco • None the Number by Oliver Jeffers • Anno's Counting Book by Mitsumasa Anno • I Spy Numbers by Jean Marzollo	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. • The Ugly Five by Julia Donaldson • Five Small Stars by Elizabeth Matterson and Madge Bugden • Room on the Broom by Julia Donald Poem a day before lunch Linked to the date / day of the week	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Who Sank the Boat? by Pamela Allen • Balancing Act by Ellen Stoll Walsh • A Beach for Albert by Eleanor Ma Poem a day before lunch Linked to the date / day of the week	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities Handa's Surprise by Eileen Browne • Sidney the Silly Who Only Eats 6 by M.W. Penn • Six Dinner Sid by Inga Moore • 1, 2, 3 to the Zoo by Eric Carle • Kipper's Toybox by Mick Inkpen • Quack and Count by Keith Baker	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. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Missing Mittens by Stuart J. Murphy • Noah's Ark • Double Dave by Sue Hendra	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Superworm by Julia Donaldson • Actual Size by Steve Jenkins • Jim and the Beanstalk by Raymond Briggs • I Can Only Draw Worms by Will Mabbitt • Titch by Pat Hutchins • Tall by Jez

		Book vote book at the end of the day from recommended reads	Book vote book at the end of the day from recommended reads	Poem a day before lunch Linked to the date / day of the week	<ul style="list-style-type: none"> • Minnie's Diner by Dayle Ann Dodds • Two of Everything by Lily Toy Hong • Don't Forget the Bacon! by Pat Hutchins • The Snail and the Whale by Julia Donaldson Poem a day before lunch Linked to the date / day of the week	Alborough • Jack and the Beanstalk Poem a day before lunch Linked to the date / day of the week
Literacy Phonics	ai ee igh oa 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	oo oo ar or 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 Tricky words was you they	ur ow oi ear 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 Tricky Words my by all	air er words with double letters: dd mm tt bb rr gg pp ff 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 Tricky Words	longer words 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	Review /Assessment

				Are, Sure, Pure		
Literacy Writing	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  Mon - A big clock Tues -I can jump up Wed - He is sad Thurs- He can fish it	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  Mon- It is long Tue -I can go quick Wed - A big jug Thurs-A big kiss	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  Mon- A long neck Tue- He has a dog Wed - He has chips Thurs - She has a big hat	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  Mon -It is thick Tue - Up the hill Wed He sat down Thurs- Push up the hill	Name writing Book vote Letter formation ,3 word phrase using VC and CVC words based on phase 2 phonemes  Mon -The big pig Tue - It is full up Wed Hen went cluck Thurs- Lots of pigs	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  Mon -His neck is long Tue- It can go up Wed - Lots of fish Thurs - He can chomp
Maths	Songs and Rhymes WRM Alive in Five Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5	Songs and Rhymes WRM Alive in Five Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5	Songs and Rhymes WRM Mass and Capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity	Songs and Rhymes WRM Growing 6,7,8 Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less	Songs and Rhymes WRM Growing 6,7,8 Step 6 Make pairs – odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double)	Songs and Rhymes WRM Length, height and time Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height

	Step 4 Represent 0 to 5 Step 5 1 more			Step 5 Composition of 6, 7 and 8	Length height and time Step 1 Explore length Step 2	Step 5 Talk about time Step 6 Order and sequence time
Understanding the World History, Geography, RE and Science links	How big is Big? Circle time and COOL time How to Catch a Star 	How big is Big? Circle time and COOL time Astro Girl 	How big is Big? Circle time and COOL time How to spot a dinosaur 	How big is Big? Circle time and COOL time After the Storm 	How big is Big? Circle time and COOL time A Squash and a Squeeze 	How big is Big? Circle time and COOL time 
	<u>Geography and science links</u> Explore the natural world around them – space RE Which stories are special and why? Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.	<u>Geography and science links</u> Explore the natural world around them – physics, space RE Which stories are special and why? Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.	<u>History links Knowledge and interpretation</u> Make observations of animals and plants and explain why some things occur, and talk about changes RE Which stories are special and why? Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories	<u>History Links Knowledge and interpretation</u> Look closely at similarities, differences, patterns and change RE Which stories are special and why? Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.	<u>History Links – Chronological understanding</u> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night RE Which stories are special and why? Pupils will develop an understanding of which stories are special and why, for example; The	<u>Geography and Science Links</u> Dinosaur Bones: Explore the natural world around them – fossils/rocks History Links – Historical enquiry Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why RE Which stories are special and why?

	<p>which stories they like and their justification for it.</p> <p>Week 1 – look at stories in the Bible which stories do the children know.</p>	<p>Week 2 - Create Arks</p> 	<p>they like and their justification for it.</p> <p>Week 3 - Re- cap on the previous story and think about how Noah was kind saving all the creatures.</p> 	<p>Week 4 - Re-cap on the story of Zacchaeus and how he was unkind but then changed his ways. Read the story of the ten lepers think about what happened in the story and ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>Children can then create hand pictures showing the one thankful person..</p>	<p>Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 5 - Re-cap on the story of Zacchaeus, introduce the story of Hanukkah and what the Hanukkah story teaches Jews about standing up for what is right.</p> <p>Pupils can then create their own Menorah's.</p> 	<p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 6 - Re-cap on the previous learning. Talk about the different stories. Read the story Prophet Muhammad and how the boy threw stones at the tree.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Create tree pictures whilst listening to thought</p>
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						provoking music.
Expressive Arts and Design	 <p>Skill - Creating vehicles – split pins, moving parts, connecting, Create a rocket and use split pins to attach the rocket flames</p>  <p>Pupils to use EE resources during COOL time to create their own creations.</p>	 <p>Skill- To use a range of tools competently. Create a slit in the paper so their rocket can slide back and forth to the moon</p>  <p>Pupils to use EE resources during COOL time to create their own creations.</p>	 <p>Skill – Joining materials competently Cut out dinosaurs and join limbs using split pins so that they move.</p>	 <p>Skill – use their artistic designs to develop story lines in their pretend play</p>  <p>Cut triangles and attach materials independently.</p>	 <p>Skill – To use fine motor skills to manipulate materials</p>  <p>Rip, tear and scrunch paper to create an animal design.</p>	 <p>Skill – manipulate materials and create meaningful marks Use cotton buds to create skeletons and salt dough to create fossils</p> 