



## St Stephen Churchtown Academy

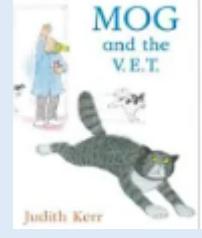
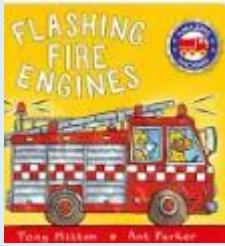
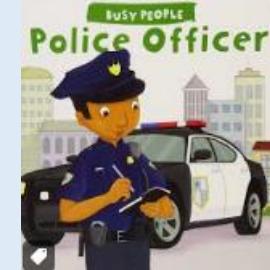
### Medium Term Overview 2025-2026



**Term:** Spring 1

**Topic:** People who help us

**Class:** Nursery Polzeath

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Focus</b>	People who help us – introduction to topic	People who help us- Dentist	People who help us – Doctor	People who help us - Vets	People who help us – Firefighters	People who help us- Police
<b>Text</b>						
<b>Key Vocab</b>	Collecting Directions Medicine Hospital	Check up Filling Numb Toothache	Appointment Immunization Examines Sling	Squawk Thorn Sore Paw	Rescue Siren Nozzle Platform	Collecting Directions Medicine Hospital
<b>Resources</b>	People who help us dressing up in role play area.	Mirrors, to look at own teeth.	Doctors kit in role play area, bandages, stethoscope etc.	Pets to small world area.	Spray bottles outdoors to spray away orange powder paint.	Police hats and stamp pads to print finger prints.
<b>Characteristics of Effective Learning</b>	<b>Lenny Lion's Learning Zoo:</b> Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake					
<b>Personal, Social and Emotional Development</b>	SCARF: Keeping Safe - People who help keep me safe  I know what to do if I feel unsafe.	SCARF: Keeping Safe - Safety indoors and outdoors  I can recognise potential dangers and how to stay safe.		SCARF: Keeping Safe – What is safe to go in my body?	I can learn the importance of keeping safe around medicines and unknown products	

	<p><b>3-4:</b> I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices</p>					
<b>Communication and Language</b>	<b>Topic Focus Story's:</b>					
	<b>Focus Story: People who help us</b>	<b>Focus Story: Going to the Dentist</b>	<b>Focus Story: Going to the Doctor</b>	<b>Focus Story: Mog and the V.E.T</b>	<b>Focus Story: Flashing Fire Engines</b>	<b>Focus Story: Police Officer</b>
<p><b>3-4:</b> I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.</p>						
<b>Physical Development</b> <b>Gross Motor Skills</b>	Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle	Cosmic Kids Yoga: People who help us  Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle	Cosmic Kids Yoga: Vets  Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle	Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle	Cosmic Kids Yoga: Police  Practice basic physical skills such as, skipping, hopping, running and jumping  Squiggle while you Wiggle
<b>Physical Development</b>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Large scale construction to support muscles in hands e.g. duplo and mobilo  Playdough Disco</p>					

<b>Fine Motor Skills</b>	<p>Daily name writing</p> <p><b>3-4:</b> I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.</p>						
<b>Literacy</b>	<p>Sensory name writing Daily phonics teaching High quality texts Half termly name writing assessment See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics Daily Story Time Our focus story Book Vote Early Years Library visits</p> <p><b>3-4:</b> I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.</p>						
	<p><b>Number Rhyme Focus:</b> Here is the beehive (up to 5) Five little ducks (back from 5)</p>						
<b>Mathematics</b>	<table border="1"> <tr> <td data-bbox="325 994 579 1473"> Number 3: Subitising Master the Curriculum presentation &amp; activities. Subitising different patterns and sizes. Song: 3 Blind Mice </td><td data-bbox="579 994 833 1473"> Number 3: Counting 3 Numeral 3 Composition of 3 Song: 3 Little Kittens </td><td data-bbox="833 994 1087 1473"> Number 4: Counting 4 Numeral 4 Squares and rectangles Song: 5 Snowmen </td><td data-bbox="1087 994 1417 1473"> Number 4 Composition: 4 Frogs and a log The ladybird with 4 spots Number 4's sports day Song: 4 Teddy bears </td><td data-bbox="1417 994 1724 1473"> Number 5: Counting 5 Numeral 5 Pentagon Song: 5 fingers </td><td data-bbox="1724 994 2086 1473"> Number 5: Composition Sammy snail Number 5's house Spots and dots Song: Alice the camel </td></tr> </table>	Number 3: Subitising Master the Curriculum presentation & activities. Subitising different patterns and sizes. Song: 3 Blind Mice	Number 3: Counting 3 Numeral 3 Composition of 3 Song: 3 Little Kittens	Number 4: Counting 4 Numeral 4 Squares and rectangles Song: 5 Snowmen	Number 4 Composition: 4 Frogs and a log The ladybird with 4 spots Number 4's sports day Song: 4 Teddy bears	Number 5: Counting 5 Numeral 5 Pentagon Song: 5 fingers	Number 5: Composition Sammy snail Number 5's house Spots and dots Song: Alice the camel
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	<p><b>3-4:</b> I can talk about and identify the patterns around me, for example, stripes on clothes, designs on rugs and wallpaper; I can use informal language like 'pointy', 'spotty', 'blobs', etc; I can extend and create ABAB patterns (stick, leaf, stick, leaf); I can notice and correct an error in a repeating pattern; I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...''</p>					
<b>Understanding the World</b>	<p>People who help us in our community</p> <p><b>What celebrations do we celebrate with our families?</b></p> <p>Chinese New Year</p> <p>Observe daily weather.</p> <p>The Natural World (Winter weather photos)</p> <p>Science: Melting ice</p> <p>Computing: Interactive Whiteboard</p>	<p>People who help us in our community</p> <p>Observe daily weather.</p> <p>Exploring how things work.</p> <p><b>We will be looking at celebrations around the world. (National / Global)</b></p> <p>The Natural World (Winter clothing sorting)</p> <p>Science: Melting chocolate</p> <p>Computing: Interactive Whiteboard</p>	<p>People who help us in our community</p> <p>Shrove Tuesday</p> <p>Begin to make sense of their own life-story and family history.</p> <p><b>We will be looking at maps to discuss where we live. (Local)</b></p> <p><b>Have we been to any other countries?</b></p> <p>The Natural World (Seasons)</p> <p>Computing: Interactive Whiteboard</p>			
	<p><b>3-4:</b> I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own life story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos</p>					
<b>Expressive Arts and Design</b>	<p>Create and make their own 'small worlds' with blocks and construction kits.</p> <p>Begin</p>	<p>Create and make their own 'small worlds' with blocks and construction kits.</p> <p>Begin</p>	<p>Join different materials and explore different textures.</p> <p>play instruments with increasing control to express</p>	<p>Join different materials and explore different textures.</p> <p>play instruments with increasing control to express</p>	<p>Join different materials and explore different textures.</p> <p>play instruments with increasing control to express</p>	<p>Join different materials and explore different textures.</p> <p>play instruments with increasing control to express</p>

	<p>to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>play instruments with increasing control to express feelings and ideas, create own songs</p>	<p>to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>play instruments with increasing control to express feelings and ideas, create own songs</p>	<p>feelings and ideas, create own songs</p>	<p>feelings and ideas, create own songs</p>	<p>feelings and ideas, create own songs</p>
<p><b>3-4:</b> I can play instruments with increasing control to express my feelings and ideas</p>					