

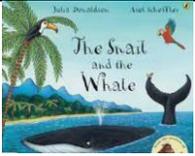
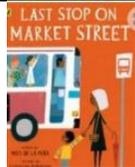


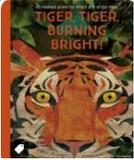
Medium Term Overview

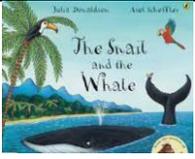
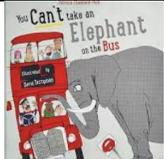
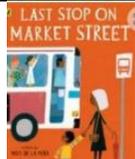
Term: Spring 2 2025/2026

Can little feet go on big adventures?

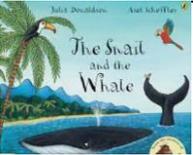
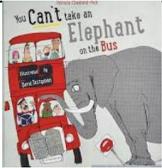
Class: Polkerris

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Can little feet go on big adventures?	Can little feet go on big adventures?	Can little feet go on big adventures?	Can little feet go on big adventures?	Can little feet go on big adventures?	Can little feet go on big adventures?
Text						
Key words	Gazed Immensely Towering Hideous	Chuck Swerve Capsize Trotters	Shivers Gangly Mooch Chomping	Drooping Prickly Scurrying chirpy	Sagged Hummed Plucking graffiti	Emerge Precious Stalking prey
Oracy	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Building on ideas To join phrases with words such as 'if', 'because' 'so' 'could' 'but'
Communication and Interaction	Using language well Ask's how and why questions... Retell a story with story language. Poem a day Tiger Tiger Burning Bright	Using language well Remember key points from a story Poem a day Tiger Tiger Burning Bright &	Using language well Ask questions to find out more and to check they understand what has been said to them. Poem a day Tiger Tiger Burning Bright	Using language well I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Poem a day	Using language well Listen to and talk about stories to build familiarity and understanding. Poem a day Tiger Tiger Burning Bright	Using language well Learn rhymes, poems and songs Poem a day Tiger Tiger Burning Bright

	 <p>Songs and Rhymes</p> <p>Charanga Our World</p> <p>Old Macdonald</p>	 <p>Songs and Rhymes</p> <p>Charanga Our World</p> <p>Incy Wincy Spider</p>	 <p>Songs and Rhymes</p> <p>Charanga Our World</p> <p>Row, Row, Row Your Boat</p>	<p>Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes</p> <p>Charanga Our World</p> <p>The Wheels On The Bus</p>	 <p>Songs and Rhymes</p> <p>Charanga Our World</p> <p>The Hokey Cokey</p>	 <p>Songs and Rhymes</p> <p>Charanga Our World</p>
Personal, Social and Emotional Development	<p>SCARF Rights and Respect Looking after my special people</p>	<p>SCARF Rights and Respect Looking after my friends</p>	<p>SCARF Rights and Respect Being helpful at home and caring for my classroom</p>	<p>SCARF Rights and Respect Caring for our world</p>	<p>SCARF Rights and Respect Looking after money, recognising, spending, using</p>	<p>SCARF Rights and Respect Looking after Money, saving money and keeping it safe.</p>
<p>Physical Development</p> <p>Ball Skills: Hands 2</p>	<p>Explore throwing</p>	<p>Explore throwing (underarm)</p>	<p>Explore throwing (overarm)</p>	<p>Explore rolling</p>	<p>Explore stopping a ball (small ball)</p>	<p>Explore catching</p>
<p>Physical development</p> <p>Dance: Ourselves</p>	<p>Ourselves: Moving in sequence</p>	<p>Ourselves: Responding in movement to words and music</p>	<p>Ourselves: Moving with props and contrasting tempos</p>	<p>Ourselves: Creating their own movements</p>	<p>Ourselves: Exploring opposites and creating simple movement sequences</p>	<p>Ourselves: Working with a partner exploring character movements</p>

Literacy						
Writing	Shark and fish A zig zag flash The boat zooms I am stuck	A big red bus Lots of legs My feet will sink I am in the air	A long tail Sleep in the sun Thud his chest It is the night	I am a snail His hat is on I can go high Rain can splat	A big church It is raining The bus can stop I see a coin	Assessment name writing
Literacy Phonics	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	review Phase 3: er air words with double letters longer words	words with two or more digraphs	longer words words ending in – ing compound words	longer words words with s in the middle /z/ s words ending – s words with –es at end /z/	Review /Assessment
Reading / understanding	<p>One book focused on per week linking to finger fit writing activity to the text. Letter formation and Two or three CVC / phase 3 graphemes words. Capital letter</p> <p>Maths linked story book before maths activities. Poem a Day Book vote</p>					
Maths	Songs and Rhymes WRM Building 9 and 10 Step 1: Find 9 and 10 Step 2: Compare numbers to 10	Songs and Rhymes WRM Building 9 and 10 Step 3: Represent 9 and 10 Step 4: Conceptual subitising to 10	Songs and Rhymes WRM Building 9 and 10 Step 5: 1 more Step 6: 1 less	Songs and Rhymes WRM Explore 3D shapes Step 1: Recognise and name 3-D shapes Step 2: Find 2-D shapes within 3-D shapes	Songs and Rhymes WRM Explore 3D shapes Step 3: Use 3-D shapes for tasks Step 4: 3-D shapes in the environment	Songs and Rhymes WRM Explore 3D shapes Step 5: Identify more complex patterns Step 6: Copy and continue patterns

Science links (UTW)						
Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible, using materials for a purpose, changing wind,						
Understanding the World History, Geography, RE and Science links	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures. How did Mary Travel?</p> <p>Small world / construction – pictures of boats past and present – can the children create the boats.</p> <p>Writing area – maps and postcards – past and present</p>	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Small world / construction – pictures of cars past and present – can the children create the cars.</p> <p>Writing area – maps and postcards – past and present</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures.</p>	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Small world / construction – pictures of buildings in St.Stephen past and present – can the children create the buildings.</p> <p>Writing area – maps and postcards – past and present</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures.</p>	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Small world / construction – pictures of buildings in Zoo's past and present – can the children create the buildings.</p> <p>Writing area – maps and postcards – past and present</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures.</p>	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Small world / construction – pictures of past and present of past and present planes – can the children create the planes.</p> <p>Writing area – maps and postcards – past and present</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures.</p>	<p>HISTORY Link similarities and differences between this country and others, Recognise different environments Creating story maps and role playing different aspects of the life of significant explorers from the past. Creating environments that different explorers come from or explored.</p> <p>Small world / construction – pictures of past and present – can the children create the buildings, planes, vehicles,</p> <p>Writing area – maps and postcards – past and present</p> <p>Role play – Nurses outfits / Mary Seacol story and pictures.</p>
	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Recognise and retell stories connected with</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Say why Easter is a special time for Christians</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Talk about ideas of new life in nature</p> <p>Create an Easter Garden learn that</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Talk about some ways Christians remember these stories at Easter.</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> <p>Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to</p>

	<p>celebration of Easter</p> <p>Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.</p>	<p>Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for</p>	<p>most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations?</p>	<p>connections with signs of new life in nature</p> <p>Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show how Christians celebrate Palm Sunday today.</p>	<p>Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church'), and find out about how Christians celebrate it today.</p>	<p>put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.</p>
						
<p>Expressive Arts and Design</p>	<p>Skill - Creating animals – moving parts, connecting,</p> <p>Create a sea scene with paper plates and add a moving whale.</p> 	<p>Skill- To use a range of tools competently.</p> <p>Use playdough/clay to make an elephant.</p> <p>Make an elephant or bus using craft materials.</p> <p>Pupils to use EE resources during</p>	<p>Skill – manipulate materials and create meaningful marks</p> <p>Using paint and handprints to create an animal in the jungle</p>	<p>Skill – To use fine motor skills to manipulate materials</p> <p>Rip, tear and scrunch paper to create a snail design.</p>	<p>Skill – manipulate materials and create meaningful marks</p> <p>Make a bus template and create characters to go on your bus</p>	<p>Skill – manipulate materials and create meaningful marks</p> <p>Create a Savannah scene.</p>



Pupils to use EE resources during COOL time to create their own creations.

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