



St Stephen Churchtown Academy

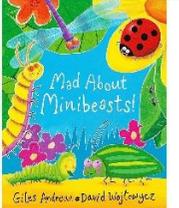
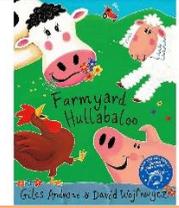
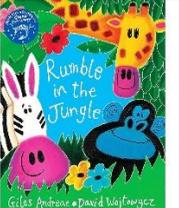
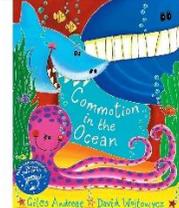
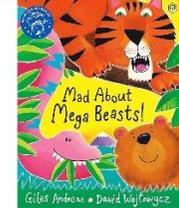
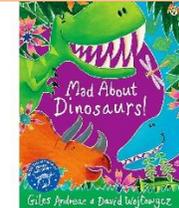


Medium Term Overview 2025 – 2026 Problem solving and Social Development

Term: Spring 2

Topic: Amazing Animals

Class: Nursery Porth

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus (Wellcomm)						
Key Text						
Key Vocab	Dragonfly, Beetle, stickinsect	Rooster, Farmacyard, Nightfall	Jungle, Chimpanzee, Vultures	Jellyfish, Swordfidh, Lobster	Hunting, Creatures, Mammal	Roar, Armour, Huge
Resources	Minibeast, Stick, safe mud, leaves, magnifying glasses, logs, bug books	Farm animals, hay, grass mats, mud, tractors, trailers, fences, crates.	Jungle animals, Fabric,leaves,green scarves, logs, blocks, crates,mirrors,	Sea creatures, blue fabric, water trya, shells, pebbles, nets, scoops, containers	Dinosaurs and prehistoric animals, rocks, logs, bark, stones, fabric brow/green for land.	Dinosaur figures, sand, stones, bark, ramps, blocks, large paper and cunky crayons.
Talking points	Small,crawl,fly	Animal sounds	Big and little comparrisons	Describing movement – swim, float,dive	Big,small, past, present, animals that lived along time ago.	Talking about “Long ago” big, small,heavy and light
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake					
Personal, Social and Emotional Development	Through adult modelling and guidance, pupils will learn how to look after their bodies, including healthy eating. Learn empathy and how to play alongside their peers.					
	Pupils will be supported to develop greater emotional awareness and regulation. They will begin to manage simple frustrations with adult support. They will build on their confidence in routines and transitions.					
	They will develop early independence – making choices, self-help skills.					

	<p>This will be implemented with consistent routines with clear expectations. Adults will support by naming and validating emotions and feelings – “You’re cross” “It’s hard to wait”. Adult will model calm behaviour and co-regulation strategies.</p> <p>Pupils will be encouraged to show independence during snack times, tidy up time and self-care times. Our Key Focus: Helping pupils feel understood and supported while learning to manage emotions safely.</p> <p>Development matter links:</p> <ul style="list-style-type: none"> • Begin to develop friendships • Express emotions and seek comfort from familiar adults • Show increasing independence in self-care. 					
<p>Communication and Language</p>	<p>Little Wandle: Twinkle, twinkle little star</p>	<p>Little Wandle: The wheels on the bus</p>	<p>Little Wandle: Miss Molly had a dolly</p>	<p>Little Wandle: Humpty dumpty</p>	<p>Little Wandle: Mary, Mary quite contrary</p>	<p>Little Wandle: Wind the bobbin up</p>
	<p>Phonological Sound</p> 	<p>Phonologica I Sound</p> 	<p>Phonological Sound</p> 	<p>Phonological Sound</p> 	<p>Phonological Sound</p> 	<p>Phonological Sound</p> 
	<p>Adults providing a language rich environment with high quality interactions (ShREC approach)</p> <p>Adults recognise the chat to children and use high end interactions with these children (ShREC approach)</p>					
<p>Physical Development</p>	<p>Cosmic Kids Yoga: Enzo the Bee</p> <p>Wake and Sake</p>	<p>Cosmic Kids Yoga: On the farm</p> <p>Wake and Sake</p>	<p>Cosmic Kids Yoga: Forest</p> <p>Wake and Sake</p>	<p>Cosmic Kids Yoga: Sea</p> <p>Wake and Sake</p>	<p>Cosmic Kids Yoga: Jungle</p> <p>Wake and Sake</p>	<p>Cosmic Kids Yoga: Dinosaur Park</p> <p>Wake and Sake</p>
<p>Pupils will be supports to use sounds, gestures and emerging words intentionally. They will listen and respond to familiar instructions, engage in back and forth interactions, show enthusiasm for rhymes, songs and sound play.</p> <p>This will be implemented through adults modelling simple, clear language throughout the day. Phase 1 phonics focus on voice sounds – Animals noises, vehicle sounds, loud/quite voices. Pupils will be singing familiar rhymes with actions and repetition using our phonological awareness Little Wandle.</p> <p>Adults will be commenting on children’s play rather than questioning it, using visual and gestures to support understanding.</p> <p>Key focus: Building confident communicators through repetition, modelling and responsive interactions.</p> <p>Development matter links:</p> <ul style="list-style-type: none"> • Communicates needs using gestures, sounds and words • Enjoy listening to sings, rhymes an stories • Understands simple instructions and questions 						

	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>	<p>Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p>
	<p>Pupils will be supported to develop gross motor skills through climbing, balancing and movement. Fine motor control through hands on play and awareness of their own bodies and space.</p> <p>This will be implemented through daily outdoor physical play – running, climbing, pushing, pulling. Fine motor opportunities such as posting, pouring, squeezing and mark making. Adult led movement games and action songs, supporting self-help skills such as handwashing and dressing.</p> <p>Key focus: Strengthening bodies and coordination while building confidence and independence.</p> <p>Development matter links:</p> <ul style="list-style-type: none"> • Develop increasing control over large and small movements • Moves confidently and safely in familiar environments • Begin to use tools and materials with increasing control 					
<p>Literacy</p>	<p>Sensory mark making Daily phonological awareness High quality texts Daily Story Time Our focus story Early Years Library visits</p> <p>Pupils will be supported to develop enjoyment of books ad stories, begin to handle books with care and listen to familiar stories and rhymes. They will join in with repeated words or actions.</p>					

This will be implemented by sharing books daily in a calm, relaxed way, repeating favourite stories to build familiarity, using props and puppets to support attention. Stories linking to pupils experiences. We will continue Phase 1 phonics through listening and sound awareness.

Key focus: Creating positive early experiences of books and stories without pressure to decode.

Development matter links:

- Enjoy sharing books with adults
- Listen to stories with increasing attention
- Make sounds and gestures while sharing books

Pupils will be introduced to basic 2D shapes and focus on an understanding of number 0-5, nursery rhymes that include counting, access to blocks for stacking and building. Engaging in sorting activities colours, numbers, shapes.

Number of the Week 1 Shape of the Week Circle Colour: Red	Number of the Week 1 More Shape of the Week Square Colour: Blue	Number of the Week 2 Shape of the Week Triangle Colour: Yellow	Number of the Week 3 Shape of the Week Star Colour: Green	Number of the Week 3 Shape of the Week Diamond Colour: Orange	Number of the Week 123 Shape of the Week Rectangle Colour: Purple
Nursery Rhyme: Twinkle, twinkle little star	Nursery Rhyme: The wheels on the bus	Nursery Rhyme: Miss Molly had a dolly	Nursery Rhyme: Humpty dumpty	Nursery Rhyme: Mary, Mary quite contrary	Nursery Rhyme: Wind the bobbin up

Mathematics

Pupils will be supported to compare quantities – more, less, same. They will begin exploring size and capacity and notice changes in amounts during routines.

This will be implemented using everyday routines such as snack and tidy up times to model maths language. Comparing quantities – “Who has more?” “This one is empty”.

Exploring capacity through sand and water play, supporting simple problem solving – “ we need one more..”

Adults will reinforce language rather than accuracy.

Key focus: Helping pupils make sense of quantity and comparison through real experiences.

Development matter links:

- Begin to develop and understanding of numbers and counting
- Show and interest in shape and space
- Notice patterns and changes in quantity

	<p>Holi Festival</p> <ul style="list-style-type: none"> • Colour Mixing • Bright fabrics and scarfs • Music and movement <p>World Book Day March 5th</p> <ul style="list-style-type: none"> • Sharing favourite stories, dressing up, extra story time <p>Science week 6th – 15th March</p>	<p>Spring Equinox 20th March</p> <ul style="list-style-type: none"> • Talking about longer days • Playing outside longer • Noticing light and dark <p>We will be looking at celebrations around the world. (National / Global)</p>	<p>Easter 5th April</p> <ul style="list-style-type: none"> • Eggs, chicks, bunnies • Nest building play • Egg hunt <p>We will be looking at maps to discuss where we live. (Local) Have we been to any other countries?</p>
<p>Understanding the World</p>	<p>Pupils will be support to explore their environment through sensory play, begin to notice similarities and differences and learn about everyday routines and familiar people.</p> <p>This will be implemented by sensory exploitation through water , sand and natural materials. Talking about daily routines and changes, exploring cause and effect through play. Using real objects and first hand experiences. Encouraging curiosity and exploration.</p> <p>Key focus: Supporting curiosity about the world through hands on, meaningful experiences.</p> <p>Development matter links:</p> <ul style="list-style-type: none"> • Explore the world around them through their senses • Show curiosity and interest in familiar experiences • Begin to notice differences and similarities 		
<p>Expressive Arts and Design</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Pupils will be encouraged to mark make using a variety of different resource, such as pencils, feather, chalks on paper, soil, sand, pavements. Helping the children to understand that different things can be combined to create new effects. An environment rich of creative areas where the children can listen and respond to music, sing, dance and perform, experiment with colours, textures, small world play, building and construction and role play.</p> <p>Pupils will be support to explore materials freely, experiment with sound, movements and textures. Express ideas through play and creativity.</p> <p>This will implemented through open ended creative resources – paint, collage, dough. Music and movement sessions using body and voice sounds. Role play opportunities linked to pupils interests. Adults will model creativity rather than directing outcomes.</p> <p>Key focus: Encouraging exploration and self-expression rather than finished products.</p> <p>Development matter links:</p> <ul style="list-style-type: none"> • Explore ad play with a wide range of media and materials 		

- Make sounds and movements freely
- Use pretend play to express ideas