








St Stephen Churchtown Academy
Medium Term Overview 2025-2026



Term: Summer 1

Topic: Come Outside

Class: Nursery Polzeath

	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Adventures	Seeds	Flowers	Plants	Fruit / Vegetables
Text					
Key Vocab	Wavy, snowstorm, gloomy, furry.	Seeds, soil, roots, seedling	Drifts, spring, stem, leaves	Tricycle, kite, higher, wind	Spinach, Rhubarb, Cabbage, Beetroot
Resources	Story puppets in puppet theatre.	Seeds in water tray for children to explore. Plant own sunflowers.	Soil, seeds and planting opportunities in outdoor area.	Grow own cress.	Vegetable planting, potatoes, beans etc.
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	SCARF: What Does My Body Need? I can name what my body needs for energy I can describe how I feel when I don't have enough food, water, exercise or sleep I can make healthy choices independently	SCARF: I can keep trying I can explain how people might feel if they find something hard I can suggest ways to encourage others to keep going I can have a go at challenging myself	SCARF: I can do it! I can develop skills in planning, reviewing applying a trial-and-error approach I can explore activities that I wouldn't normally try I can communicate with others by sharing and listening to each other's ideas		
	3-4: 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				
Communication and Language	Focus Story: We're Going on a Bear Hunt	Focus Story: A Seed in Need	Focus Story: The Tiny Seed	Focus Story: Titch	Focus Story: Oliver's Vegetables
	3-4: 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.				
Physical Development Gross Motor Skills	Cosmic Kids Yoga: Outside in the Woods Practice basic physical skills such as, skipping, hopping, running and jumping Balance bikes Parachute Squiggle while you Wiggle 5-a-Day Fitness	Cosmic Kids Yoga: Planting and growing Practice basic physical skills such as, skipping, hopping, running and jumping Balance bikes Parachute Squiggle while you Wiggle 5-a-Day Fitness	Cosmic Kids Yoga: How plants grow Practice basic physical skills such as, skipping, hopping, running and jumping Balance bikes Parachute Squiggle while you Wiggle 5-a-Day Fitness	Cosmic Kids Yoga: Flower power Practice basic physical skills such as, skipping, hopping, running and jumping. Balance bikes Parachute Squiggle while you Wiggle 5-a-Day Fitness	Cosmic Kids Yoga: Enchanted Garden Practice basic physical skills such as, skipping, hopping, running and jumping Balance bikes Parachute Squiggle while you Wiggle 5-a-Day Fitness
Physical Development Fine Motor Skills	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.				
	3-4: 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.				

Literacy	Sensory name writing, Daily phonics teaching (See Little Wandle Letters and Sounds Revised planning for Foundations for Phonics), High quality texts, Daily Story Time, Our focus story, Early Years Library visits				
	3-4: I can understand the five key concepts about print: Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, The names of the different parts of a book, Page sequencing, I can engage in extended conversations about stories, I can write some letters accurately. I can engage in extended conversations about stories, I can use some print and letter knowledge in my writing. For example: writing a pretend shopping list, I can write some or all of my name.				
Mathematics	Maths Progression: Make estimates and comparisons with measures, such as 'shorter than', 'heavier than'; Recognise, copy, extend and generalise patterns and sequences around me; Explore movements and directions and use mathematical language to describe position; Use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to'; Explore, compare, and use the general language of shapes through investigative play;				
	Sequencing <ul style="list-style-type: none"> Nursery rhyme sequence Daily sequencing Hungry Caterpillar Song: 5 little men in a flying saucer	Positional Language <ul style="list-style-type: none"> On or under In or out In front or behind Song: Humpty dumpty	More than / fewer <ul style="list-style-type: none"> More Fewer More or fewer Song: One elephant went out to play	2D Shape <ul style="list-style-type: none"> Circles Triangles Rectangles Song: Ring-a-ring-a roses	3D Shape <ul style="list-style-type: none"> Cubes and cuboids Cylinders Spheres Song: London bridge
	3-4: I can compare quantities using language 'more than' 'fewer than', Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round, Understand position through words alone with no pointing, Describe a familiar route, Discuss routes and locations, using words like in front of and behind, Make comparisons between objects relating to size, length, weight and capacity, Select shapes appropriately (flat surfaces for building, a triangular prism for a roof), Combine shapes to make new ones, Talk about and identify the patterns around them. For example, stripes on clothes, Use informal language like 'pointy', 'spotty', and 'blobs', Begin to describe a sequence of events, real or fictional, using words such as first, then..				
Understanding the World	Science Focus: (Seasonal Changes, Animals and their Habitats, Living Things, Plants) Observe daily weather. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Observing weather, plants and flowers.	Science Focus: (Seasonal Changes, Animals and their Habitats, Living Things, Plants) Observe daily weather. Plant seeds and care for growing plants. Grow our own Sunflowers. Geography: Our school grounds – gardening areas. Exploring habitats R.E focus discussion: The Natural World	Science Focus: (Seasonal Changes, Plants) Observe daily weather. Grow our own Vegetables. Geography: Fruits and Vegetables around the world. R.E focus discussion: The Natural World		

	<p>Geography: Our school grounds in St Stephen. Go on a hunt around school.</p> <p>R.E focus discussion: The Natural World</p> <p>Computing: Interactive Whiteboard, iPads</p>		<p>Computing: Interactive Whiteboard, iPads</p>	<p>Computing: Interactive Whiteboard</p>	
<p>Expressive Arts and Design</p>	<p>3-4: 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>				
	<p>Mixing red, blue and yellow to make brown. Ch paint bear. Craft – cardboard roll binoculars</p> <p>Music -play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>Using seeds to make a picture of a flower.</p> <p>Music -play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>Sunflower craft using different materials.</p> <p>Music -play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>Using different materials / painting beanstalks.</p> <p>Music -play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>	<p>Vegetable printing.</p> <p>Music - play instruments with increasing control to express their feelings and ideas, create their own songs, or improvise a song around one they know</p> <p>Nursery rhymes.</p>
<p>3-4: I can explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like</p>					

movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.