
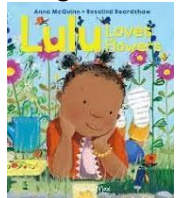

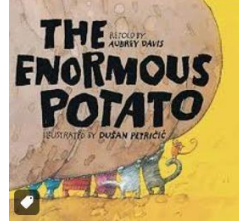
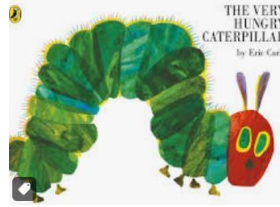


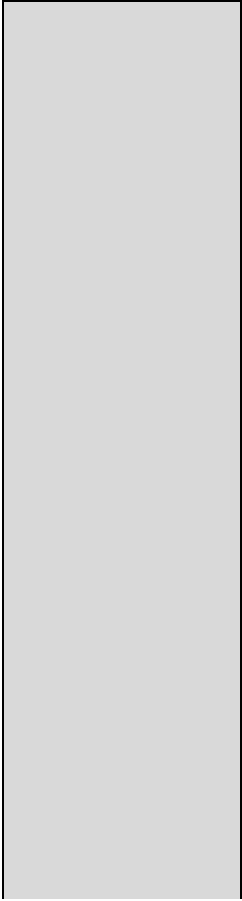
Medium Term Overview

Term: Summer 1 20252026

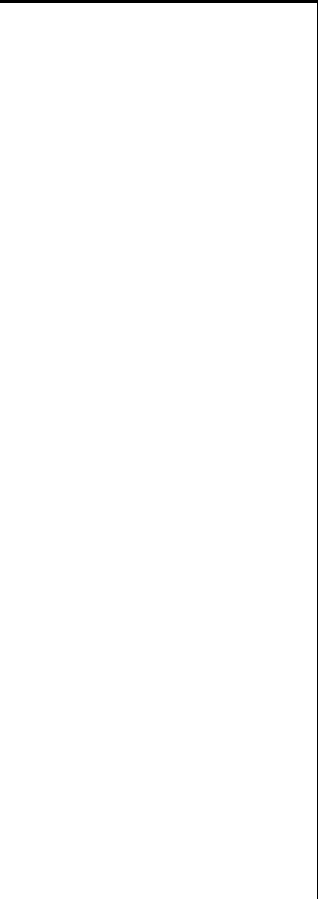
How does your garden grow?

Class: Polkerris

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6?
<p>Communication and Interaction</p> <p>Whole EYFS Focus – C&I and C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and focusing on Wellcomm targets in weekly planning.</p>	<p style="text-align: center;">Are you ready to grow?</p>  <p style="text-align: center;">Vocab – Season, Spring, summer, Autumn, Winter</p> <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p style="text-align: center;">Are you ready to grow?</p>  <p style="text-align: center;">Seeds, sow, shoot, root, grow</p> <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">·Anticipate (where appropriate) key events in stories.</p>	<p style="text-align: center;">Are you ready to grow?</p>  <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">·Anticipate (where appropriate) key events in stories.</p>	<p style="text-align: center;">Are you ready to grow?</p>  <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">·Anticipate (where appropriate) key events in stories.</p> <p style="text-align: center;">Use and understand recently introduced</p>	<p style="text-align: center;">Are you ready to grow?</p>  <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">·Anticipate (where appropriate) key events in stories.</p> <p style="text-align: center;">Use and understand recently introduced</p>	

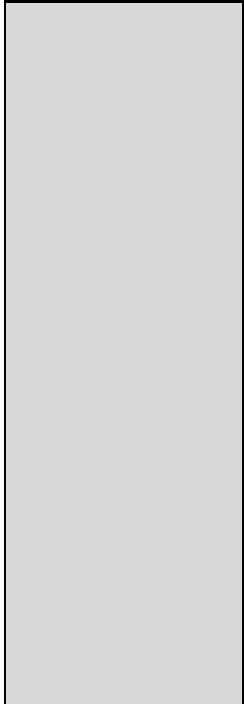


Anticipate (where appropriate) key events in stories.



		Use and understand	Use and understand	vocabulary during	vocabulary during
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				Activity 2 - Islands	
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Line up

Line up

Line up

Carpet time
Make a circle

Carpet time
Make a circle



	<p>Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our World' – weekly Nursery Rhyme – Hickory Dickory Dock New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and</p> <p>New Vocab from Key text and recommended reads.</p>	<p>Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga. 'Our World' weekly Nursery Rhyme – Hickory Dickory Dock New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and</p>	<p>Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our world' weekly Nursery Rhyme – Twinkle Twinkle Little Star</p> <p>New Vocab from Key text and recommended reads.</p>	<p>Nursery Rhymes - Charanga</p> <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our World' weekly Nursery Rhyme – Five Little Monkeys</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with</p>	<p>Nursery Rhymes - Charanga</p> <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our world' weekly Nursery Rhyme – Baa Baa Black Sheep</p>	
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	Reading frequently	poems, and then	Reading frequently	extensive opportunities	New Vocab from Key	
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	to children, and engaging them actively in stories,	providing them with extensive	to children, and engaging them actively in stories,	to use and embed	text and recommended reads. Reading frequently to children, and engaging them actively in stories, nonfiction, rhymes and poems, and then providing them with extensive opportunities to use	
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	<p>non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	
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<p>Physical Development</p>	<p>Locomotion – Jumping The focus of learning is to explore jumping in a variety of ways.</p>	<p>Locomotion – Jumping The focus of learning is for pupils to begin to jump efficiently.</p>	<p>Locomotion – Jumping The focus of learning is for pupils to develop their</p>	<p>Locomotion – Jumping The focus of learning is for pupils to explore jumping for distance.</p>	<p>Locomotion – Jumping The focus of learning is for pupils to explore jumping for height.</p>	
	<p>Pupils will explore jumping, in different directions, at different speeds and different levels.</p> <p>Gymnastics The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</p>	<p>Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.</p>	<p>jumping technique applying it into a game.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.</p>	<p>Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</p>	<p>Who can jump and stay in their own space as they jump?</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.</p>	
<p>Fine Motor Skills</p>	<p>Rolling and flattening dough, / undressing and dressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats. Accurate letter and number formation, Accurate use of cutlery at lunchtimes / independent cutting of food</p>					

	Holding a pencil effectively, developing writing fluency, showing some accuracy and care when drawing and mark making.					
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles Read four books a day Weekly book before writing / CP input.	Understand that : We read from left to right and top to bottom Read four books a day	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.	Understand that : We read from left to right and top to bottom Read four books a day Weekly book before writing / CP input.	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.	

	Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home.	Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	
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Literacy Phonics	<p>Week1 Phase 4 CVCC words with short vowels Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Said, so, have, like</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending</p>	<p>Week 2 CVCC, CCVC words Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Some, come, love, do</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words</p>	<p>Week 3 CCVCC, CCCVC, CCCVCC Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Were, here, little, says</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words</p>	<p>Week 4 Phase 4 longer words Compound Words Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words There, then, what, one</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending</p>	<p>Week 5 Words ending –ing –ed /t/ –ed /id/ /ed/ est</p> <p>Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Out, today</p> <p>Review phase 2/ 3 GPC's as needed New words, tricky words Oral blending</p>	
	<p>Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p>Oral blending Read/ write a sentence spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p>Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p>Read/ write a sentence Spelling CVC / matched ability books 3 x group reads per week</p>	

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Literacy Writing	<p>Seed still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Mountains in boxes x 6 Felt tips Music - Cinderella Prokofiev</p>	<p>Seedling still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Circles in boxes x 6 Coloured pencils Bad habits by Ed Sheeran</p>	<p>Seeding still life drawing, labelling, naming, Daily letter formation Name Writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Lines (portrait/landscape in boxes) (6) Colour pens, A4 paper at tables (different colour each week) Keep on Movin By Five</p>	<p>plant still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Keep on Movin By Five Chalk pens, A4 paper at tables (different colour each week) Dancing Queen by Abba</p>	<p>Flower still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Loop in boxes (6) Felt Tips, A4 paper at tables (different colour each week) Hey Tiger by Robbie Williams</p>	

Maths	WRM	WRM	WRM	WRM	WRM
	To 20 and beyond	To 20 and beyond	How many now?	Manipulate compose and decompose	Manipulate compose and decompose
	Step 1 Build numbers beyond 10 (10 -13)	Step 4 Continue patterns beyond 10 (14-20)	Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away	Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes	Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes
	Rhyme Sesame Street's Pinball Number Count Book Anno's counting book	Books 20 Big Trucks in the Middle of the Street by Mark Lee • Jack the Builder by Stuart J. Murphy	Key Books Mouse Count by Ellen Stoll Walsh • One Ted Falls out of Bed by Julia Donaldson • My Granny Went to Market by Stella Blackstone • Mr Gumpy's Outing by John Burningham • Splash! by Ann Jonas • Tad by Benji Davies • The Shopping Basket by John Burningham	Key Books Key books • Big Box of Shapes by Wiley Blevins • Which One Doesn't Belong? by Christopher Danielson • Mr Gumpy's Motor Car by John Burningham • Tangram Cat by Maranke Rinck and Martijn van der Linden • Three Pigs, One Wolf, and Seven Magic Shapes	
	Step 2 Continue patterns beyond 10 (10-13) Rhyme Sesame Street's Pinball Number Count Book Ten ways to eat a fly	Step 5 Verbal counting beyond 20 Rymes • Catch, Catch, Catch a Fish Books Monster Math by Anne Miranda			
	Step 3 Build numbers beyond 10 (14-20) Books The Real Princess by Brenda Williams • One Moose, Twenty Mice by Claire Beaton	Step 6 Verbal counting patterns Book 1 is One by Tasha Tudo			

				<p>by Grace Maccarone</p> <ul style="list-style-type: none">• Mouse Shapes <p>by Ellen Stoll Walsh</p> <ul style="list-style-type: none">• Pezzettino by Leo Lionni		
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				<ul style="list-style-type: none">• Jack and the Flumflum Tree by Julia Donaldson• Perfect Square by Michael Hall• Grandpa's Quilt by Betsy Franco• Color Zoo by Lois Ehlert• Cubes, Cones, Cylinders, & Spheres by Tana Hoban• Boxitects by Kim Smith		
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Understanding the World	Circle time and COOL time	Circle time and COOL time	Circle time and COOL time	Circle time and COOL time	Circle time and COOL time	
	Geography / science / History links	Geography / science / History links	Geography / science /History links	Geography / science /History links	Geography / science /History links	
	Plants - Potatoes	Plants - Sunflowers	Plants - Beans	Plants - Carrots	Plants - Flowers	
	Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.	Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.	Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.	Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences. vocabulary such as: how, why, because, find out, I wonder what/if/when/why	Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.	
	Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	
				Texture of plants, seeds, plants for food,	Computing , Let's go code	

	<p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 1 – Talk about special places, ask parents to share pictures of special places on Tapestry. Pupils to draw a picture of their special place.</p>	<p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 2 – Recognise that some religious people have places which have special meaning for them. Share</p>	<p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 3 - Recap that a church is where Christians worship God. Show the children key features of a church: church, font, cross, candle, Bible Talk about what makes this a place</p>	<p>parts of a plant, what plants need to grow</p> <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs. Week 4 - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Introduce a mosque as a special place to muslims where they worship God. Show the children key features of a mosque: washing</p>	<p>I can follow instructions to walk a maze!</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p>RE Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs. Week 5 - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Synagogues. Introduce a synagogue as a special place to Jews</p>	
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		<p>pictures of special religious places.</p>	<p>of worship. Imagine what it would be like to be there.</p>	<p>area, prayer hall, prayer mats,</p>	<p>where they worship God. Show the</p>	
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Find out what people do there

minaret. Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there.

children key features of a synagogue: an ark (where the scrolls of the Law are kept), an "eternal light" burning before the ark, two candelabra, pews, and a raised platform (bimah)

Expressive Arts and Design

Music -Charanga

Big Bear Funk

Listen and Appraise - Big Bear Funk	***
Games Track - Big Bear Funk	***
Learn to Sing the Song - Big Bear Funk	***
Learn the Action Song - Name Song	***
Learn the Action Song - Things For Fingers	***
Share and Perform - Big Bear Funk	***

Creative Are you ready to grow?
 Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point

Music - Charanga Big Bear Funk

[Viewer](#)

Listen and Appraise - I Feel Good by James Brown	***
Listen and Appraise - Big Bear Funk	***
Games Track - Big Bear Funk	***
Learn to Sing the Song - Big Bear Funk	***
Learn to Sing the Song - Hickory Dickory	***
Learn to Sing the Song - ABC Song	***
Share and Perform - Big Bear Funk	***

Creative Are you ready to grow?
 Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Music - Charanga Big Bear Funk

[Viewer](#)

Listen and Appraise - Don't You Worry Bout A Thing by Incognito	***
Listen and Appraise - Big Bear Funk	***
Games Track - Big Bear Funk	***
Learn to Sing the Song - Big Bear Funk	***
Learn to Sing the Song - Twinkle, Twinkle, Little Star	***
Learn to Sing the Song - Head, Shoulders, Knees And Toes	***
Share and Perform - Big Bear Funk	***

Creative Are you ready to grow?
 Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Music - Charanga Big Bear Funk

Listen and Appraise - My Promise by Earth Wind & Fire	***
Listen and Appraise - Big Bear Funk	***
Games Track - Big Bear Funk	***
Learn to Sing the Song - Big Bear Funk	***
Learn to Sing the Song - If You're Happy And You Know It	***
Learn to Sing the Song - Five Little Monkeys	***
Share and Perform - Big Bear Funk	***

Creative Teach Point-


Are you ready to grow?
 Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Music - Charanga Big Bear Funk

Listen and Appraise - Superstition by Stevie Wonder	***
Listen and Appraise - Big Bear Funk	***
Games Track - Big Bear Funk	***
Learn to Sing the Song - Big Bear Funk	***
Learn to Sing the Song - The Wheels On The Bus	***
Learn to Sing the Song - Baa Baa Black Sheep	***
Share and Perform - Big Bear Funk	***

Creative

Are you ready to grow?
 Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

	<p>Following instruction cutting and designing / Joining materials</p> <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p>	<p>Teach point Use a variety of artistic effects to create a sunflower</p>  <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p>	<p>Teach point Still life drawing of a seedling (Bean), shadows, contrast (this could be repeated as their seedling grows)</p> <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p>	<p>Teach Point Fine motor using a range of tools effectively to create a finished product</p> <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p>	<p>Teach point Drawing with care and accuracy – still life drawing of a flower</p> <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p>	
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