



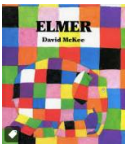
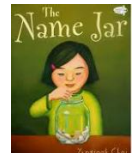
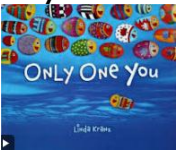
St Stephen Churchtown Academy

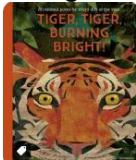
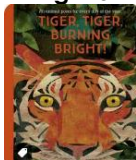
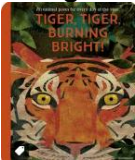
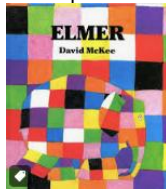
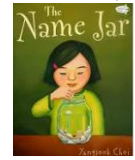
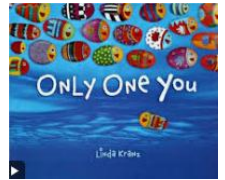
Medium Term Overview

Term: Autumn 1 2026/2027

Class: Polkerris



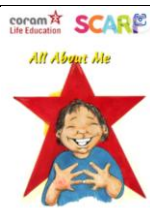
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Oracy Theme	Getting to know you / carpet rules	Listening	Listening	Listening	Listening	Listening	Listening
Oracy	Settling in getting to know you	Social and Emotional  Plan I will...	Social and Emotional  Plan I will... I will go to...	Social and Emotional  Plan I will... I will go to... To be a/an...	Social and Emotional  Plan I will... I will go to... To be a/an... Because...	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?
Communication and Language	Daily routine songs. Morning routine / lunch routine Introduce Super Duper You! 	Daily routine songs Introduce The Colour Monster 	Daily routine songs Introduce What Makes Me Marvelous 	Daily routine songs Introduce Elmer 	Daily routine songs Introduce Giraffe is left out. 	Daily routine songs Introduce The Name Jar 	Daily routine songs Introduce Only One You 

Communication and Interaction	Settling in sessions Getting to know you Rules and routines New beginnings  Circle time / COOL time - talking about ourselves. Poem a day Tiger Tiger Burning Bright 	Rules and routines Behaviour expectations Taking part in discussion – What makes me marvellous? Role Play Begin to show an interest in others  Circle time / COOL time - talking about what we are good at. Poem a day Tiger Tiger Burning Bright & 	Rules and routine Taking part in discussion Turn taking. Role Play  Pupils to take on new challenges try new things Circle time / Cool time - talking about what we find easy and difficult, what we would like to try. Poem a day Tiger Tiger Burning Bright 	Rules and Routines My family and where I come from. Timeline – past and present  Circle time / COOL time - My feelings – naming emotions Poem a day Tiger Tiger Burning Bright 	Rules and Routines Who helps me at school and at home / community  Circle time / COOL time – Thinking about differences learning to share and care, politeness and kindness. Poem a day Tiger Tiger Burning Bright 	Rules and Routines Reflecting on the term so far what have you learnt rules and routine,  Circle time / COOL time- Celebrating our differences Poem a day Tiger Tiger Burning Bright 	Rules and Routines Developing understanding and helping others.  Circle time / COOL time Thinking about others Including our friends. Poem a day Tiger Tiger Burning Bright 
	Personal, Social and Emotional Development Settling in sessions Getting to know you	All About Me	What makes me special? 	Me and my special people.	Who can help me?	My feelings 	British values

Linking to We Thinkers – Social thinking theory



Circle time and role play



Focus for questions:
Things that make us the same
Things that make us different
What's good about each of these things?
It's nice to spend time with family and friends
It's also ok to be alone sometimes and enjoy playing and doing things alone
Special interests and skills

Pupils to bring in favourite book

Tell us about your special object (if children have brought this to school) or can anyone tell us about a special toy or object that you've had since you were very young? A favourite book
A favourite activity
A favourite place
Did we all have the same things as our favourite thing?



Who are your special people that you like to spend time with, outside school? Does everyone have the same special people? (Some are grandparents or other relatives, some are family friends, some are pets).
Does everyone have the same special people - e.g. did everyone say grandparents? (No - because not everyone has the same number or type of relatives, friends, pets etc.)



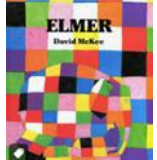
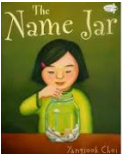
Using the All about me book (see Resources needed area) start by focusing on the page 'Who do you like to spend time with?'
Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy.
Key questions:
Who does Harold like to spend time with? Who else might he like to spend time with that we can't see on this page? Who do you like to spend time with - at school, at home? Who can we go to if

Choose a book that shows lots of different feelings. You can use the All About Me book (from the Resources needed area) looking at the different characters' faces to guess their feelings, or another one that has a variety of different feelings. Start by going through the whole book - focusing on different feelings you can see.
Aim to get a variety of words from the children

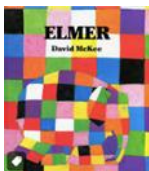
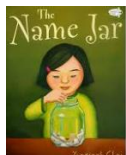


Discuss
Tolerance
Rule of Law
Democracy
Mutual Respect
Individual Liberty

					we need help with something - at school, at home?		
Physical Development	Settling in, visit to the hall. Practising changing learning about looking after our things.	Locomotion The focus of learning is to explore walking. Pupils will explore walking using different body parts in different directions, at different levels and at different speeds. Ball Skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of pushing a ball. Pupils will learn the meaning of the word control and start to understand why it is important to	Locomotion The focus of learning is for pupils to begin to walk efficiently. Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique. Ball skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of rolling a ball. Pupils will learn the meaning of the word control and start to understand why it	Locomotion The focus of learning is to explore walking in different pathways and to explore relationships with others. Pupils will develop walking at different levels and at different speeds. Ball Skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space. Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.	Locomotion The focus of learning is to experience sustained walking following a route and instructions. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball. Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space. Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.	Locomotion The focus of learning is to apply pupils' learning about walking developing into marching. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball. Pupils will continue to explore different ways of rolling and pushing a ball. Pupils will work with a partner and begin to understand why it is important to be part of a team.	Locomotion The focus of learning is for pupils to apply their understanding of walking, applying it into a game. Ball Skills The focus of learning is to continue to explore different ways of using our hands to move with a ball, keeping control. Pupils will continue to explore different ways of rolling, pushing and bouncing a ball with a partner.

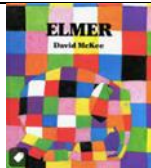
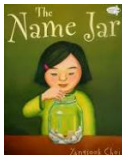
		keep the ball close to them.	is important to keep the ball close to them.	start to understand why it is important to keep the ball close to them.			Pupils will learn the meaning of the word defender and what this means when playing games.
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities.	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. My First Book of Patterns by Bobby and June George • We're Going on	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. Read four books a day Weekly book 	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities.	Understand that: Print has meaning. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities.

		Margarette S. Reid • Beep Beep, Vroom Vroom! by Stuart J. Murphy Poem a day before lunch Linked to the date / day of the week Book vote book at the end of the day from recommended reads	Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell • Poem a day before lunch Linked to the date / day of the week Book vote book at the end of the day from recommended reads	a Bear Hunt by Michael Rosen Poem a day before lunch Linked to the date / day of the week	before writing / CP input. Maths linked story book before maths activities. • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary - Anno's Counting Book by Mitsumasa Anno Poem a day before lunch Linked to the date / day of the week	• How to Count to One by Casper Salmon • Goldilocks and the Three Bears • The Gingerbread Man Poem a day before lunch Linked to the date / day of the week	A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff Poem a day before lunch Linked to the date / day of the week
Literacy Phonics	Settling sessions Carpet rules and routines	S, a, t, p GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	l,n,m,d GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	G,o,c,k GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	Ck,e,u,r GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	H,b,f,l GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	Assessment

Literacy Writing	Name writing Check pencil grips / hands L or R?	Name writing Book vote Letter formation s,a,t,p 	Name writing Book vote Letter formation l,n,m,d, 	Name writing Book vote Letter formation G,o,c,k, 	Name writing Book vote Letter formation Ck,e,u,r, 	Name writing Book vote Letter formation H,b,f,l, 	Name writing / portrait assessment. Book vote Letter f 
		Wk 2 Mon -The colour Monster Pattern left to right Cut out yellow circle add googley eyes Tues - Pattern Left to right Cut red dots, add dots to the jar Wed - Pattern Left to right cut out a tree and stick on Thurs - Pattern Left to right Cut out pink hearts add to the jar Fri – Pen Disco Mountains - Wax crayons, landscape roll of paper - Mmm Bop By Hanson	Wk 3 What makes me me? Mon - Pattern vertical lines down Cut out a blue circle and add it on as a bobble on the hat (it doesn't relate to the letter but warms the fingers up doing the activity) Tues - Pattern crosses Add a feather to the nest Wed - Pattern up across, down Add triangles to the tail as spikes on the monster Thurs - Patterns squares Add ball onto the dog picture Fri – Pen Disco	Wk 4 Elmer Mon - Add green squares onto the elephant Pattern diagonal lines left Tues - Add on an orange sun Pattern Crosses Wed - Cut out colourful Elmers and stick on. Pattern Zig zags Thurs - Add a crown onto Elmer as he is the king of the Elephants Fri – Pen Disco Chunky pencils long lines – reach for the stars S Club	Wk 5 Giraffe is left out Mon - Pattern circles Add on black spots to the leopard. Tues - Pattern Loops Cut out an elephants head and stick onto the picture. Wed - Pattern swirls Cut a boat and stick it under the water. Thurs - Pattern Triangles Cut out a strip of paper for the finish line of the race. Fri- Pen Disco	Wk 6 The name Jar Mon - Cc Cut out and stick on a house. Write the 'C' grapheme correctly Tue - Aa cut out two wheels and stick on the bus. Write the 'a' grapheme correctly. (Add on the wheels) Wed - Oo Cut out and stick Unhei with her friends. Write the 'O ' grapheme correctly. (On the steps) Thurs - Qq Cut out a stamp and add it onto a letter. Write	Wk 7 Only One You Mon -Gg Cut out the gold fish and stick next to the parent fish Tues -Dd Add on a triangle as a fin (A Dapper looking fish) Wed - Ee Cut out a mat and put on top of the spikey coral. (Eek it hurts) Thurs - Ss Add on a bit of string and write the S grapheme (swimming to the worm)

			Circles, chalk black paper – happy By Pharell Williams		Short lines on wipe boards – Raindrops keep falling on my head By BJ Thomas	the ' q ' grapheme correctly. (quick cut out the letter) Fri – Pen Disco Zig Zags, chunky felt pens – Queen we will rock you	
Maths	Getting to know you Songs and Rhymes BBC number rhymes / songs 2 x Counting collections 1-10	Getting to know you Songs and Rhymes BBC number rhymes / songs 2x Counting collections 1-10	Match sort and compare Match Objects Match Pictures and objects Sort Objects and type 2x Counting collections 1-10	Match sort compare Exploring sorting techniques Create sorting rules. Compare amounts. 2x Counting collections 1-10	Talk about measure and patterns Compare size, compare Mass, Compare Capacity 2x Counting collections 1-10	Talk about measure and patterns Explore simple patterns. Copy and continue simple patterns 2 x Counting collections 1-10	It's me 1,2,3 Find 1,2,3, Subitise, 1,2,3 Represent 1,2,3 2x Counting collections 1-10
Understanding the World	Settling in	Circle time and COOL time History Me in the past Look at baby pictures. Birthdays RE F1 GOD/ CREATION: Why is	Circle time and COOL time History Create a timeline, past and present RE F1 GOD/ CREATION: Why is	Circle time and COOL time History Where do I come from, where my parents' children once. Has St.Stephen changed. Pictures of St. Stephen present and past RE F1 GOD/ CREATION: Why is the word 'God' so	Circle time and COOL time History People who help us past and present are the clothes the same or different RE F1 GOD/ CREATION: Why is the word	Circle time and COOL time History What can you do now that you couldn't when you were a baby. RE F1 GOD/ CREATION: Why is the word	Circle time and COOL time History Our families in the past Was it the same or different. RE F1 GOD/ CREATION: Why is the word 'God' so

		the word 'God' so important to Christians? Look at the features of a church. Explore different items from a box. Read the creation story. Pupils to make their own Jelly fish and creation scenes using small world. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You: Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations	the word 'God' so important to Christians? Re-cap what was in the treasure box from last week. Discuss what you think Christians made in the world. Look at Harvest and what it means. Discuss why Christians believe they should look after the world. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You: Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations	important to Christians? Re-cap on why Christians believe they should look after the world. Look at the pictures what do you think is happening? Focus Group: You are going to be looking carefully at picture of Adam naming the animals. You will be naming the animals and drawing them carefully. Independent Group: You are going to have a go at sounding out the names of the animals and writing them down. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You:	'God' so important to Christians? RE-Cap what did we learn last week. Think about what the most beautiful thing in the world is. Focus Group: You are going to be decorating the letters that form the word 'God'. We will be talking about why this word is special to Christians. Independent Group: You will be tidying up the small world play and creating a world that is better cared for. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art	'God' so important to Christians? Re-cap on last week's learning. Talk about the precious pearl, how would the children look after the pearl. You will decorate your pearl box thinking carefully about how you will show that your pearl is precious. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You: Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour	important to Christians? RE-Cap on the precious pearl. Discuss what the word Hallowed means. Independent Group – You will be searching for precious pearls in the sand and wrapping them up carefully. Focus Group – You will be decorating pictures of pearls and sharing why you think God is special to Christians. Science Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You: Explore the natural world around them –
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				Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations	Only One You: Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations	and sound investigations	individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations
Expressive Arts and Design	Settling in Teaching how to take play put it away.	 Colour Monster Collage Provide the children with different materials to create their own colour monster Skill colour recognition, fine motor	 Paper plate portraits Skill – accuracy / getting to know you Skill – Fine motor, representing their own face (PSHE)	 Skill – Following instruction, cutting, folding, fine motor, 	 Giraffes Hand / arm drawings Skill – Use a range tools,	 Create their own colourful name card Skill – develop small motor skills and letter formation taught knowledge	 Skill – small motor, use a range of skills Use core muscle strength to achieve good posture when sitting at the table



Colour Monster
toilet rolls



Lesson 1: Meet the artist – Who is David McKee?

Who was David McKee, and how did he use simple drawings to make happy pictures?



Still life animal
drawings or
shadow drawing
outside



Lesson 2: Drawing simple shapes to build pictures

How can simple shapes help us build pictures that tell stories?

Lesson 3: Using lines to add details and fun

How do lines help us show feelings and details in our drawings?



Lesson 4: Adding colour and texture by sticking

How can sticking and different materials make our pictures more fun and interesting?
Link to UW Animal tracks



Lesson 5: Tell a story with your picture

How can your picture tell a story and show feelings?



Lesson 6: Share and celebrate your art

How does talking about your drawing help others understand your story and feelings?