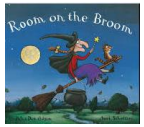
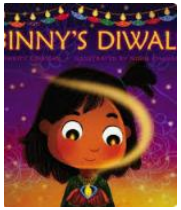
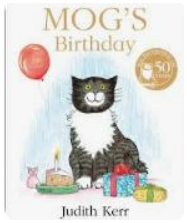
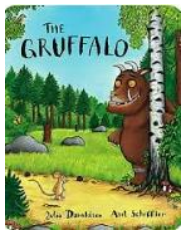
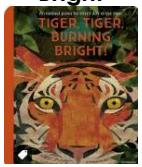
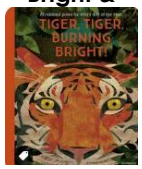
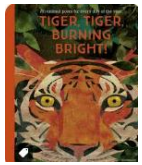
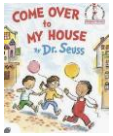
St Stephen Churchtown Academy

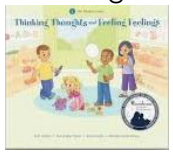
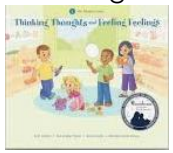
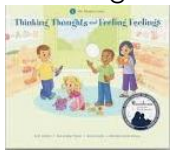
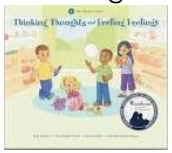
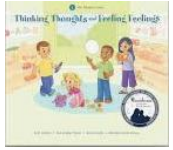
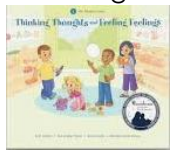
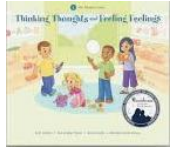
Medium Term Overview

Term: Autumn 2 2026 /2027 **How Do you Celebrate?** **Class:** Polkerris

	How do you celebrate? Week 1	How do you celebrate? Week 2	How do you celebrate? Week 3	How do you celebrate? Week 4	How do you celebrate? Week 5	How do you celebrate? Week 6	How do you celebrate? Week 7
Oracy Theme	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group
Oracy	Social and Emotional Group discussion What did you…?	Social and Emotional Group discussion What did you…? How did you…?	Social and Emotional Group discussion What did you…? How did you…? How did you…?	Social and Emotional Group discussion What did you…? How did you…? How did you…?	Social and Emotional Group discussion What did you…? How did you…? How did you…?	Social and Emotional Group discussion What did you…? How did you…? How did you…?	Social and Emotional Group discussion What did you…? How did you…? How did you…?
Communication and Language	Daily routine songs. Morning routine / lunch routine **Introduce**  **Wellcomm Targets (see CP planning)**	Daily routine songs **Introduce**  **Wellcomm Targets (see CP planning)**	Daily routine songs **Introduce**  **Wellcomm Targets (see CP planning)**	Daily routine songs **Introduce**  **Wellcomm Targets (see CP planning)**	Daily routine songs **Introduce**  **Wellcomm Targets (see CP planning)**	Daily routine songs **Introduce**  **Wellcomm Targets**	Daily routine songs **Introduce**  **Wellcomm Targets**

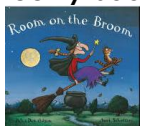
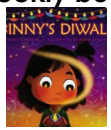
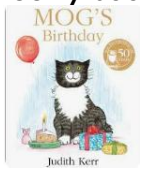
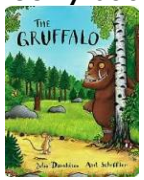
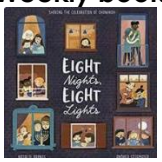
						(see CP planning)	**(see CP planning)**
Communication and Interaction	**Develop vocabulary:** Story language Listening and responding to stories . **Circle time / COOL time- Talking about Half term holidays/ Halloween/ Bonfire night** **Poem a day** **Tiger Tiger Burning Bright**  **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Rhyme of the week – Charanga**	**Develop vocabulary:** Following instructions Takes part in discussion **Circle time / COOL time – Diwali** **Poem a day** **Tiger Tiger Burning Bright &**  **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Rhyme of the week Charanga** Learn to sing nursery rhymes and action songs:	**Develop vocabulary:** Understand how to listen carefully and why listening is important **Circle time / Cool time – Talking about how we celebrate birthdays,** **Poem a day** **Tiger Tiger Burning Bright** **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Rhyme of the week Charanga** Learn to sing nursery rhymes and action songs: • Ring O' Roses	**Develop vocabulary:** develop vocabulary. **Circle time / COOL time – talking about how we celebrate achievements** **Poem a day** **Tiger Tiger Burning Bright**  **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Rhyme of the week – Charanga** Learn to sing nursery rhymes and action songs:	**Develop vocabulary:** Engage in non-fiction books. Talk about family routines and special occasions **Circle time / COOL time – Christmas/ the nativity/ Christmas lists/ letter to Father Christmas** **Poem a day** **Tiger Tiger Burning Bright**  **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Rhyme of the week Charanga**	**Develop vocabulary:** Engage in non-fiction books. Talk about family routines and special occasions **Circle time / COOL time- Christmas/ the nativity/ Christmas lists/ letter to Father Christmas** **Poem a day** **Tiger Tiger Burning Bright**  **Songs and Rhymes** Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor	**Develop vocabulary:** Engage in non-fiction books. Talk about family routines and special occasions **Circle time / COOL time - Christmas/ the nativity/ Christmas lists/ letter to Father Christmas** **Poem a day** **Tiger Tiger Burning Bright**  Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor **Nativity Performance**

	Learn to sing nursery rhymes and action songs: I'm A Little Teapot	• The Grand Old Duke Of York **Nativity songs / practise**	**Nativity songs / practise**	• Hickory Dickory Dock **Nativity songs / practise**	Learn to sing nursery rhymes and action songs: Action song - Not Too Difficult **Nativity songs /practise**	Learn to sing nursery rhymes and action songs: • The ABC Song **Nativity songs/practise**	
Personal, Social and Emotional Development	**I'm special you're special** Tolerance & Respect **+ 1x focus on black history month**	**I'm special you're special** Tolerance & Respect **I'm special your special**  I'm special, you're special (coramlifeeducation.org.uk) Activity 1 - Jigsaw faces Have photos of the children's faces printed out, laminated and cut into three strips - eyes, nose, mouth. Have whole photos available for children to look at carefully. Support	**I'm special you're special** Tolerance & Respect **Same and different** Same and different (coramlifeeducation.org.uk) Activity 2 - Harold's journey to school, option B Ask the children to re-tell the story using images from the story *Harold Shares his Scarf* (you could cut out the images from the book or make the split pin puppets). This can be an independent enhancement to continuous	**I'm special you're special** Tolerance & Respect **Same and different families**  Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of people that live in	**I'm special you're special** Tolerance & Respect **Same and Different Homes**  Adult-guided activities (individual or small groups) Activity 1 - My home Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house.	**I'm special you're special** Tolerance & Respect **I am Caring**  I feel left out Using a class toy/mascot/character, explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. You could even have a letter written from the toy.	**I'm special you're special** Tolerance & Respect **I am a friend**  During child-initiated play Help develop friendships by asking children when lining up to go somewhere to find a friend and stand next to them. They could also hold hands, if both of them are ok doing this (ask children to seek permission

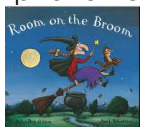
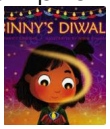
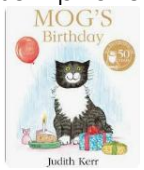
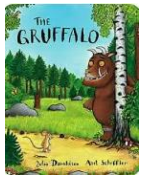
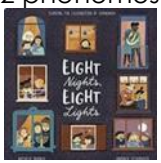
		children to build their faces and their friends' faces by putting the correct strips together. Keep the pieces loose, like a jigsaw, so the activity can be repeated with different faces each time. As you do the activity, encourage the children to think about what makes each face different and each face special.	provision. Some children may like to share their retelling and you could record this as part of an online learning journey. Following this, the children could draw a picture of one of the friends Harold helps. They can have the option to write or mark-make some words or sentences re-telling the story.	their house (including any siblings), any pets that they have etc. Encourage the children to think about how to present this information to the whole class.	Give children the opportunity to extend by writing labels.	Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder. In a circle, the children can pass the toy around and tell it something kind. Alternatively they could suggest something to help the other toys be kinder.	before doing this). Encourage and give directed praise to children for acts of kindness and for being friendly e.g. "You're helping your friend to put their coat on. That's very friendly." Plan time to observe how friendships are developing and give support to those who need it, especially if you're doing this activity earlier in the school year.
We Thinkers- Social Thinking Theory	Book 1 Thoughts and feelings  Introduce the characters and read the book	Book 1 Thoughts and feelings  Teaching Moments Page 7 Dice Roll: What Can Your	Book 1 Thoughts and feelings  Page 13 Music Activity. "Where You Think a	Book 1 Thoughts and feelings  I'm Thinking of Something…Find It Game To begin,	Book 1 **Thoughts and feelings**  Page 16 Ask your students: "What other	Book 1 Thoughts and feelings  Pages 22-25 As you read these pages, use	Book 1 **Thoughts and feelings**  Music Activity. "Show Me What You're Feeling"

		Body Do? Before beginning this activity, show your students the pictures on the dice of the various body parts.	Thought" (Track 1) • Hand out thought bubble props to all children. • Before starting the music, tell your group they will be listening for the word "thought." When they hear this word, they can hold the thought bubble props above their heads. • Page 15 Point out how every character in the story is thinking about the game and thinking about the other kids while they are together.	everyone stands up. Hold your thought bubble prop above your head. Place a colored square in the thought bubble and say to the group, "I'm thinking of something (red)." Tell your students to find something (red) and touch it with their hand. For example, one child might touch a red chair, another a red ball. More than one child can touch the same item. When everyone is touching a (red) item say, "We are all thinking about something (red)!" Continue the game with a new color.	names for feelings do you know besides happy, sad, mad, and scared?" Page 20 Discuss the different characters, point to their hearts, and the associated feelings in each character.	props to act out the scene. Blow bubbles, make a spider puppet or toy crawl around, rip a page of artwork in half, and drop a scoop of toy ice cream on the ground. At each page, ask your students to imagine how they would feel in the situation. Stop and Do Stop and Notice Stop and Do Stop and Discuss Stop and Notice Stop and Do 2 We Thinkers! e remembering what the different emotions look like, copy pages from the story, use expression/emot ion charts or pictures from magazines, etc. and post nearby as a reference during the song.	(Track 2) Act out lyrics with children as you listen together so the children can practice demonstrating the various feelings with their faces and bodies. If children need help remembering what the different emotions look like, copy pages from the story, use expression/emo tion charts or pictures from magazines, etc. and post nearby as a reference during the song. Page 27 Ask your students: "How can Molly tell that Jesse is mad? What are the clues from his body and face?" Page 30 Draw the children's attention to

							each character's own thoughts. How does Evan want to add to the block city? Ellie? Jesse? Molly?
Physical Development	**Games for understanding** The focus of the learning is to understand why it is important to take turns when playing a game.	**Games for understanding** The focus of the learning is to understand why we need to keep the score during a game.	**Games for understanding** The focus of the learning is to understand why we need to follow the rules during a game. Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed.	**Games for understanding** The focus of the learning is explore different ways of avoiding a defender. Pupils will explore simple principles (evasive skills) to avoid being tagged. Pupils will start to understand what the consequences are if they are tagged in a game	**Games for understanding** The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point. Pupils will explore simple principles to prevent the attackers from scoring. Pupils will start to understand what the consequences are if they do not tag an attacker in a game.	**Games for understanding** The focus of the learning is to bring together the suggested sequence of learning into mini games. Pupils will apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game	**Games for understanding** Assessment
Physical development	**Dance/ Dinosaurs** The focus of the learning is to explore different	**Dance/ Dinosaurs** The focus of learning is to create their own movement ideas	**Dance/Dinosaurs** The focus of learning is to create simple	**Dance/Dinosaurs** The focus of learning is to explore larger	**Dance/Dinosaurs** The focus of learning is for pupils to	**Dance/Dinosaurs** The focus of learning is to explore	**Dance/ Dinosaurs Recap/ Assess** The focus of learning is to

	movements using different parts of the body.	relating to specific words. Pupils will start to add movements together to form a sequence	movement sequences that relate to specific words. Pupils will add their movements together to form a sequence.	scale travelling movements, responding to words or music.	respond to words and music using their bodies.	character movements with a partner.	explore character movements with a partner.
Literacy **Reading / understanding**	favourite stories, rhymes, songs, poems or jingles **Read four books a day** **Weekly book**  before writing / CP input. **Maths linked story book before maths activities.** Anno's Counting Book by Mitsumasa Anno • How to Count to One by Caspar Salmon • Goldilocks and the Three Bears •	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.** The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff	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**. Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji	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** . Circle, Triangle, Elephant! A Book of Shapes and	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**  before writing / CP input. **Maths linked story 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.** Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon	Understand that: Print has meaning. **Read four books a day** **Weekly book**  before writing / CP input. **Maths linked story book before maths activities.** Bear in a Square by Stella Blackstone •

		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	Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins **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	Surprises by Kenji Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins **Poem a day before lunch** Linked to the date / day of the week	**before maths activities.** Witches Four by Marc Brown • Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin • Kipper's Birthday by Mick Inkpen • The Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock and Philip Hopman • Anno's Counting Book by Mitsumasa Ann **Poem a day before lunch** Linked to the date / day of the week	Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green **Poem a day before lunch** Linked to the date / day of the week	Square by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green **Poem a day before lunch** Linked to the date / day of the week
Literacy Phonics	**ff, ll, ss, j GPCs** Pronunciation phrase Initial/end sounds:	**V,w,x,y GPCs** Pronunciation phrase Initial/end sounds: What's in the box?	Z,**qu, ch and words with s at the end (Plural and verb) GPCs** Pronunciation phrase	**Sh, th, ng and nk GPCs** Pronunciation phrase Initial/end sounds:	**Words with 's' at the end (plurals and verb forms) ords with 's' /z/ at the end**	**Review** s a t p i n m d g o c k ck e u r h f l ll ss ff j v w y z zz qu th sh ch ng nk s/z/	Assessment

	What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	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	What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	**(plurals and verb forms) 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		
Literacy Writing	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  **I,L,T,K** **Fri – Pen disco**	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  **JVWU** **Fri –** Pen Disco	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  **YFRN** **Fri** –Pen Disco	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  KPVW **Fri** – Pen Disco	Name writing Book vote Letter formation ,3 word phrase using VC and CVC words based on phase 2 phonemes  XZ **Fri**- Pen disco	Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes  **Mon** – It is full (add an animal to the nativity scene)	Name writing / portrait assessment. Book vote formation 3 word phrase using VC and CVC words based on phase 2 phonemes  **Assessment week** **Portraits** **Name writing**

						Tues – Put it on (add the star to the scene) **Wed-** up the hill (add the donkey onto the road) **Thurs-**. Let us go (stick on stars) **Fri** – pen Disco	
Maths	Songs and Rhymes **WRM** **It's me 1,2,3** **Step 1** Find 1, 2 and 3 **Step 2** Subitise 1, 2 and 3 **Step 3** Represent 1, 2 and 3 **Step 4** 1 more **Step 5** 1 less	Songs and Rhymes **WRM** **It's me 1,2,3** **Step 6** Composition of 1, 2 and 3 **Circles and Triangles** **Step 1** Identify and name circles and triangles **Step 2** Compare circles and triangles **Step 3** Shapes in the environment **Step 4** Describe position	Songs and Rhymes **WRM** **1,2,3,4,5** **Step 1** Find 4 and 5 **Step 2** Subitise 4 and 5 **Step 3** Represent 4 and 5 **Step 4** 1 more **Step 5** 1 less	Songs and Rhymes **WRM** **1,2,3,4,5** **Step 6** Composition of 4 and 5 **Step 1** Find 4 and 5 **Step 2** Subitise 4 and 5 **Step 3** Represent 4 and 5 **Step 4** 1 more	Songs and Rhymes **WRM** **1,2,3,4,5** **Step 5** 1 less **Step 6** Composition of 4 and 5	Songs and Rhymes **WRM** **Shapes with 4 sides** **Step 1** Identify and name shapes with 4 sides **Step 2** Combine shapes with 4 sides **Step 3** Shapes in the environment **Step 4** My day and night	Songs and Rhymes **WRM** Consolidation Re-cap an misconceptions
Understanding the World History, Geography, RE and Science links	**How Do you Celebrate?** **Circle time and COOL time** **Science links** **Room on the broom:** Explore the natural world	**How Do you Celebrate?** **Circle time and COOL time** **Science links** **Rama and Sita:** Explore the natural world around them – light/shadows	**How Do you Celebrate?** **Circle time and COOL time** **History links** Encourage the children to think about transport and how they would navigate using a map, think	**How Do you Celebrate?** **Circle time and COOL time** **Science links** The Gruffalo: Explore the natural world around them – materials	**How Do you Celebrate?** **Circle time and COOL time** **Geography links** Encourage the children to notice the different lives people lead,	**How Do you Celebrate?** **Circle time and COOL time** **History** **Geography links** Encourage the children to notice the different lives	**How Do you Celebrate?** **Circle time and COOL time** **History** **Geography** Encourage the children to notice the different lives

	around them – wind, engineering **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Reflect and re-cap on the learning so far in the big book. Consider what the word Christian means and the meaning of the Christian cross. Linking with the topic of 'How Do We Celebrate' have a pretend birthday present in the room, use this to link into understanding	**Geography links** – Encourage the children to notice the different lives people lead, where are they on the map **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Watch the Christian story of the First Christmas BBC Teach The Christian Story of the First Christmas | Religions of the World - YouTube Explain why some people re-enact the story every year. Children to then create their own nativity scene. **Vocab –** Christian, story, star, celebrate, nativity, Jesus, Birth, Mary, Joseph, Baby,	about how transport changed over time? **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Watch the story of the first Christmas re-capping on previous learning. Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story. Children can then write their own lists about what they would like for Christmas.	**Geography** Children to create their own map of a journey – around the classroom / outdoor area. **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Watch the story of the first Christmas re-capping on previous learning. Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story. Children can then write their own lists about what	where are they on the map. **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Re-cap on the Christmas story and then watch John Rutter's Dormi Jesu, performed by King's College Choir. Discuss why we sing Carols then look at the clip Why do we sing Christmas	people lead, where are they on the map. **History Links –** Consider the nativity story what is different between then and now? What did the people use as transport? **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?** Watch the clip telling the story of Jesus. God's Story | Jesus - YouTube In discussion talk about how Jesus died but he was incarnated. Then look at what a Christingle is	people lead, where are they on the map. **History Links –** Consider the nativity story what is different between then and now? What did the people use as transport? **RE** **F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? Christingle celebration.** Re-cap on last weeks learning. Children to then create their own Christingle.

	why some Christians celebrate Christmas and the birth of Jesus. Children to then design their own Birthday card. **Vocab –** Christian, Cross, Birth, Celebrate,	Manger, Animals, Kings, Shepherds,	**Vocab –** Gift, Gold, frankincense, Muir, present, birth, kind, celebrate, list, write	they would like for Christmas. **Vocab –** Gift, Gold, frankincense, Muir, present, birth, kind, celebrate, list, write	carols? - CBBC Newsround Children talk about what they like to do at Christmas. Linking with the topic Why Do We Celebrate look at Christmas cards of old.	focusing on how it is a celebration of the life of Jesus. Explain that next week we will create our own Christingle.	
Expressive Arts and Design	Skill - Independently follow instruction, cut and attach materials to create a chosen design. Know what shape a triangle is.	Skill- Independently follow instruction, cut and attach materials to create a chosen design. Create a design for a purpose (UW / DT) Diwali lanterns	Skill – ordering size Independently create a cake cutting strips and ordering the strips from largest to smallest. Shape - rectangles Birthday cake	Skill – use their artistic designs to develop story lines in their pretend play Cut and attach materials independently. Gruffalo headbands	Skill – To create an accurate design using small tools Create a menorah light 	Create a card for someone Christmas cards 	Create a card for someone Christmas cards  Write the card inserts