



**St Stephen Churchtown Academy**  
**Medium Term Overview 2021-2022**



**Term: Summer Term 1 Amazing Animals**

**Class: Reception Polkerris / Crooklets**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Phonics</b>	<b>Letters and Sounds</b>						
<b>Maths</b>	<b>Numbers to 20</b> Number patterns Matching pictures and numerals Tens Frames Estimating	<b>Numbers to 20</b> Missing Numbers Ordering numbers Games to 20	<b>Shapes and Tangrams</b> Matching with shapes and models Tangrams	<b>Adding More</b> Addition – learning about number sentences	<b>Taking Away</b> Subtraction – learning about number sentences	N/A	N/A
<b>Personal, Social and Emotional development</b>  <b><u>Meet the Athletes - Sports for Schools</u></b>	<b>Being my Best</b> Bouncing back when things go wrong. Talk about times when things are difficult, but choose to keep going, how do you feel?  <b>Rosie Revere the engineer.</b>	<b>Being my Best</b> Yes, I can! Ask the children to think of one activity that they find challenging. Start this off by sharing with the children something you find challenging. Explain that sometimes, someone might say “I can’t...” but today we’re going to practice saying “I can try...” or “I’m going to try...”  <b>The Dot by Peter H Reynolds</b> (Discuss what being an author is about)	<b>Being my Best</b> Healthy eating Why do we eat food? What foods do we eat? When do we get to choose what we eat? Why do we need to eat different kinds of foods?	<b>Being my Best</b> My healthy mind Ask and discuss the children: We know what our body is but who can tell us what our mind is? An example of a definition is ‘ <i>The part of a person that thinks, reasons, feels, understands, and remembers.</i> ’ Have you heard about mental health? What might it mean to have a healthy mind? What could we do to help our minds be healthy? What makes us feel good? What can we do to make our feelings good or better?	<b>Being my Best</b> Move your body  What sort of things can we do to help us stay healthy? <a href="#">Meet the Athletes - Sports for Schools</a> <b>Craig Mccann</b> What are the different ways we can exercise? What sort of foods are healthy for our body? Why do we all need a good night’s sleep? Why is it important for us to wash our hands before we touch and eat our food?	N/A	N/A.
<b>Communication and Language - Reading</b>	Key text – The Fish Who Could wish	Key text – The Fish Who Could Wish	Key text – The Fish Who Could Wish	Key text – The Fish Who Could Wish	Key text – The Fish Who Could Wish	N/A	N/A

	I can listen attentively and respond to what I have heard with relevant questions, comments and actions.	I can make comments about what I have heard and ask questions to clarify understanding.	I can use new vocabulary throughout the day. I can participate in small group, class and one to one discussion, sometimes offering my own ideas using new vocabulary.	I can hold conversation when engaged in back and forth exchanges with their teacher and peers.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words		
<b>Communication and Language Writing</b>	<p>Name writing for assessment to put in books for progress.</p> <p>I can write a description of the fish from the story of The Fish Who Could Wish.</p> <p><b>Skill: To form lower case and capital letters correctly.</b> LA – Initials sounds, forming letters MA - CVC words HA – Simple sentence</p>	<p><b>I can write a about my favourite animal and why I like it. (Dear Zoo)</b></p> <p><b>Skill: Retaining a sentence to be able to write it.</b> LA – Initial and final sounds, forming letters. MA- CVC words developing three- or four-word sentences. HA – Simple sentence with correct punctuation.</p>	<p><b>I can recall the animals from the story, The Squash and a Squeeze. I can write a list in order.</b></p> <p><b>Skill: Write recognisable letters, most of which are correctly formed.</b> LA – Initial and final sounds, forming letters. MA- CVC words / phonetically correct words. HA – Simple words that can be read by others with correct letter formation.</p>	<p><b>I can describe events in some detail. (The Fish Who Could Wish)</b></p> <p><b>Skill: Write short sentences with words using known letter sound correspondences, capital letters and full stops.</b> Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking. Sequence the story in the correct order</p> <p>LA – Initial and final sounds, forming letters. MA- CVC words developing three- or four-word sentences. HA – Simple sentence with correct punctuation.</p>	<p><b>I can recall and order the main events in the story of The Fish Who Could Wish.</b></p> <p><a href="#">How Explorer Sruthi Gurudev Is Protecting the Ocean</a></p> <p><b>Skill: I can engage in non-fiction books.</b></p> <p>LA – CVC words MA - CVC words / simple sentence and punctuation. HA – Clear bullet points.</p>	N/A	N/A

<b>Physical Development</b>  <b>Gross motor skills</b>	<b>PE</b> <b>Gross motor skills</b>  The focus of learning is to explore jumping in a variety of ways.  Pupils will explore jumping, in different directions, at different speeds and different levels.	<b>PE</b> <b>Gross motor skills</b>  The focus of learning is for pupils to begin to jump efficiently.  Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.	<b>PE</b> <b>Gross motor skills</b>  The focus of learning is for pupils to develop their jumping technique applying it into a game.	<b>PE</b> <b>Gross motor skills</b>  The focus of learning is for pupils to explore jumping for distance.	<b>PE</b> <b>Gross motor skills</b>  The focus of learning is for pupils to explore jumping for height.	N/A.	N/A
	<b>Physical Development</b>  <b>Fine motor skills</b>	<b>Fine Motor Skills</b> Writing, cutting, threading, malleable	<b>Fine Motor Skills</b> Writing, cutting, threading, malleable	<b>Fine Motor Skills</b> Writing, cutting, threading, malleable	<b>Fine Motor Skills</b> Writing, cutting, threading, malleable		
	<b>Understanding the World</b>  <b>David Attenborough</b> <b>Wangarie Maathai</b>  <b>Christian Community</b> <b>Jewish Community</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Explain some similarities and differences between life in this country and life in other countries	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Explain some similarities and differences between life in this country and life in other countries	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Explain some similarities and differences between life in this country and life in other countries	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Explain some similarities and differences between life in this country and life in other countries	N/A	N/A

	<p><b>Music</b>  <b>Big Bear Funk</b>  Joanna Mangona</p> <p>RE</p> <p>Why is the word 'God' special to Christians?</p> <p>Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display.  Draw/paint/collage</p> <p>Science: Animals in my Garden  Learn:  You need:  Play, observe &amp; ask:  -</p>	<p>life in other countries</p> <p><b>Music</b>  <b>I feel Good by</b>  James Brown</p> <p>RE</p> <p>Why is the word 'God' special to Christians?</p> <p>Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans.</p> <p>Science:  Learn:  You Need:  Play, observe &amp; ask:  -</p>	<p><b>Music</b>  <b>Don't you worry about a think by Incognito</b></p> <p>RE</p> <p>Why is the word 'God' special to Christians?</p> <p>Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers –</p> <p>Science: <b>British Science Week</b></p>	<p><b>Music</b>  <b>My Promise By Earth Wind and Fire.</b></p> <p>RE</p> <p>Why is the word 'God' special to Christians?</p> <p>Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether they believe in God or not.</p> <p>Science: <b>Rain Clouds</b>  Learn:  You need:  Play, observe &amp; ask:</p>	<p><b>Music</b>  <b>Superstition By Stevie Wonder</b></p> <p>RE</p> <p>Why is the word 'God' special to Christians?</p> <p>Think about the wonders of the natural world, expressing ideas and feelings. Discuss what they children think is natural / unnatural. Are natural things better than unnatural.</p> <p>Science:  Learn:  You need:  Play, observe &amp; ask:  -</p>		
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<p><b>Expressive Arts and Design</b></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>  <p>Share their creations explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>  <p>Skill: fine motor – cutting and folding independently. Shadow drawing outside of different animals from around the world using the world map to identify where animals come from.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>  <p>Skill: Fine motor, sketch, shade, design making informed choices.</p> <p>Develop vocabulary such as animal, habitat, wild, murmuration, herd, flock, graze, camouflage, shape, feather, talon, flight, stretch.</p> <p><b>Dick Twinney</b></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>  <p>Skill- fine motor – scissor control and accurate sticking. Follow instructions independently.</p> <p>Develop vocabulary such as words like gills, breath, texture, shape and design, involving lots of why, what and where questions.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>  <p>Skill: fine motor, making independent choices, choosing appropriate materials and colour.</p> <p>Develop vocabulary such as words like camouflage, habitat, design, involving lots of why, what and where questions.</p>	<p>N/A</p>	<p>N/A</p>
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