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|  | Autumn 1 | Autumn 2**Nursery Long term Overview** **(Us** | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Possible Themes/Interests/Lines of Enquiry****(Children’s Interests will be added to this)** | Settling in, getting to know staff and peers and the environment.FamiliesPeople are all different, accepting everyone.Food, oral health and teeth.Autumn.Shape and ColourFairy TalesLetters and Sounds Phase 1 Nursery RhymesPeople Who Help UsDevelop independence – clothing, toileting, washing etcBooks:The Smeds and the SmoosWhat Makes Me a Me?Something ElseThe Family Book (No Outsiders)Fairy TalesHow Do I Put It On?PantsMrs Wishy WashySenses non-fiction booksVisits, Events:Parents Breakfast morningVisit from local Hedgehog sanctuaryVisit from emergency services | Anti Bullying weekChildren in NeedBonfire NightRemembrance DayLength and WeightSizesChristmas, HanukahChristmas songs and rhymesLetters and Sounds Phase 1Books:Pumpkin Soup5 Little PumpkinsFunny bonesMeg and Mog storiesRoom on the BroomWinnie the WitchChristmas themed books, fiction and non-fictionWe’re Going on a Bear HuntVisits, Events:NativityChristmas party, Father Christmas |  Winter, ice, snow.Melting and freezing.Textures, describing materials and how they change.Using our senses.Feeding the birds.Chinese New YearValentine’s Day, people we love.Feelings and emotions.Numeral recognition 1-5, sequencing and counting sets to 5.RWI – m,a,s soundsBooks ; Snow BearsThe GruffaloLost and FoundVisits, EventsCake making/decorating with parents | Pancake DayEasterEidWorld Book DaySpringRing gamesMusical instrumentsMother’s DayFine Motor skills – pompoms, tweezers, dough disco etcHealthy eatingCapacityComparing setsRWI – t,d soundsBooks:5 Little ChicksCharlie ChickMr Wolf’s PancakesWhy I Love my MummyVisits, EventsVisit to farm park locally to see baby animalsVisit with baby birds by local bird rescue | MinibeastsSeeds and plantsCare and concern for living thingsPatternsBuilding using shapesFocus on movementAdding numerals to setsWriting numeralsRWI – i,o soundsWriting namesClothes for different weathers and seasons.Books:The Very Hungry Caterpillar and other Eric Carle books.Caterpillar’s WishThe Bad Tempered LadybirdWhat the Ladybird HeardDear ZooJulia Donaldson booksVisits, EventsPlanting seeds with parentsVisit from/to local garden centre | Sea CreaturesTransportJourneysHolidaysSun safetyMapsPositional language and describing routes.SummerPlaces Around the WorldWriting letter soundsTransition activities with RecRWI – Begin cvc blendingBooks:Rosie’s HolidayRosie’s WalkShark in the ParkTiddlerThere’s a Shark in the Bath!Julia Donaldson booksVisits, EventsVisit to local beach |
| **Communication and Language****(Development Matters Three and Four Year Olds)** | -Develop their communication, but may continue to have problems with irregular tenses and plurals. -Understand a question or instruction that has two parts. | -Enjoy listening to longer stories and can remember much of what happens.- Sing a large repertoire of songs.  | - Understand ‘why’ questions. | - Pay attention to more than one thing at a time.- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | - Use a wider range of vocabulary.- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | - Develop their pronunciation but may have problems saying some sounds, multisyllabic words. |
| Ongoing - Use longer sentences of four to six words.  Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves, and their play. WellComm and Lola activities ongoing. |
| **Personal, Social and Emotional Development****(Development Matters Three and Four Year Olds)** | - Be increasingly independent in meeting their own care needs.- Increasingly follow rules, understanding why they are important. -Select and use activities and resources, with help when needed.-Play with one or more children, extending and elaborating play ideas. - Make healthy choices about food, drink, activity and tooth brushing.- Become more outgoing with unfamiliar people, in the safe context of their setting. | - Remember rules without needing an adult to remind them.- Find solutions to conflicts and rivalries.- Talk about their feelings using words like happy, sad, angry or worried. | - Develop their sense of responsibility, and membership of a community.- Talk with others to solve conflicts. | - Develop appropriate ways of being assertive. | - Understand gradually how others might be feeling.- Show more confidence in new social situations. |
|  These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.All children will brush their teeth after lunch daily.  |
|  **Physical Development** **(Development Matters Three and Four Year Olds)** | - Be increasingly independent as they get dressed and undressed.- Use large muscle movements to wave flags and streamers, paint and make marks. | - Go up steps and stairs, or climb up apparatus, using alternate feet.- Use one-handed tools and equipment | - Skip, hop, stand on one leg and hold a pose for a game like musical statues.- Start taking part in some group activities which they make up for themselves, or in teams. | - Continue to develop their movement, balancing, riding, and ball skills.- Choose the right resources to carry out a plan.- Use a comfortable grip with good control when holding pens and pencils. | -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.- Collaborate with others to manage large items, such as moving a long plank safely.  | - Match their developing physical skills to tasks and activities in the setting.- Show a preference for a dominant hand. |
|  Ongoing -Develop the overall body strength, co-ordination, balance, and agility and movement Develop their fine motor skills - ongoing  |
| **Literacy** **(Development Matters Three and Four Year Olds)** | - Develop their phonological awareness, so that they can spot and suggest rhymes.- Understand the names of the different parts of a book. | - Develop their phonological awareness, so that they can count or clap syllables in a word.- Understand print has meaning.- Understand print can have different purposes. | - Use some of their print and letter knowledge in their early writing. - Understand we read English text from left to right and from top to bottom. | -Recognise words with the same initial sound. - Understand page sequencing. | - Engage in extended conversations about stories, learning new vocabulary.- Write some or all of their name. | - Write some letters accurately. |
|  | - Ongoing – Understand the five key concepts about print: Also split into half terms as a focus. |  |  |  |  |  |
| **Phonics – end of ½ term expectation** | Letters and Sounds Phase 1  | Letters and Sounds Phase 1 | Read, Write, Inc m,a,s focus | Read, Write, Inc t,d focus | Read, Write, Inc i, o focus and continue further if able. | Begin CVC work, hear and say. |
|  **Maths****(Development Matters Three and Four Year Olds)** | - Develop fast recognition of up to 3 objects, without having to count them individually- Say one number name for each item in order: 1,2,3,4,5-Know that the last number reached when counting a small set of objects tells you how many there are in total.- Talk about and explore 2D and 3D shapes, using informal and mathematical language. | - Show ‘finger numbers’ up to 5- Make comparisons between objects relating to size, length, weight and capacity.- Compare quantities using language ‘more than’ ‘fewer than’- Begin to describe a sequence of events | - Link numerals and amounts- Recite numbers past 5- Experiment with their own symbols and marks as well as numerals- Solve real world mathematical problems with numbers up to 5. | - Make comparisons between objects relating to size, length, weight and capacity.- Compare quantities using language ‘more than’ ‘fewer than’ | - Select shapes appropriately- Combine shapes to make new ones- Talk about and identifies the patterns around them- Extend and create ABAB patterns- Notice and correct an error in a repeating pattern.-  |  - Understand position through words alone- Describe a familiar route- Discuss routes and locations |
| Ongoing – Daily number activities and reciting numbersSolve real world mathematical problems with numbers up to 5 |  |  |  |  |  |
| **Understanding the World****(Development Matters Three and Four Year Olds)** | - Begin to make sense of their own life story and family’s history- Continue developing positive attitudes about the differences between people- Show interest in different occupations | - Use all their senses in hands on exploration of natural materials- Explore collections of materials with similar and/or different properties | -Talk about the differences between materials and changes they notice | - Explore how things work- Explore and talk about different forces they can feel. | - Plant seeds and care for growing plants- Understand the key features of a plant and an animal- Begin to understand the need to respect and care for the natural environment and all living things. | - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  |
| Ongoing - Understanding seasonal changes Exploring the natural world using their senses Exploring and using Technology and Electronics  Talk about what they see, using a wide vocabulary |
| **Expressive Arts and Design****(Development Matters Three and Four Year Olds)** | - Take part in simple pretend play, using an object to represent something else even though they are not similar.- Listen with increased attention to sounds- Respond to what they have heard, expressing their thoughts and feelings.- Show different emotions in their drawings and paintings. | - Explore colour and colour mixing- Begin to develop complex stories using small world equipment. | - Join different materials and explore different textures- Develop their own ideas and then decide which materials to use to express them. | - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- Use drawing to represent ideas like movement or loud noises.- Remember and sing entire songs | - Make imaginative and complex small worlds with blocks and construction kits.- Sing the pitch of a tone sung by another person.- Sing the melodic shape of familiar songs | - Draw with increasing complexity and detail- Create their own songs or improvise a song around one they know. |
| Ongoing – Explore different materials freely, to develop their ideas about how to use them and what to make.  Play instruments with increasing control to express their feelings and ideas |

 **Nursery children will also be consolidating Birth To Three objectives and beginning to work on Rec objectives depending on individual abilities.**