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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.  Families  People are all different, accepting everyone.  Food, oral health and teeth.  Autumn.  Shape and Colour  Fairy Tales  Letters and Sounds Phase 1  Nursery Rhymes  People Who Help Us  Develop independence – clothing, toileting, washing etc  Books:  The Smeds and the Smoos  What Makes Me a Me?  Something Else  The Family Book (No Outsiders)  Fairy Tales  How Do I Put It On?  Pants  Mrs Wishy Washy  Senses non-fiction books  Visits, Events:  Parents Breakfast morning  Visit from local Hedgehog sanctuary  Visit from emergency services | Anti Bullying week  Children in Need  Bonfire Night  Remembrance Day  Length and Weight  Sizes  Christmas, Hanukah  Christmas songs and rhymes  Letters and Sounds Phase 1  Books:  Pumpkin Soup  5 Little Pumpkins  Funny bones  Meg and Mog stories  Room on the Broom  Winnie the Witch  Christmas themed books, fiction and non-fiction  We’re Going on a Bear Hunt  Visits, Events:  Nativity  Christmas party, Father Christmas | Winter, ice, snow.  Melting and freezing.  Textures, describing materials and how they change.  Using our senses.  Feeding the birds.  Chinese New Year  Valentine’s Day, people we love.  Feelings and emotions.  Numeral recognition 1-5, sequencing and counting sets to 5.  RWI – m,a,s sounds  Books ; Snow Bears  The Gruffalo  Lost and Found  Visits, Events  Cake making/decorating with parents | Pancake Day  Easter  Eid  World Book Day  Spring  Ring games  Musical instruments  Mother’s Day  Fine Motor skills – pompoms, tweezers, dough disco etc  Healthy eating  Capacity  Comparing sets  RWI – t,d sounds  Books:  5 Little Chicks  Charlie Chick  Mr Wolf’s Pancakes  Why I Love my Mummy  Visits, Events  Visit to farm park locally to see baby animals  Visit with baby birds by local bird rescue | Minibeasts  Seeds and plants  Care and concern for living things  Patterns  Building using shapes  Focus on movement  Adding numerals to sets  Writing numerals  RWI – i,o sounds  Writing names  Clothes for different weathers and seasons.  Books:  The Very Hungry Caterpillar and other Eric Carle books.  Caterpillar’s Wish  The Bad Tempered Ladybird  What the Ladybird Heard  Dear Zoo  Julia Donaldson books  Visits, Events  Planting seeds with parents  Visit from/to local garden centre | Sea Creatures  Transport  Journeys  Holidays  Sun safety  Maps  Positional language and describing routes.  Summer  Places Around the World  Writing letter sounds  Transition activities with Rec  RWI – Begin cvc blending  Books:  Rosie’s Holiday  Rosie’s Walk  Shark in the Park  Tiddler  There’s a Shark in the Bath!  Julia Donaldson books  Visits, Events  Visit 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 numbers  Solve 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.**