



Nursery - Long Term Overview Planning

Nursery	Personal and Social PSHE/RE	Communication and Language	Physical DT PE links	Literacy	Maths	Understanding of the World <i>Science, Geography History & Technology links</i>	Expressive Art and Design Art DT Music links
Autumn Term PSE Autumn Christmas	<p>Transition to new setting.</p> <p>To separate happily from carer.</p> <p>To settle and be happy within the Nursery routines.</p> <p>Begin to form good relationships with adults and peers.</p> <p>Begin to take turns and share with others.</p> <p>Become confident in new social situations.</p> <p>To cope with any changes in routine.</p>	<p>To listen, understand and enjoy stories.</p> <p>To listen to each other in a small group situation.</p> <p>To share ideas and talk about family.</p> <p>Start to use and understand questioning, who, what, when, how, why.</p>	<p>Develop self-care and hygiene skills.</p> <p>Developing independence in dressing for outdoors.</p> <p>Be aware of own toileting needs.</p> <p>Developing a range of gross motor movements.</p> <p>Exploring outdoor area Climbing etc.,.</p> <p>To draw lines and circles using gross motor movements. Indoor and outdoor experiences.</p> <p>Using Funky Fingers to develop fine motor strength.</p>	<p>Little Princess Oliver's Vegetables Oliver's Milkshake Incy Wincy Spider Leaf Man Owl Babies Gruffalo Percy the Park Keeper collection Christmas Stories.</p> <p>To join in with rhymes and stories.</p> <p>To enjoy books and handle them carefully.</p> <p>To show interest in print in books and the environment.</p>	<p>Beginning to use number names in play.</p> <p>Developing rote counting to 10.</p> <p>Beginning to show an interest in numerals in the environment.</p> <p>Matching numbers to quantities.</p> <p>Making arrangements with shapes using a variety of construction resources.</p> <p>Beginning to notice shapes within the environment.</p> <p>Beginning to use shape related vocabulary:- round, tall, lines, corners, straight, curved.</p>	<p>S Explore different sensory experiences. Seasonal changes.</p> <p>G Explore the school environment.</p> <p>H Remembers significant events in their lives and lives of others.</p> <p>T Show an interest in ICT.</p> <p>RE Can talk about own family. Other families celebrations, birthdays Halloween Christmas Diwali and other celebrations from other cultures</p>	<p>A create a paper plate portrait. Art throughout continuous and enhanced provision.</p> <p>DT Workbench continuous provision. Malleable materials; roll, squash, pinch, cut.</p> <p>M Initiates movement to music. Have favourite songs. Explore instruments.</p> <p>Role play- house/home Shop Dark den Post office/ Christmas workshop.</p>



Nursery	Personal and social PSHE/RE links	Communication and Language	Physical DT PE links	Literacy	Maths	Understanding of the World <i>Science, Geography History & technology links</i>	Expressive Art and Design <i>Art DT Music links</i>
Spring term PSE Spring	<p>Initiating conversations and forming good relationships within the group.</p> <p>Enjoys small tasks within the provision.</p> <p>Continue to develop turn taking through small group work eg; Dogum, Lola, Coffie.</p> <p>Beginning to understand the needs of others.</p>	<p>Building vocabulary that reflects their experiences.</p> <p>Use vocab focused on objects and people of importance.</p> <p>To increase understanding of following simple instructions.</p> <p>Increase complexity of sentences adding connectives; and, because.</p>	<p>To increase confidence when using a range of movements through the outdoor provision.</p> <p>Develop the use of one handed tools and equipment.</p> <p>To enhance the range of funky finger activities to promote fine motor skills.</p> <p>Develop the understanding of healthy eating through snack time opportunities.</p> <p>Begin to understand healthy lifestyle; food choices, exercise and hygiene routines.</p>	<p>Roaring Rockets. Alien tea on planet Zumzee. Chinese new year. Non fiction-Farm. How to grow a dinosaur. Handa's surprise.</p> <p>Jack and the jelly beanstalk.</p> <p>To retell a simple story.</p> <p>Can suggest how a story might end.</p> <p>Join in with repeated refrains.</p> <p>Give meaning to marks as they draw and paint.</p>	<p>To represent numbers using fingers and number rhymes.</p> <p>Recognise numerals within the environment.</p> <p>Begin to compare two groups of objects.</p> <p>During sustained construction activities, children demonstrate awareness of shape and space.</p> <p>Uses shapes appropriately for tasks across the provision.</p> <p>Extend the vocab of everyday objects and shapes.</p>	<p>S living and growing- Plants Animals Mini-beasts Spring</p> <p>G Local environment. Africa.</p> <p>H Dinosaurs and facts.</p> <p>T Begin to use the tablets to take photographs. Introduce simple games.</p> <p>RE Mother's day Valentine's day African cultures</p>	<p>A – colour mixing to create space backgrounds/African sunsets. Exploring clay</p> <p>DT – constructing animal dens and African huts. Introducing tools on the workbench.</p> <p>M – Exploring music from other cultures. Looking at different instruments (manmade v natural) Creating simple rhythms.)</p> <p>Role Play – Building stories around resources available.</p> <p>Sensory activities and experiences are available throughout provision on a daily basis.</p>



Nursery	Personal and Social PSHE/RE links	Communication and Language	Physical DT PE links	Literacy	Maths	Understanding of the World <i>Science, Geography History & technology links</i>	Expressive Art and Design Art DT Music links
<p>Summer Seaside Mini beasts</p>	<p>Confidence in communicating freely about home and community with peers and adults through small group work.</p> <p>Through continuous provision children are able to tolerate delay and take turns without conflict.</p> <p>Children to be confident, independent learners across all areas within the school setting.</p> <p>Talking about transition into new classes. Regular visits to new teachers and classrooms.</p>	<p>Through provision and whole group times children are able to maintain focus for longer periods of time.</p> <p>Able to follow given instructions.</p> <p>Use more detailed questioning and vocabulary.</p> <p>Vocabulary reflects the breath of the children's experience.</p>	<p>Continue to develop different gross motor movements with increasing control eg, slithering, shuffling, sliding, skipping and hopping.</p> <p>To skilfully negotiate open space, without collision.</p> <p>To provide Funky Finger activities specifically, for pencil control.</p> <p>To continue to refine an effective pencil grip and provide ample opportunities for name writing.</p> <p>Understand and begin to demonstrate hygiene routines and a healthy lifestyle. Safety in the sun.</p>	<p>The Very Hungry Caterpillar. Mad about Mini beasts. Seaside (fiction and non-fiction)</p> <p>Children identify print conveys meaning and print is read left to right.</p> <p>Use non-fiction books to gather facts.</p> <p>Children to ascribe meanings to marks seen in different places. Recognise their own name and logos etc.,</p>	<p>Children have opportunities to represent numbers through continuous and enhanced provision. EG., writing area, numbers in the sand etc.,</p> <p>Use number rhymes and songs to make children aware that not only objects can be counted.</p> <p>Separates a group of 3 / 4 objects in different ways, beginning to recognise that the total is still the same.</p> <p>Through provision and focus activities children are able to use positional language confidently throughout their play.</p> <p>Through construction activities children are able sustain concentration for longer periods of time using appropriate vocabulary.</p>	<p>S – Investigating sea life, mini beasts and different habitats. Increasing care and concern for living things.</p> <p>G - Off site trip linked to topic.</p> <p>H – Through family experience, talk about the lives of people familiar to them.</p> <p>T – Use technology/computers to gain facts about mini beasts etc., To use programmable toys.</p> <p>RE – Father's Day</p>	<p>A - Collage, sea themes. Observational drawings sea/mini beasts.</p> <p>DT – Independently constructing boats, dens for mini beasts. Joining various materials and using appropriate tools.</p> <p>M – Create own instruments. Using a variety of materials. Exploring different sounds in different environments.</p> <p>Role Play – Ice cream shop. Under the sea. Mini beast den.</p>



Set planning

Throughout the year additional adult initiated challenges will run in line with the Overview. PSHE RE Music art DT and PE are taught through curricular links to the Early Years foundation Areas of Development.

Child initiated activities.

Following a Settling in meeting with the parent/carer, every child will also have the opportunity to be a **Focus Child** on a cycle. In this time, the child's interests and progress will be reviewed. This is also supported using observations of the child at play. This allows specific learning opportunities to be planned for the child to work towards a greater breadth and depth of learning. Parental view is also gathered during this time. through a review sheet.

The children are included in planning within each focus. The Reception children will work in a small group with a member of staff to plan for their ideas based on the Focus Book, encouraging children to influence the range of adult led challenges. Children are supported in identifying how they would like to develop their personal learning, based on their interests and questions they ask. This may include trips out of school into the local community.

Children's Voice Reception children are encouraged to reflect on their learning through a whole class session at the end of the week, reviewing the challenges they have enjoyed successes in.

Direct experience of additional faiths will also be planned into the curriculum, encouraging families to help share their cultures.