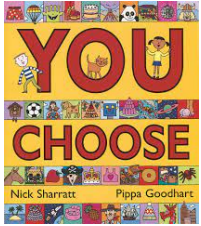
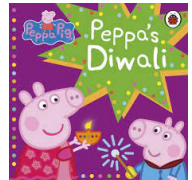
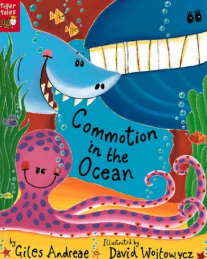
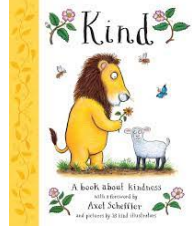


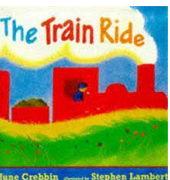
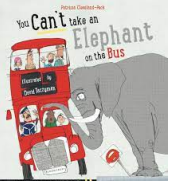
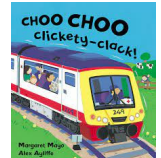
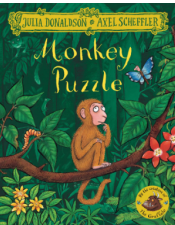
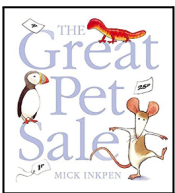
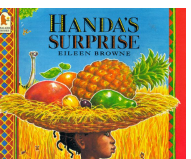
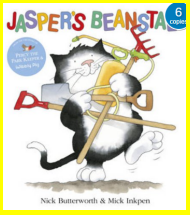
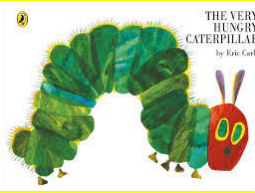
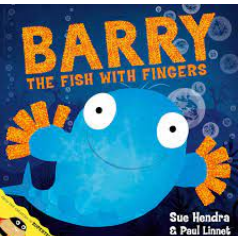
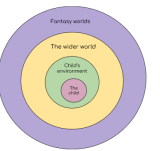
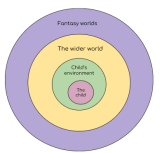


Nursery Yearly Overview 2022-2023

<u>Nursery Yearly Overview</u>	<u>Term</u>					
<u>Educational Program</u>	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Transport	Spring 2 Animals	Summer 1 Food & Growing	Summer 2 Under the Sea
<p><u>Literacy</u> <u>(links to English)</u></p> <p>Development Matters - 3 & 4 year olds will be learning to; Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. <p>Using 'Letters and Sounds' document to plan focused phase 1 activities weekly. Familiarise children with a traditional tale each half term, including activities to support and engage.</p>	<p>Goldilocks</p>    	<p>The Gingerbread Man</p>  	<p>The Three Little Pigs</p>   	<p>Three Billy Goats Gruff</p>   	<p>Jack and the Beanstalk</p>  	<p>Little Red Riding Hood</p> 
<p><u>Maths</u> <u>(Link to Maths)</u></p> <p>Development Matters - 3 & 4 year olds will be learning to;</p>	<p>Number songs, counting up and backwards from 5</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>		<p>As before, plus...</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>		<p>As before, plus...</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	



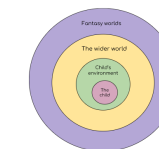
<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Show 'finger numbers' up to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Introduce 'Numberblocks' 1-5.</p>		<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', <p>Continue with numberblocks 1-5 and start to focus on one and one is two.</p>		
<p>PSED (Links to PSED)</p> <p>3 & 4 year olds will be learning to;</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, 	<p>Focus on school rules 'Be brave, Be safe, Be kind' and what these look like.</p> <p>Develop nursery routines.</p> <p>Making relationships with adults and children.</p>	<p>Understand own feelings and talk about them.</p> <p><i>Feelings self-register.</i></p>	<p>Recap on school rules 'Be brave, Be safe, Be kind' and what these look like for new starters.</p> <p>Developing confidence to try new activities.</p>	<p>Understand feelings of others.</p> <p><i>Empathise with characters in a story.</i></p>	<p>Turn taking and solving conflicts.</p> <p><i>Lots of turn taking games. Books focusing on solving conflicts.</i></p>	<p>Transitions and new beginnings</p> <p><i>Topsy and Tim 'Starting school' 'There's a Dragon in my School'</i></p> <p>Visits to new classrooms and playtimes in reception area.</p>



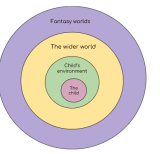
<p>accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 	<p>Develop confidence in leaving main carer and come into nursery happily and settled.</p>					
<p>Communication and Language ELG Listening and Attention, Speaking 3 & 4 year olds will be learning to;</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p>Following instructions.</p> <p>Talking about their likes/dislikes (You choose)</p> <p>Talk about home.</p> <p>Nursery rhymes</p>	<p>Following instructions.</p> <p>Nursery rhymes</p>	<p>Following instructions.</p> <p>Nursery rhymes</p> <p>Start to give 2 part instructions.</p> <p>Develop role play area to support more communication with each other.</p> <p>Retelling familiar stories</p>	<p>Following instructions.</p> <p>Nursery rhymes</p> <p>Longer stories</p> <p>2 part instructions</p> <p>Retelling familiar stories</p>	<p>Following instructions.</p> <p>Nursery rhymes</p> <p>Longer stories</p> <p>How and why questions</p> <p>2 part instructions</p> <p>Retelling familiar stories</p>	<p>Following instructions.</p> <p>Nursery rhymes</p> <p>Longer stories</p> <p>2 part instructions</p> <p>Retelling familiar stories</p>
<p>PD (links to PE) 3 & 4 year olds will be learning to;</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<p>Different ways of moving</p> <p>Daily: Bikes and scooters. Climbing</p>	<p>Musical statues</p> <p>Dancing</p> <p>Daily: Bikes and scooters. Climbing</p>	<p>Balancing and ways of travelling.</p> <p>Stop and go games.</p> <p>Daily: Bikes and</p>	<p>Ball skills</p> <p>Throwing and catching.</p> <p>Throwing at a target.</p> <p>Bouncing.</p>	<p>Games</p> <p>Parachute for big movements.</p> <p>Daily: Bikes and scooters. Climbing</p>	<p>Underwater dance and movement - ribbons, pom poms.</p> <p>Races.</p> <p>Daily:</p>



<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p>	<p>apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p>	<p>scooters. Climbing apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p>	<p>Daily: Bikes and scooters. Climbing apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p>	<p>apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p>	<p>Bikes and scooters. Climbing apparatus. Painting and mark making. Scissor skills. Balancing apparatus. Zips on coats.</p> <p>Gardening - using tools for a purpose.</p>
<p><u>UW</u> <u>(links to History)</u> 3 & 4 year olds will be learning to;</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<p>Talk about families Talk about past and present events in own lives.</p>	<p>Firework night Remembrance day. Talk about past and present events in stories.</p>	<p>Talk about past and present events in stories and own lives.</p>	<p>Talk about past and present events in stories and own lives.</p>	<p>Talk about past and present events in stories and own lives.</p>	<p>Talk about past and present events in stories and own lives.</p>
<p><u>UW</u> <u>(links to Geography)</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		<p>Diwali Christmas</p>	<p>Chinese new year Travel agents role play - pictures of different countries. Maps.</p>	<p>Stories from other cultures.</p>		<p>Pirate maps</p>
<p><u>UW</u> <u>(links Science)</u> Use all their senses in hands-on exploration of natural materials. Explore how things work</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<p>Outdoor learning lessons - nature walks. Autumn changes.</p>	<p>Outdoor learning lessons - nature walks. Cold and hot.</p>	<p>Outdoor learning lessons - nature walks. Ice melting and frost.</p>	<p>Outdoor learning lessons - nature walks. Caring for pets</p>	<p>Outdoor learning lessons - nature walks. Gardening and growing plants</p>	<p>Outdoor learning lessons - nature walks. Caring for plants.</p>



<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary 				<p>and animals.</p> <p>Baby animals to adults.</p>	<p>Caterpillar to butterflies.</p> <p>Healthy eating</p>	
<p>UW (links to RE)</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		<p>Diwali</p> <p>Christmas</p> <p>Nativity play</p>	<p>Chinese new year</p>	<p>Easter</p>	<p>Ramadan</p>	
<p>EAD (links to Music)</p> <p>3 & 4 year olds will be learning to;</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p>	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p> <p>Christmas songs and bells.</p>	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p> <p>Listen to transport sounds</p>	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p> <p>Listen to animal sounds</p>	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p>	<p>Music lessons with Mrs W</p> <p>Exploring instruments</p> <p>Singing nursery rhymes</p> <p>Make jelly fish instruments and perform a song.</p>
<p>EAD (links to Art and DT)</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<p>Family portraits</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>	<p>Printing using natural objects</p> <p>Rangoli patterns</p> <p>Christmas decorations (share morning)</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>	<p>Colour mixing</p> <p>Track-making with toy cars</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>	<p>Exploring Textures</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>	<p>Observational drawings and paintings of plants and food.</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>	<p>water/messy art outside</p> <p>Junk modelling</p> <p>Joining</p> <p>Collage</p>



<ul style="list-style-type: none">• Show different emotions in their drawings - happiness, sadness, fear, etc. <p>(links to DT)</p> <ul style="list-style-type: none">• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.						
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