

Nursery 2024 – 2025 Long Term Overview.

Term	Autumn	Spring	Summer
Seasonal Change : to run throughout the year – to include first hand experiences within the outdoor environment.			
Festivals & Celebrations - to cover celebrations important and relevant to cohort throughout the year.			
- PSED focus			
PSED	<p>PSED :</p> <p>Building relationships with staff and peers</p> <p>Learn to manage emotions with support – self regulation</p> <p>Look after our bodies and teeth.</p> <p>Develop sense of community</p> <p>Start to play alongside and with others.</p> <p>To start to recognise own feelings.</p> <p>Start to become familiar with routines and environment.</p> <p>Hygiene- with support start to manage washing hands, toileting. Covering hands when coughing. Use of tissues to wipe noses.</p> <p>Healthy foods- link to snack time/ Harvest- fruit and vegetables</p> <p>Visit from Healthy Smiles- Dental health.</p>	<p>PSED</p> <p>Becoming more independent. Selecting own resources.</p> <p>Fostering established relationships and new ones.</p> <p>With support become more independent and more willing to resolve disagreements and share with others.</p> <p>Become more confident to Speak to adults about their wants, needs and feelings.</p> <p>Show more confidence in new situations.</p> <p>Independent in using toilet, washing hands, sorting belongings, putting on coat etc.</p> <p>Hygiene/ healthy practices continued from Autumn term- include physical exercise, sleep.</p>	<p>PSED</p> <p>Operate independently in environment, asking for help when needed.</p> <p>Fostering established relationships and new ones. Play in a group, negotiating, sharing, listening to others.</p> <p>Show empathy and understanding towards feelings of others.</p> <p>Becoming more independent at resolving disagreements and sharing/ taking turns independently.</p> <p>Articulate their feelings verbally.</p> <p>Speak to adults about their wants and needs.</p> <p>Make healthy choices.</p> <p>Independent with personal hygiene.</p>

<p>C AND L</p> <p>LITERACY</p>	<p><u>Communication & Language :</u></p> <p>Start to build up new vocabulary Start to give and maintain eye contact for short periods. To listen for short periods. To show interest in stories, rhymes, role play. To join in actions or vocalisations. To communicate through gesture, eye contact, pointing, body signals and words. To use language in familiar role play.</p> <p><u>Literacy.</u></p> <p>Enjoy drawing freely. Give meaning to their marks “That is my Mummy” Has some favourite books and rhymes. Repeats familiar words and phrases from familiar stories. Engage in role play around favourite stories. Start to develop phonological awareness- phase 1 phonics.</p>	<p><u>Communication & Language:</u></p> <p>Listens to stories & can recall main events Talk about familiar books and retell main parts. Use Imagination in small world and role play. Pay attention to more than one thing at a time. Use a wider vocabulary. Understand questions/ instructions with 2 parts. Start to ask simple questions. Engage in 2 way conversations- back and forth interactions.</p> <p><u>Literacy :</u></p> <p>Comprehension of stories- retell main parts, engage in role play. Learn new vocabulary from stories Understand concepts about print Emergent writing- add marks to drawings. May start to record letter like shapes and forms. Notice some print e.g. letters from own name. Make marks to stand for own name. May write some letters in name. Continue to develop phonological awareness. Phase 1</p>	<p><u>Communication & Language:</u></p> <p>Listen to longer stories and retell main events. Know many rhymes and tell longer stories. Use longer sentences. Engage in longer conversations, expressing a simple point of view. Use talk to organise. Stay on topic during conversations. Continue to build and use a rich range of vocabulary.</p> <p><u>Literacy.</u></p> <p>Understand print has meaning. Write some or all of their name. Engage in conversation about stories, giving reasons/ opinions/ make simple predictions. Continue to develop phonological awareness. May start to use this awareness when reading / emergent writing. Write emergently, may record familiar letters or initial sounds.</p>
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UW	<p><u>UW: The Natural World</u> Explore materials/collections using senses. Make simple observations of the world around them and changes that occur-seasonal change.</p>	<p><u>UW: The Natural World</u> Seasonal Change – use senses , talk about what they see, making observations. Show care and respect for natural environment and living things. Contrasting Environments –Understand there are different countries in the world and notice differences. Changing states – water/ice, making simple observations.</p>	<p><u>UW : The Natural World</u> Growing plants Life Cycles – plants & animals Care for the environment/ living things Explore forces around them/ how things work Compare different parts of the world – eg hot countries in comparison to cold places. Share experiences of holidays to different countries. Explore animals & their habitats Seasonal Change – Summer – use senses, talk about what they see, making observations.</p>
UW	<p><u>UW : Past & Present</u> Begin to make sense of own life story & family history. Talk about events and experiences personal to them and their family. To start to understand young and old in relation to family members.</p>	<p><u>UW : Past & Present</u> Begin to make sense of own life story & family history. Talk about events and experiences personal to them and their family. To start to understand young and old in relation to family members. <u>Talk about the lives of people / roles in society :</u> Comparison of times past. Mother’s Day</p>	<p><u>UW : Past & Present</u> Begin to make sense of own life story & family history. Talk about events and experiences personal to them and their family. To start to understand young and old in relation to family members. <u>Talk about the lives of people / roles in society :</u> Comparison of times past. Start to understand now and a long time ago in relation to familiar experiences/ knowledge. Father’s Day</p>
UW	<p><u>UW : People ,Culture & Communities:</u> Recognise differences & similarities between each other</p>	<p><u>UW : People ,Culture & Communities:</u> Show interest in different occupations and how people help us.</p>	<p><u>UW : People ,Culture & Communities:</u></p>

	<p>Know about their home & immediate locality Talk about families- are they the same or different?</p> <p>Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books: eg Nativity story People, Culture & Communities: Know that people celebrate special times in different ways. Observe similarities and differences.</p> <p>Harvest – September Halloween 31st Oct Diwali 31st Oct Bonfire night 5th Nov Remembrance 11th Nov Christmas 25th Dec</p>	<p>Share experiences of special times- Birthdays, family celebrations, holidays. Show respect towards others and their way of life.</p> <p>Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books: eg Chinese New year Story People, Culture & Communities: Know that people celebrate special times in different ways Observe similarities and differences.</p> <p>Birthdays Chinese New Year – 29thJanuary Mother’s day 30th March Easter 20th April Ramadan 1st March Eid- 31st March</p>	<p>Show interest in different occupations and how people help us. Share experiences of special times- Birthdays, family celebrations, holidays. Continue to develop positive attitudes towards all people, faiths and customs and ways of life. Celebrate similarities and differences.</p> <p>Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books People,Culture & Communities: Know that people celebrate special times in different ways. Observe similarities and differences.</p> <p>Father’s day 15th June</p>
Physical Development	<p>PLEASE SEE PHYSICAL ASSESSMENT TRACKER FOR MORE DETAIL/SKILLS DEVELOPMENT.</p> <p>Gross motor Skills - Development of Core strength, stability, spatial awareness, co -ordination</p>		<p>Fine Motor – hand-eye co ordination Small scale skills- Use of tools pencil grip, One handed equipment Cutting Skills</p>

	Large apparatus – climbing & using steps Balancing & riding bikes/ scooters Large Muscle movements Group activities /Team games/ parachute play Develop strength , co ordination, balance & agility				Use of knife and fork Preference for dominant hand Personal independence – coats/ hats/shoes. Meet care needs – using toilet/ washing hands Healthy lifestyles - Dental care	
Maths Master the curriculum	Colours Matching Sorting	Number 1 Number 2 Pattern Consolidation	Number 3/ TRIANGLES Number 4- squares and rectangles. Number 5 Consolidation	Number 5 and 6. Introduce 10 frame. Height and length- tall/short, long/short, tall/long/short. Mass. Capacity Consolidation.	More than/fewer than. One more One less Shape 2D Revisit pattern. Consolidation- more/less than	Number composition 1-5 consolidation. Night and day. Ordering daily events. Positional language. Consolidation.
Arts and Design – SKILLS	SKILLS Explore resources provided. Mix colours of paint and explore. Paint with hands/ fingers and a variety of tools but may not yet choose for a purpose. Make marks on paper using paint, pencils, crayons etc- may be no intention yet just happy to make marks. Explore cutting and sticking but work is random, less controlled. Support needed with scissors and tools.		SKILLS May experiment with mixing colours- interested in the colours they make. Paint and draw with a purpose in mind. Show and pay more attention to shape, colour and form. Show more control and developing skills when using tools- brushes, scrapers, drawing tools. Show more skill when handling collage materials- smaller resources. Show more intention and purpose when creating collages. Developing skill when using scissors. Hold in favoured hand, holds correctly, make snips, may cut straight lines.		SKILLS Children use paint and tools in a variety of ways to create different effects or textures. E,g use a brush to dab as well as create lines. Choose own tools and resources with a purpose in mind. Select appropriate tools for the purpose e.g selects a fine brush for small marks. Show more attention to shape, form, colour and adds detail to their work. Work is recognisable. Can use a variety of tools and resources independently. Can use glue and spreaders effectively to create collages.	

			<p>Can use paint easel independently or with a friend to dry their work.</p> <p>Children may ask for additional resources to add to their work.</p>
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