

Nursery Overview 1

	Autumn 1 Me and My Community/ Exploring Autumn	Autumn 2 Once Upon a Time/ Sparkle and Shine	Spring 1 Starry Night/Winter Wonderland	Spring 2 Dangerous Dinosaurs/Puddles and Rainbows	Summer 1 Sunshine and Sunflowers/Shadows and Reflections	Summer2 Big Wide World/Splash!
Core Texts	<ul style="list-style-type: none"> Leaf Man – Lois Ehlerly Pumpkin Soup – Helen Cooper The Gruffalo – Julia Donaldson Stick Man – Julia Donaldson Lost and Found – Oliver Jeffers My Mum – Anthony Browen Superhero Dad – Timothy Knapman 	<ul style="list-style-type: none"> Goldilocks and the Three Bears (Ladybird First Favourite Tales) - Nicola Baxter Little Red Riding Hood (Ladybird First Favourite Tales) - Mandy Ross The Three Billy Goats Gruff (Ladybird First Favourite Tales) - Irene Yates The Enormous Turnip (Ladybird First Favourite Tales) - Irene Yates The Elves and the Shoemaker (Ladybird First Favourite Tales) - Lorna Read Busy Nativity (Campbell Busy Books) - Emily Bolam 	<ul style="list-style-type: none"> Peace at Last (A Bear Family Book) - Jill Murphy Whatever Next! (A Bear Family Book) - Jill Murphy Night Monkey, Day Monkey - Julia Donaldson How to Catch a Star - Oliver Jeffers The Way Back Home - Oliver Jeffers Owl Babies - Martin Waddell The Gruffalo's Child – Julia Donaldson The Big Freeze – Pippa Curnick 	<ul style="list-style-type: none"> The Girl and the Dinosaur - Hollie Hughes Cave Baby – Julia Donaldson Dinosaur Roar! - Henrietta Stickland Tyrannosaurus Drip – Julia Donaldson The Colour Monster – Anna Llenas Nursery Rhyme: Rainbow – Alison Jay Elmer – David McKee 	<ul style="list-style-type: none"> The Very Hungry Caterpillar – Eric Carle How Does a Butterfly Grow? (RHS) – DK The Tiny Seed – Eric Carle Shadows and Reflections (Light All Around Us) – Daniel Nunn Little Beaver and The Echo – Amy MacDonald 	<ul style="list-style-type: none"> Handa's Surprise – Eileen Browne Handa's Noisy Night – Eileen Browne Little Turtle and the Sea – Becky Davies Mr Gumpy's Outing – John Burningham Mr Gumpy's Motor Car – John Burningham The Crocodile Who Didn't Like Water – Gemma Merino Peppa Pig: Peppa Goes Swimming – Ladybird
Literacy Comprehension Word Reading Writing	<ul style="list-style-type: none"> Demonstrate awareness of what has been read to them by retelling stories in their play using props. Engage in extended conversations about stories and, with support, make links to other familiar stories. Identify and suggest rhymes and join in with rhyming games. Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately. Use talk to organise themselves and their play. Take part in pretend play and 	<ul style="list-style-type: none"> Begin to talk about the main events and principle characters in stories, using props and materials for role play. Engage in extended conversations about stories and, with support, make links to other familiar stories. Have favourite stories that they enjoy listening to. Identify and suggest rhymes and join in with rhyming games. Join in with rhyme, rhythm and alliteration activities. Recognise words that start with the same initial sound. Use mark making to support their play Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment 	<ul style="list-style-type: none"> Begin to talk about the main events and principle characters in stories, using props and materials for role play. Demonstrate awareness of what has been read to them by retelling stories in their play using props. Join in with oral blending activities. Join in with rhyme, rhythm and alliteration activities Begin to remember and repeat key phrases and refrains from well-known stories and narratives. Begin to use recently introduced vocabulary to talk about the main characters in stories. Listen to stories and rhymes in a small group. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment 	<ul style="list-style-type: none"> Identify and suggest rhymes and join in with rhyming games. Count or clap syllables in a word Engage in extended conversations about stories and, with support, make links to other familiar stories. Handle books and identify the title and how a book should be read. Recognise words that start with the same initial sound. Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately. Join in with rhyme, rhythm and alliteration activities. Listen to stories and rhymes in a small group. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment. 	<ul style="list-style-type: none"> Count or clap syllables in a word. Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. Engage in extended conversations about stories and, with support, make links to other familiar stories. Recognise familiar words and signs, such as their own name and advertising signs. Recognise words that start with the same initial sound. Talk about the pictures in story books. Identify and suggest rhymes and join in with rhyming games. 	<ul style="list-style-type: none"> Count or clap syllables in a word. Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. Identify and suggest rhymes and join in with rhyming games. Engage in extended conversations about stories and, with support, make links to other familiar stories. Join in with rhyme, rhythm and alliteration activities. Join in with repeated refrains and phrases when being read to. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.

	<ul style="list-style-type: none"> begin to develop stories using props and small world equipment. 					
Communication and Language	<ul style="list-style-type: none"> Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. Listen to others when one to one or in a small group, and start and continue a conversation with a friend. Begin to offer simple explanations for why things happen Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment 	<ul style="list-style-type: none"> Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. Take part in different games and activities and begin to talk about which ones they enjoy. Understand and ask 'why' questions and a variety of two-part questions and instructions. Begin to offer simple explanations for why things happen. Extend their vocabulary by exploring and using a wide range of new words. Listen to others when one to one or in a small group, and start and continue a conversation with a friend. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment 	<ul style="list-style-type: none"> Ask or answer a simple scientific question. Listen to others when one to one or in a small group, and start and continue a conversation with a friend. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment. Begin to offer simple explanations for why things happen. 	<ul style="list-style-type: none"> Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poem Listen to longer stories and demonstrate that they can remember much of what happens. Ask or answer a simple scientific question. Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment. 	<ul style="list-style-type: none"> Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. Ask or answer a simple scientific question. Begin to offer simple explanations for why things happen. Extend their vocabulary by exploring and using a wide range of new words. 	<ul style="list-style-type: none"> Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems Understand and ask 'why' questions and a variety of two-part questions and instructions. Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment. Begin to offer simple explanations for why things happen. Extend their vocabulary by exploring and using a wide range of new words.
Physical Development	<ul style="list-style-type: none"> Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately. Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. Explore ways of changing the shape or 	<ul style="list-style-type: none"> Take part in different games and activities and begin to talk about which ones they enjoy. Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. Explore ways of changing the shape or texture of malleable materials. 	<ul style="list-style-type: none"> Create pictures of places from imagination or experience Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. Explore ways of changing the shape or texture of malleable materials. Make simple prints using fingers, hands, feet and found objects. 	<ul style="list-style-type: none"> Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately. Use a range of media, tools and techniques to create images, express ideas and show different emotions. Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. 	<ul style="list-style-type: none"> Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills. Use a range of media, tools and techniques to create images, express ideas and show different emotions. Draw or paint a place from observation or imagination 	<ul style="list-style-type: none"> Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills. Take part in different games and activities and begin to talk about which ones they enjoy.

	<p>texture of malleable materials.</p> <ul style="list-style-type: none"> Explore simple tools within practical tasks and experiment with joining materials. 			<ul style="list-style-type: none"> Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns 		
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas. Listen to others when one to one or in a small group, and start and continue a conversation with a friend. Make comments about people who are special to them 	<ul style="list-style-type: none"> Play cooperatively with others and take turn Listen carefully in a range of situations and is aware of the importance of listening. Listen to others when one to one or in a small group, and start and continue a conversation with a friend 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, including dressing themselves, brushing teeth, using the toilet, washing and drying their hands and using a knife and fork. Listen to others when one to one or in a small group, and start and continue a conversation with a friend. 	<ul style="list-style-type: none"> Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas. Be aware of their feelings and be able to indicate how they are feeling using some words and pictures. Become more outgoing with unfamiliar people, in the safe context of their setting and are able to tell adults when something makes them sad, scared or worried. Be aware of their feelings and be able to indicate how they are feeling using some words and pictures. 	<ul style="list-style-type: none"> Begin to talk about why it is important to wear a hat and sunscreen on sunny days. Listen carefully in a range of situations and is aware of the importance of listening. 	<ul style="list-style-type: none"> Play cooperatively with others and take turns. Talk about their own interests, needs and opinions. Suggest healthy ingredients that can be used to make simple snacks. Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed. Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.
Mathematics	<ul style="list-style-type: none"> Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall. Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty. Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall. Use and understand positional language. Count to five forwards and backwards, saying one number for each item in order. 	<ul style="list-style-type: none"> Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall. Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty. Explore the composition of numbers to five and compare numbers. Explore the different ways that groups of three and four objects can be separated. Experiment with mathematical mark making when solving real-world addition and subtraction problems. Link numerals and amounts, showing the 	<ul style="list-style-type: none"> Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall. Count to 5 forwards and backwards, saying one number for each item in order. Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5. Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall. 	<ul style="list-style-type: none"> Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall. Count to 5 forwards and backwards, saying one number for each item in order. Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five. Recite numbers, in order, past 5. Explore the composition of numbers to five and compare numbers. Use and understand language of quantities, such as more and a lot. 	<ul style="list-style-type: none"> Count to five forwards and backwards, saying one number for each item in order. Explore the composition of numbers to 5 and compare numbers. Explore the composition of numbers to five and compare numbers. Identify and represent up to three objects, without counting, using concrete objects and pictorial representation. Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5. Use and understand positional language. Use and understand positional language. Explore shapes in the environment and use informal mathematical 	<ul style="list-style-type: none"> Discuss routes and locations and use and understand some positional language. Extend and create ABAB patterns using a variety of objects and notice and correct an error in a repeating pattern. Identify patterns in the environment. Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five. Recite numbers in order to 10. Compare the capacity of everyday objects in their play and begin to use language associated with this, with support, such as full and empty. Compare the capacity of everyday objects in their play, and begin to use language associated

	<ul style="list-style-type: none"> Explore the composition of numbers to five and compare numbers. Use and understand language of quantities, such as more and a lot 	<ul style="list-style-type: none"> right number of fingers or objects to match numerals up to five. Explore sharing resources in their play with adult support Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5. 	<ul style="list-style-type: none"> Use and understand language of quantities, such as more and a lot 		<ul style="list-style-type: none"> vocabulary to talk about the shape of everyday objects, such as round and tall. Extend and create ABAB patterns using a variety of objects, and notice and correct an error in a repeating pattern. Identify patterns in the environment. 	<ul style="list-style-type: none"> with this, such as full and empty. Explore length, height, capacity, weight, time and money in their play. Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.
Understanding the world	<ul style="list-style-type: none"> Say how they have changed over time. Show care for living things and the environment. Shows an interest in different occupations and the lives of familiar people. Begin to observe and talk about living things in the local environment. Name a variety of domestic and wild animals. Care for growing seeds and plants and describe observable features of different types of plants and trees. 	<ul style="list-style-type: none"> Be aware of people and events from the past by sharing books and looking at photographs. Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people. Explore and try a range of foods and suggest where they come from. Explore and sort everyday items, with support, into groups of the same material. 	<ul style="list-style-type: none"> Begin to observe and talk about living things in the local environment. Begin to talk about and name the body parts of common animals, including pets. Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder. Shows an interest in different occupations and the lives of familiar people. Name a variety of domestic and wild animals Talk about some of the things that they have observed using simple scientific vocabulary. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length. 	<ul style="list-style-type: none"> Talk about some of the things that they have observed using simple scientific vocabulary. Explore and talk about materials which are waterproof Say what the daily weather is like. Be aware of their feelings and be able to indicate how they are feeling using some words and pictures. 	<ul style="list-style-type: none"> Begin to observe and talk about living things in the local environment. Care for growing seeds and plants and describe observable features of different types of plants and trees. Explore and sort everyday items, with support, into groups of the same material. Play with objects or their own body outside to create shadows. Talk about some of the things that they have observed using simple scientific vocabulary. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people. Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories. Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. Show care for living things and the environment Talk about and play with objects that float and sink and describe different forces that they can feel. Talk about some of the things that they have observed using simple scientific vocabulary.
Expressive Arts and Design	<ul style="list-style-type: none"> Demonstrate awareness of what has been read to them by retelling stories in their play using props. Explore colour and application of paint using a range of different tools. 	<ul style="list-style-type: none"> Begin to talk about the main events and principle characters in stories, using props and materials for role play Make simple structures using a range of materials. Share their creations with others and 	<ul style="list-style-type: none"> Begin to talk about the main events and principle characters in stories, using props and materials for role play Create pictures of places from imagination or experience. Demonstrate awareness of what has been read to 	<ul style="list-style-type: none"> Remember and sing well known rhymes and songs in a small group. Use a range of media, tools and techniques to create images, express ideas and show different emotions. Explore colour and application of paint 	<ul style="list-style-type: none"> Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. Use a range of media, tools and techniques to create images, express ideas and show different emotions 	<ul style="list-style-type: none"> Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests. Explore, build and play with a range of

	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Remember and sing well known rhymes and songs in a small group. • Make simple prints using fingers, hands, feet and found objects. • Explore ways of changing the shape or texture of malleable materials 	<p>respond to questions and suggestions about how it was made.</p> <ul style="list-style-type: none"> • Explore ways of changing the shape or texture of malleable materials. • Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials. • Listen with increased 	<p>them by retelling stories in their play using props.</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Remember and sing well known rhymes and songs in a small group. • Begin to remember and repeat key phrases and refrains from well-known stories and narratives • Explore colour and application of paint using a range of different tools. • Remember and sing well known rhymes and songs in a small group. 	<p>using a range of different tools.</p> <ul style="list-style-type: none"> • Remember and sing well known rhymes and songs in a small group. • Listen to different music and songs and say what they like or dislike. • Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. • Use a range of media, tools and techniques to create images, express ideas and show different emotions. 		<p>resources and construction kits with wheels.</p>
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SEATON

ACADEMY