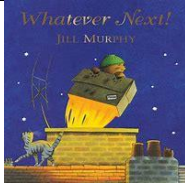




St. Joseph's Catholic Primary Hartlepool

EYFS Overview - Nursery



	Autumn		Spring		Summer	
Theme <i>These themes may change to allow for children's interests</i>	All About Me! Start school/My New Class/My Family/Where we live/Relationships/Feelings Let's Celebrate! Festivals and celebrations/Harvest/history and stories behind traditional festivals and celebrations/why do we celebrate		Space! Our planet/Vehicles/Materials Let's Grow! Plants and flowers, Weather/Season, planting sunflowers and vegetables		Amazing Animals! Animals and their Young/Habitats/Climates - Hot places/Minibeasts/Staying healthy/Healthy Food/Human Body/Teeth Our Sunny Seaside! What's it like at the seaside/What was it like in the past/Comparing past and present/Sun safety/Under the Sea	
Events	Harvest National Poetry Day	National Nursery Rhyme Week/Bonfire Night/Remembrance/Diwali/Christmas	World Book Day Chinese New Year	Mother's Day Planting sunflowers Planting Vegetables	Caterpillars	Tall Ships Hartlepool 2023 Father's Day Trip to the Beach Sports Day End of Year Celebrations
Phonological Awareness	Environmental Sounds/Instrumental Sounds/Body Percussion Rhythm and Rhyme/Alliteration/Voice Sounds		Environmental Sounds/Instrumental Sounds/Body Percussion Rhythm and Rhyme/Alliteration/Voice Sounds		Environmental Sounds/Instrumental Sounds/Body Percussion/Rhythm and Rhyme/Alliteration/Voice Sounds Oral blending and segmenting/Phase1 sounds: a, m, i, s, t, n	
Main Texts <i>(*Pie Corbett Reading Spine Texts)</i>	 	 	  	 	 	 
Enhanced Reading Texts <i>(*Pie Corbett Reading Spine Texts)</i>	<ul style="list-style-type: none"> * Owl Babies * Farmer Duck * The Gruffalo * Can't You Sleep Little Bear On My Way Home * Hairy Maclary * Dogger 	<ul style="list-style-type: none"> * The Tiger Who Came to Tea * Six Dinner Sid Room on the Broom The Gruffalo's Child The First Christmas (Rod Campbell) * Lost and Found Peace at Last 	<ul style="list-style-type: none"> * Goodnight Moon * Where's Spot * The Train Ride * Shhhhh! Aliens Love Underpants 	<ul style="list-style-type: none"> * Each Peach Pear Plum * Jasper's Beanstalk * Avocado Baby 	<ul style="list-style-type: none"> * We're going on a Bear Hunt Come On Daisy * Elmer * Where the Wild Things Are A squash and a squeeze 	<ul style="list-style-type: none"> * Handa's Surprise * Mr Gumpy's Outing The Pirates Next Door
Nursery Rhymes <i>(Weekly focus in bold - children take home a prop and the rhyme to learn)</i>	2 Little Dicky Birds Baa Baa Black Sheep Humpty Dumpty Twinkle, Twinkle Little Star I'm a Little Teapot Incy Wincy Spider I Hear Thunder Wiggly Woo Five Little Apples	Dingle Dangle Scarecrow Hickory Dickory Dock Roly Poly Polly Put the Kettle On Jack and Jill Wind the Bobbin Up	Five Little Men in a Flying Saucer The Wheels On The Bus Row Row Row Your Boat Pat a Cake Miss Polly Had a Dolly I can sing a Rainbow Goosey Goosey Goosey Have you ever seen a Bunny	Five Little Monkeys It's Raining, It's Pouring Hey Diddle Diddle The Grand Old Duke of York Jack Be Nimble Mary, Mary Quite Contrary	Five Little Speckled Frogs Five Little Ducks Once I Caught A Fish Alive Old MacDonald Had A Farm Down In The Jungle Little Bo Peep Three Blind Mice Old King Cole	Five Currant Buns Little Miss Muffet When I Was One Head, Shoulders, Knees & Toes London Bridge is Falling Down The Bear Went Over the Mountain

<p>Literacy</p>	<p>Self-registration recognising name/use of various media to encourage mark making, stories with repeated refrains, nursery rhyme focus, use of props to encourage children to retell favourite stories, understand print has meaning, count or clap syllables</p>		<p>Understand print can have different purposes, understand we read English from left to right and top to bottom, spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound, engage in conversations about stories, learning new vocabulary</p>		<p>Write some or all of their name, write some letters accurately, recognise words with the same initial sound, engage in extended conversations about stories, learning new vocabulary</p>					
<p>Poetry</p>	<p>Autumn Poems Nursery Rhymes Number Rhymes Rhyming Books</p>	<p>Firework Poems Christmas Poems Nursery Rhymes Number Rhymes Rhyming Books</p>	<p>Spring Poems Easter Poems Nursery Rhymes Number Rhymes Rhyming Books</p>	<p>Nursery Rhymes Number Rhymes Rhyming Books</p>	<p>Summer Poems Nursery Rhymes Number Rhymes Rhyming Books</p>	<p>Outdoor Poems Nursery Rhymes Number Rhymes Rhyming Books</p>				
<p>Maths</p>	<p>NUMBER SENSE Noticing - what can you see? number rhymes/action songs/movement games Subitising 1,2 & 3</p> <p>SORTING & CLASSIFYING Matching things that go together Exact matching - Find my match? Sorting by a single attribute - What's my rule?</p> <p>SPATIAL RELATIONSHIPS Familiar routes Positional language relating to stories read - under, across, behind, over etc</p> <p>TIME Starting to understand about nursery routine Use vocab- morning, afternoon, lunchtime, home time</p> <p>SHAPE & PATTERN Arranging construction, shapes and loose parts to make patterns, towers and pictures Properties - comparing/sorting/matching (noticing)</p> <p>MEASURES A direct comparison -Language of tall/short; Short/long; Heavy/light; Day/night; Full/empty Recognising attributes - what kind of bigger is it? Comparing amounts of continuous quantities - how can we compare? Show awareness of comparison in estimating and predicting - eg, making a bed for teddy using blocks</p>		<p>PATTERN Recognise patterns - music; on clothes; in the environment Continue an AB pattern Copy an AB pattern</p> <p>COMPARISON Compare Order - races; board games Estimate - estimation station; filling station (provocations) Sorting into groups More than / less than</p> <p>MEASUREMENT Use time to sequence events/stories</p> <p>-nursery routine; sequencing activities; sequencing stories'; cooking instructions; special events - Chinese New Year, Easter, birthdays etc Seasons Calendar - months Use vocab- morning, afternoon, lunchtime, home time, night, tomorrow (Order / How long until ... / How long it takes)</p>		<p>CARDINALITY Object counting to 5 - small number counter / subitising to 5</p> <p>Subitising 1,2 & 3/Able to hold up 5 fingers</p> <p>MEASUREMENT Comparing amounts of continuous quantities - how can we compare? Show awareness of comparison in estimating and predicting - e.g. making taller/shorter towers. Children compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than', as well as more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'.</p> <p>SHAPE & SPACE Shape recogniser/matcher Children compare different shapes in the environment Recognises and names typical circle, square, and sometimes a typical triangle. May physically rotate shapes presented in atypical orientations to visually match them to a prototype. Sometimes names different sizes, shapes, and orientations of rectangles, but also calls some shapes "rectangles" that look rectangular but are not rectangles. Compares and matches a wider variety of shapes with the same size and orientation and different sizes and orientation. Compares and matches combinations of shapes to each other.</p>		<p>COMPOSTION Inexact part-whole recogniser Knows that a whole is bigger than parts but may not accurately quantify (label with numbers). May show intuitive knowledge of commutativity, and, later, associativity while physical groups, later in more abstract concepts, including numbers. Number rhymes - 5 Little Men; Currant Buns; Little Ducks; little Monkeys support using 5 frames Strengthen the ability to see pattern 1,2 & 3 Subitising 1,2&3 / Concept images / 5 frames Variation within 1,2 & 3 / Add to 5 frame / Introduce digits / Number track Composing numbers</p> <p>SHAPE & SPACE Showing an awareness of the Properties of shape Identify similarities between shapes Describing properties of shape</p> <p>PATTERN Copy & create an AB pattern (range of features - objects, size & orientation)</p> <p>Recognising & creating a staircase pattern - based on a squash & a squeeze by Julia Donaldson</p>		<p>CARDINALITY Object counting to 5 - small number counter / subitising to 5</p> <p>Subitising 1,2 & 3 Able to hold up 5 fingers</p> <p>MEASUREMENT Estimating & predicting (After children have had lots of practical experiences of comparing attributes, they can begin to estimate and to predict. For instance, they can start to consider which container would be best to store a specific item in: 'Which box should Teddy have?', 'What will fit in here?')</p>	

Knowledge and Understanding of the World	<p>Show an interest in theirs and their friend's birthday, begin to make sense of their own life story and family's history</p> <p>Noticing walks in school grounds - naming simple features</p> <p>Explore collections of material with similar and/or different properties, Seasons - Autumn</p>	<p>Making maps of familiar routes, using positional language</p> <p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos (Christmas Around the World)</p> <p>Changing Seasons - Autumn/Winter, Nocturnal Animals</p>	<p>Explore how things work.</p> <p>Changing materials and states of matter</p> <p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos (Chinese New Year)</p> <p>Seasons - Winter</p>	<p>Plant seeds and care for growing things.</p> <p>Key features and life cycle of a plant/care for environment and living things</p> <p>Using the five sense to explore natural materials.</p> <p>Changing Seasons - Winter/Spring</p>	<p>Naming body parts, staying healthy, senses</p> <p>Key features and life cycle of an animal/care for environment and living things</p> <p>Changing Seasons - Spring/Summer</p>	<p>Talk about what they see using a wide vocabulary (Tall Ships)</p> <p>Explore collections of materials with similar and/or different properties/use senses to explore natural materials (seaside)</p> <p>Seasons - Summer</p>
Expressive Art and Design	<p>Nursery rhymes</p> <p>Create their own songs or improvise a song around one they know</p> <p>Explore colour and colour mixing</p> <p>Develop complex stories using small world equipment</p> <p>Become aware that objects leave marks e.g. hand/foot printing, sponges, natural materials</p> <p>Develop hand/eye coordination threading beads/reels/buttons etc</p> <p>Artist - Kandinsky - Autumn tree art</p>	<p>Nursery rhymes</p> <p>Create their own songs or improvise a song around one they know</p> <p>Explore different materials such as pasta/shells/rice/tissue paper/string/fabric</p> <p>Develop drawing skills to represent ideas and show emotions</p> <p>Listen with increased attention to sounds</p> <p>Become aware that objects leave marks e.g. hand/foot printing, sponges, natural materials</p> <p>Artist - Monet/Matisse</p>	<p>Nursery rhymes</p> <p>Create their own songs or improvise a song around one they know</p> <p>Explore different materials including malleable materials such as clay</p> <p>Remember and sing entire songs</p> <p>Develop ideas and use objects to represent those ideas in simple role play</p> <p>Artist - Matisse</p>			
PSED	<p>Follow one step instructions</p> <p>Focus during short whole class activities</p> <p>Managing transitions</p> <p>School rules</p> <p>Building relationships</p> <p>Membership of a community</p> <p>Basic hygiene (wash hands independently)</p> <p>Seek support from adults and gain confidence to speak to peers and adults</p>	<p>Follow simple instructions/two-step instructions</p> <p>Talk about how they are feeling/consider other's feelings</p> <p>Identify and moderate own feelings socially and emotionally</p> <p>Focus longer during whole class activities/lessons</p> <p>Work and play cooperatively/Use taught strategies to support in turn-taking</p> <p>Begin to develop friendships</p> <p>Understand the need to have rules</p> <p>Develop more independence dressing/undressing</p>	<p>Follow instructions of three or more steps</p> <p>Control their emotions using a range of techniques</p> <p>Understand feelings and find ways to resolve conflict</p> <p>Talk about feelings/consider other's feelings</p> <p>Confidence and resilience</p> <p>Dress themselves independently - coat and shoes</p> <p>Learn to work as a group</p> <p>Show a 'can do' attitude</p> <p>Have confidence to communicate with adults around the school</p> <p>Understand the importance of healthy choices</p>			
PD	<p>Fine motor skills - digging, scooping, pouring</p> <p>Working with small tools such as tweezers and paintbrushes</p> <p>Begin to work on pencil control</p>	<p>Movement skills such as running, jumping, climbing and skipping</p> <p>Negotiate spaces and obstacles</p> <p>Increasing control when holding pens, pencils, scissors</p>	<p>Develop pencil control</p> <p>Follow patters of movement</p> <p>Collaborate movement with others to negotiate equipment</p>			
RE	<p>Domestic Church - Family (Myself)</p> <p>Baptism - Belonging (Welcome)</p> <p>Advent/Christmas - Loving (Birthdays)</p>	<p>Local Church - Celebrating</p> <p>Eucharist - Gathering</p> <p>Lent/Easter - Growing</p>	<p>Pentecost - Good News</p> <p>Reconciliation - Friends</p> <p>Universal Church - Our World</p>			
RSE Life to the Full	<p style="text-align: center;">Module 1 Created and Loved by God</p> <p>Unit 1 - Religious Understanding Unit 2 - Me, My Body, My Health Unit 3 - Emotional Wellbeing Unit 4 - Life Cycles</p>	<p style="text-align: center;">Module 2 Created to Love Others</p> <p>Unit 1 - Religious Understanding Unit 2 - Personal Relationships Unit 3 - Keeping Safe</p>	<p style="text-align: center;">Module 3 Created to Live in Community</p> <p>Unit 1 - Religious Understanding Unit 2 - Living in the Wider World</p>			