



# Nursery Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer `1	Summer 2
Topic title	My World, Your world	Night and Day	Over the rainbow	Ticket to ride	Down at the bottom of the Garden	Superheroes (people who help us)
Essential Learning Experience	Talk about their family using a photograph. Play out in different weather conditions and explore the effects. Taste foods from a variety of cultures. Take part in a nativity.		Follow a recipe to make their own playdough. Mix colours using their hands A trip to school and around the local area.		Grow your own plant. Life cycle of a butterfly/living eggs. Visits from different professionals. Be a Superhero for the day Make a musical instrument.	
Literacy Texts	Whatever Next My mum is fantastic and my dad is brilliant 5 minutes peace Something Special (go with the interest of children)	Autumn Diwali Eid Christmas (non-fiction books) Owl Babies	Rainbow Fish Elmer Ned's Rainbow Mouse Paint Brown Bear, Brown Bear Spring (non-fiction books)	Little Red Riding Hood The Three Billy Goats Gruff The Gingerbread Man/ Chapati Moon. Handa's Surprise We're Going On A Bear Hunt and 'We're Going on a Lion Hunt	The Enormous Turnip The Hungry Caterpillar Jasper's Beanstalk Jack and Beanstalk	Non Fiction books - police, firefighters and doctors Topsy and Tim visit the Doctor/nurse and Nurse Nancy Piggy Wiggy the Fireman, Fireman Sam Supertatoe
Communication Language & Literacy	Begin to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Engage in extended conversation about stories, learning new vocabulary. Be able to name the different parts of a book.	Use a wide range of vocabulary. Develop their ability to communicate using the correct tenses. Phonic knowledge – count or clap syllables. Understand print has meaning	Be able to talk about familiar books and be able to tell a long story. Understand 'why' questions. Use talk to organise themselves and their play. Understand that print can have different purposes. Know we read English texts from left to right and from top to bottom	Be able to talk about familiar books and be able to tell a long story. Understand 'why' questions. Use talk to organise themselves and their play. Phonic knowledge – spot and suggest rhymes Page sequencing	Enjoy listening to longer stories and recall the main events. Be able to express their point of view using words/actions. Write some or all their name. Phonic knowledge - recognise words with the same initial sound	Use longer sentences when communicating. Write some letters accurately. Use some of their print and letter knowledge in their early writing.
Maths	Recite numbers to 5. Compare quantities using language more than, fewer than. Select shapes appropriately. Talk about and identify patterns around them.	Fast recognition of up to 3 objects (subitising). Show finger numbers to 5. Talk about and use informal language for 2D shapes.	Know the last number reached when counting a small set of objects tells you how many there are in total. Understand positional language through words alone. Combine shapes to make new ones.	Say one number for each item in order 1,2,3,4,5 Experiment with their own symbols and marks as well as numerals. Extend and create ABAB patterns. Describe a familiar route using words like 'in front of' and 'behind'.	Link numerals and amounts. Talk about and use informal language for 3D shapes. Make comparisons between objects relating to size, length, weight and capacity. Notice and correct a repeating pattern.	Solve real world mathematical problems with numbers to 5. Begin to describe a sequence of events using words such as first, then, next.



# Nursery Long Term Overview



<b>Understanding of the World</b>  <b>The Natural World (Science)</b>	Nature tables – investigations and exploring environment / grounds	Talk about the differences between materials and changes they notice.	Explore collections of material with similar and/or different properties.	Explore and talk about different forces they can feel	Plant seeds and care for growing plants. Understand the key features of the life of a plant and an animal Respect and care for the natural environment and all living things	
<b>Past and present - History</b>	Simple family history & family members. .			Continue to develop positive attitudes about the differences between people		Show interest in different occupations.
<b>People Places, Community - Geography</b>	Homes - simple maps and routes of local area.					Know that there are different countries in the world and talk about differences. Continue to develop positive attitudes about the differences between people
<b>RE</b>	<b>I am special</b> Develop their sense of responsibility and membership of the community.	<b>Christmas</b>	<b>Friendship</b> Talk with others to solve conflicts and talk about how others are feeling	<b>Easter</b> Use a wide range of vocabulary extending sentences	<b>Stories Jesus heard</b> Engage in extended conversation about stories, learning new vocabulary	<b>Prayer</b> Develop their sense of responsibility and membership of community



# Nursery Long Term Overview



<b>RE - Diocese</b>	They are fearfully and wonderfully made by God. They are unique, special and loved. We (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family. Talk about themselves, their likes, dislikes, and what makes them special. Talk about feelings they have experienced.	Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways. Recall/retell the nativity story. Identify the characters in the nativity story. Use religious words to talk about Christmas. Talk about why Christmas is important. Talk about how the church celebrates Christmas. Talk about their own experiences of Christmas. Talk about feelings related to celebrating Christmas and birthdays.	Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples. Recall/retell stories of Jesus with his friends. Talk about why friendship is important. Talk about their own experiences of friendship.	Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. We (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church. Briefly retell the story of Easter. Identify symbols associated with Easter. Talk about their own experiences of love and other emotions expressed in the Easter Story. Ask questions about the Easter story.	stories covering C reaction David and Goliath Noah's Ark Jonah and the Whale  Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing.  Faith, courage, trust Talk about feeling and experiences Talk about their favourite stories	Jesus taught his disciples (us) the Lord's Prayer. Prayer is a form of communication with God. Prayer is expressed in a variety of ways. People pray for many different reasons. Talk about the stories of Daniel and Jonah. Talk about the different ways people pray. Talk about their own experiences of prayer.
<b>PSHE</b>	Select and use resources to achieve a goal. Become more outgoing with unfamiliar people, in the safe context of their setting. Do not always need an adult to remind them of a rule.		Develop their sense of responsibility and membership of the community. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts and talk about how others are feeling	
<b>Being Imaginative Music and role play</b>	nursery rhymes	Listen with increased attention.	Remember and sing entire songs. Begin to develop complex stories using small world equipment.	Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs.	Create their own song or improvise on one they know.	Play instruments with increasing control to express their feelings and ideas.
<b>Creating materials Art / DT</b>	Building homes Take part in simple pretend play, using an object to represent something else. Explore different materials freely, in order to develop their ideas about how to use them	Draw with increasing complexity and detail such as representing a face with a circle. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Colour names, matching colours, Self-portraits, different materials and features. Join different materials and explore different textures.	Use drawing to represent ideas like movement or loud noises. Make imaginative and complex small world with blocks and construction kits.	Respond to what they have heard expressing their thoughts and feelings.	
<b>Physical Development</b>	Be increasingly independent as they put on their coats.	Be increasingly independent in meeting their own care needs.	Use a comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed,	Use a knife and fork when eating.	Increasingly be able to use and remember sequences and patterns of movements



# Nursery Long Term Overview



	<p>Show preference for a dominant hand. Start to eat independently. Use large muscle movements to wave flags, streamers, paint and make marks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Match their developing physical skills to tasks and activities. Use one handed tools and equipment Dance with Mrs Howard</p>	<p>Collaborate with others to manage and move large items. Go upstairs and equipment using alternate feet.</p>	<p>putting coats on and doing up zips. Choose the right resources to carry out their own plan. Hop, skip, stand and hold a pose for a game. Make healthy choices about food, drink, activity, and exercise.</p>	<p>Start taking part in group activities which they make up for themselves.</p> <p>Gymnastics with Mrs Howard</p>	<p>which are related to music and rhythm</p>
<b>Fine motor skills</b>	Daily fine motor skills / tripod grip and writing names					
<b>Role Play Ideas</b>	Home corner	Home corner decorated for celebrations	Art studio	Little Red Hiding hoods cottage	Garden centre	Doctors surgery