

Nursery 2018-2019 overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><u>Settling in texts</u> <u>Goldilocks and the three bears</u></p> <p><u>Reading</u> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. (30-50m)</p> <p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p>	<p><u>Stick man</u></p> <p><u>Reading</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. (30-50m)</p> <p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p>	<p><u>Owl Babies</u></p> <p><u>Reading</u> Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. (30-50m)</p> <p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p>	<p><u>Little Red Riding Hood</u></p> <p><u>Reading</u> Suggests how the story might end. Listens to stories with increasing attention and recall. Listens to and joins in with stories and poems, one-to-one and also in small groups. (30-50m)</p> <p><u>Writing</u> Ascribes meanings to marks that they see in different places.</p>	<p><u>Handa's Surprise</u></p> <p><u>Reading</u> Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. (30-50m)</p> <p><u>Writing</u> Ascribes meanings to marks that they see in different places.</p>	<p><u>Whatever Next?</u></p> <p><u>Reading</u> Recognises familiar words and signs such as own name and advertising logos. Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50m) Exce. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words</p> <p><u>Writing</u> Gives meaning to marks they make as they draw, write and paint. Exc -Hears and says initial sounds in words. Writes own name and labels.</p>

<p>Number and shape</p>	<p><u>Number</u> Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows an interest in representing numbers.</p> <p><u>Shape space and measures</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment.</p>	<p><u>Number</u> Uses some number names and number language spontaneously. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><u>Shape space and measures</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language.</p>	<p><u>Number</u> Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions.</p> <p><u>Shape space and measures</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language.</p>	<p><u>Number</u> Compares two groups of objects, saying when they have the same number. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p><u>Shape space and measures</u> Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p><u>Number</u> Shows an interest in numerals in the environment. Recites numbers in order to 10. Shows an interest in number problems.</p> <p><u>Shape space and measures</u> Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p><u>Number</u> Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in number problems. Exce - Recognise some numerals of personal significance. Recognises numbers 1-5/ selects the correct numeral to represent 1 to 5.</p> <p><u>Shape space and measures</u> Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Exce - Children estimate, measure, weigh and compare and order objects and talk about properties, position and time</p>
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Theme	Making friends and sharing		Sharing, caring and turn taking		Making choices	
Prime PSED	<p><u>Making Relationships</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>Self-confidence and self-awareness</u> Can select and use activities and resources with help. Welcomes and values praise for what they have done.</p> <p><u>Managing feelings and behaviour</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p><u>Making Relationships</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>Self-confidence and self-awareness</u> Can select and use activities and resources with help. Welcomes and values praise for what they have done.</p> <p><u>Managing feelings and behaviour</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p><u>Making Relationships</u> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p><u>Self-confidence and self-awareness</u> Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p><u>Managing feelings and behaviour</u> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p><u>Making Relationships</u> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p><u>Self-confidence and self-awareness</u> Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p><u>Managing feelings and behaviour</u> Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p><u>Making Relationships</u> Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>Self-confidence and self-awareness</u> Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><u>Managing feelings and behaviour</u> Can usually adapt behaviour to different events, social situations</p>	<p><u>Making Relationships</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Exce - Explain own knowledge and understanding.</p> <p><u>Self-confidence and self-awareness</u> Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community. Exce - Confident to speak to others about own needs and wants.</p> <p><u>Managing feelings and behaviour</u> Can usually adapt</p>

					and changes in routine	behaviour to different events, social situations and changes in routine Exce - Aware of boundaries set, and of behavioural expectations in the setting.
CL	<p><u>Listening and attention</u> Listens to others one to one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><u>Understanding</u> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object.</p> <p><u>Speaking</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order</p>	<p><u>Listening and attention</u> Is able to follow directions (if not intently focused on own choice of activity). Listens to others one to one or in small groups, when conversation interests them.</p> <p><u>Understanding</u> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object.</p> <p><u>Speaking</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide,</p>	<p><u>Listening and attention</u> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><u>Understanding</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next,</p>	<p><u>Listening and attention</u> Focusing attention – still listen or do, but can shift own attention. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><u>Understanding</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next,</p>	<p><u>Listening and attention</u> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><u>Understanding</u> Beginning to understand 'why' and 'how' questions.</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p><u>Listening and attention</u> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Exce -Maintains attention, concentrates and sits quietly during appropriate activity <u>Understanding</u> Beginning to understand 'why' and 'how' questions. Exce - Responds to instructions involving a two part sequence. <u>Speaking</u> Uses talk to connect ideas, explain what is happening and</p>

	(e.g. went down slide, hurt finger). Uses a range of tenses (e.g. play, playing, will play, played).	hurt finger). Uses vocabulary focused on objects and people that are of particular importance to them. Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'	recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them.	recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses intonation, rhythm and phrasing to make the meaning clear to others.	Uses intonation, rhythm and phrasing to make the meaning clear to others.	anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Exce - Uses language to imagine and recreate roles and experiences in play situations.
PD	<p>Keeping safe and moving in different ways/Upper arm activities <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><u>Fine</u> Draws lines and circles using gross motor movements.</p>	<p>Keeping safe and moving in different ways/Upper arm activities <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><u>Fine</u> Draws lines and circles using gross motor movements.</p>	<p>Moving with our bodies in different ways and with speed and control/Manipulating tools <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><u>Fine</u> Uses one-handed tools</p>	<p>Moving with our bodies in different ways and with speed and control/Manipulating tools <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><u>Fine</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p>	<p>Controlling our body through large and small movements including using the wheeled toys/One handed tools <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><u>Fine</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between</p>	<p>Controlling our body through large and small movements including using the wheeled toys/One handed tools <u>Moving and handling</u> <u>Gross</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Exce - Experiments with different ways of moving. Negotiates space successfully when</p>

	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><u>Health and self-care</u> Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><u>Health and self-care</u> Observes the effects of activity on their bodies. Can usually manage washing and drying hands</p>	<p>and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>Health and self-care</u> Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>Health and self-care</u> Understands that equipment and tools have to be used safely. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>Health and self-care</u> Understands that equipment and tools have to be used safely. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.</p> <p><u>Fine</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Exce - Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p><u>Health and self-care</u> Understands that equipment and tools have to be used safely. Exce - Shows understanding of the need for safety when</p>
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					tackling new challenges, and considers and manages some risks.
U of W Science	Caring for and looking after each other and our environment Shows care and concern for living things and the environment.	Growing plants and vegetables Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. They make observations of animals and plants and explain why some things occur, and talk about changes. (Ex)	Exploring with our senses Talks about why things happen and how things work. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Children know that the environment and living things are influenced by human activity.(Ex)		
P & C (History)	Changes within living memory – when I was a baby and how me and friend have changed Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Lives of significant people – linked to families and people within school Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.	Events beyond living memory/significant historical people in own locality Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (Ex)		
Geography	Study of the immediate environment within EYFS grounds, Weather on-going Can talk about some of the things they have observed such as plants, animals, natural and found objects	Contrasting locality linked to the meadow or within local area, Weather on-going Talks about why things happen and how things work.	Contrasting locality beyond the local area Weather on-going Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world		
Technology	Explore IWB – group work Knows that information can be retrieved from computers	Explore iPads and CD player and SMART Table Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Turning on and off - technology toys and resources Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts		

			or lifting flaps to achieve effects such as sound, movements or new images.
EAD Music	Moving and singing Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.	Repeated rhymes and tapping Makes up rhythms. Taps out simple repeated rhythms.	Making sounds and musical instruments Explores and learns how sounds can be changed. Creates movement in response to music. Sings to self and makes up simple songs.
Art	Explore colour and mixing Explores what happens when they mix colours. Explores colour and how colours can be changed.	Use tools with a purpose for painting, collage and drawing Realises tools can be used for a purpose.	Famous artist – Georges Seurat Explore the artist and their work Developing ideas, making decisions, combining and changing their ideas with a purpose lined to their decision making processes. (Ex)
DT	Explore and describe texture Beginning to be interested in and describe the texture of things.	Explore and build using junk and construction resources Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.	Model making using natural materials such as clay and collage resources Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Being imaginative	Developing preferences for forms of expression. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences.	Developing preferences for forms of expression. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys and experiences. Uses available resources to create props to support role-play.	Developing preferences for forms of expression. Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play.
Events			
Trips/visitors	Nature park to explore the environment as it can be		

	linked to the story of owl babies or stick man. Autumn 2 or spring 1					
Inspire	Reading inspire. Next term for stick man story. Introduce story to parents and provide activities related to the story. Parents can then support children's learning and develop further on the story for the rest of the term at home. Parent will also feel involved as they will understand the story themselves.	Maths inspire. Encouraging parents to get involved in joining in with number songs and counting. Arrange different maths activities to provide support for families				

Useful Maths texts

<p>Nursery rhyme boxes Counting to 10- Aliens love underpants/ Mouse count/10 little racing cars/10 rubber ducks/ One man went to mow/ 10 little penguins/ Time- How many sleeps till my birthday/ 7 sleeps till Christmas/ How many sleeps Sorting- Alfie's shoes/ The button box Partitioning stories- Quack and count/ One fluffy baa-lamb- Ten hairy caterpillars/ 12 ways to count to 11 Counting with superheroes- Traction man/ Super Sue/ Super Daisy</p>	<p>Number stories- I spy numbers/Walters Windy Washing line/Memory bottles/Find Anthony ant/ One, two, three oops/ One gorilla/ One more than one/ Adding - Where are my chicks?/ The shopping basket/ The Great pet sale One less- One Ted falls out of bed/ Handas surprise/ Ten seeds Stories to support ordinal numbers- the three little pigs/ Maisy's bus/ Dear Zoo/ Mr Grumpy's outing</p>	<p>Problem solving - Kippers sunny day/ oh dear! One is a snail, ten is a crab Numbers beyond 20- one hundred shoes/ how big is a million/ 365 penguins/ the hundred decker bus Doubling- Double the wheels/ The doubling duck/ Lots of ladybugs/ Double the duck/ Don't count your chickens /two is for twins Sharing- Percy the park keeper- The owl/ Handas surprise</p>
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List of Songs to be learnt by Heart throughout the Year

Autumn Term	Spring Term	Summer Term
Wheels on the bus If you're happy and you know it	5 speckled Frogs 5 little Monkeys	5 currant Buns