

Nursery Yearly Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me	Nursery Rhymes and Celebrations	Birds	Spring and Growing	The Farm	The Seaside
Communication Language Leads to NC: English	<ul style="list-style-type: none"> -Playing alongside an adult and joining in -Showing attention when joining in with group chants and rhymes 	<ul style="list-style-type: none"> -Joining in with favourite rhymes -Participate with words, phrases and gestures as play is narrated - joining in and sharing joint attention with books 	<ul style="list-style-type: none"> -Engage in simple dialogue about play and show enjoyment -Join in with longer sections of rhymes 	<ul style="list-style-type: none"> -Have conversations about play -Ask why questions -Continue rhyme and express preferences -Show attentiveness when reading books 	<ul style="list-style-type: none"> -Express preferences for favourite parts of nursery rhymes. -Organising play and assigning roles -Join in with repeated sections on books 	<ul style="list-style-type: none"> -Talk about events using appropriate tenses -Follow two-part instructions -Join in with repeated stories -Make comments about the books they read -Identify a favourite book or rhyme
PSED Leads to NC: PSHCE	<ul style="list-style-type: none"> -Developing Relationships -Working with others -Rules and Routines -Know the environment -children able to choose from a small range of activities 	<ul style="list-style-type: none"> -Developing relationships -Working with other children -Seeking resources to use in play to achieve a goal. 	<ul style="list-style-type: none"> -Narrating play using simple language. Joining in with favourite rhymes, books and action songs 	<ul style="list-style-type: none"> -Follow simple rules in the wider locality -Taking turns -Working together to be fair -Developing resilience and self-regulation 	<ul style="list-style-type: none"> -Follow rules -Team work - play cooperatively alongside others -Self-regulation and calming strategies -Feelings and emotions Asking questions to special visitors 	<ul style="list-style-type: none"> -Extending and elaborating play ideas -Developing friendships -Problem solving in play
Physical Development Leads to NC: PE, Art, DT and Music	<ul style="list-style-type: none"> -Push feet to move outdoor toys -Climbing stairs using alternative feet -Jumping using 2 feet -Travel by galloping -Running at speed -Ball skills -Toilet hygiene -PENPALS and Dough Disco 	<ul style="list-style-type: none"> -Running and freezing on command -Climbing -Toilet hygiene and guidance with clothing -Gross motor movements -PENPALS and Dough Disco 	<ul style="list-style-type: none"> -Hopping and travelling -Toilet hygiene, managing clothes and hand hygiene -Use a fork and spoon independently -Make marks using a range of chunky tools -PENPALS and Dough Disco 	<ul style="list-style-type: none"> -Pedalling using outdoor toys -Pincer grip to pick up small items -Dough Disco PENPALS -Dental hygiene -Independence with coat 	<ul style="list-style-type: none"> -Running and spatial awareness -Weaving -Simple fastenings -Working simple mechanisms -PENPALS -Name tracing template 	<ul style="list-style-type: none"> -Independence when using outdoor toys -Use a knife and fork -Tripod grip to make marks -Ascribe meaning to marks -Gross motor movements -PENPALS
Literacy Leads into NC: English	<ul style="list-style-type: none"> -Sharing a picture book -Making marks with a range of tools and grips 	<ul style="list-style-type: none"> -Picture book preferences, illustrations and favourite parts -Show attention when learning rhymes -Continue to make marks with a range of tools and grips 	<ul style="list-style-type: none"> -Turning pages of a book -Engagement in books -T4W - using actions to retell a rhyme -Making marks using a range of tools 	<ul style="list-style-type: none"> -Turn the pages of a book -Asking questions and showing interest -Joining in with sections of familiar rhymes and perform actions -Environmental print -Make linear marks using a range of tools 	<ul style="list-style-type: none"> -Locate familiar books -Join in with repetitive features of a book -Answering how and why questions -Know rhymes off by heart -Making marks and symbols of meaning pre phonics - initial sounds 	<ul style="list-style-type: none"> -Enjoy books and discuss plot and characters -Puppets to retell a story -Begin to identify letters and symbols in the environment -Name writing

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<p><u>Maths</u> Leads to NC: Maths</p>	<ul style="list-style-type: none"> -Sing number songs and rhymes. Counting in order -Matching and sorting pairs to secure commonality -Comparing small amounts using 'more than' -Positional language vocabulary in CI play -Informal language of 3D shape 	<ul style="list-style-type: none"> -Sing number songs and rhymes -Compare small sets of objects by using the language 'more than' and 'fewer than' -Counting to 5 with correspondence -Cardinal principle -Use informal words to describe 3D shapes as they build -Process language of everyday size during play -Use positional language in large scale physical play -Sorting sets of identical members 	<ul style="list-style-type: none"> -Sing number songs and rhymes -Subitise within 3 -Show sets on fingers within 5 -Process and use positional language in small world scenes and when building -Arrange 2D shapes using informal descriptions -Create sets of positive and negative examples of shapes -Use everyday objects to compare size 	<ul style="list-style-type: none"> -Sing number songs and rhymes -Solve everyday problems with numbers up to 5 -Use positional language in the wider locality (trip to Links Road park) -Process language to fill and empty containers -Process language to create structures or arrangements longer, shorter, taller and wider than mine -Describe patterns on resources in the environment using everyday language 	<ul style="list-style-type: none"> -Sing number songs and rhymes -Link numerals 1,2,3 -Measurement -Compare length and use vocabulary of length -Positional language accurately when describing book illustrations -ABAB linear pattern within everyday objects -Talk about things that happen in the past 	<ul style="list-style-type: none"> -Sing number songs and rhymes -Link numerals to sets of 5. Predict changes in amounts in stories and rhymes. Counting forwards and backwards. -Use a few symbols and marks to represent mathematical experiences -2D and 3D shapes -Correct an error in ABAB pattern -Participate in an ABAB pattern of actions -Past/Present Day/Night
<p><u>Understanding the World</u> Leads to NC: Science, History, Geography, RE, ICT and DT</p>	<ul style="list-style-type: none"> -Experiment with materials -Use toys with pulleys -Recognising self/family in photographs -Caring for living things Planting cress and observing changes 	<ul style="list-style-type: none"> -Describe properties of materials -Treat living things with care -Celebrating Diwali -Christmas 	<ul style="list-style-type: none"> -Collect materials for a purpose -Make mechanisms -Use construction kits and cogs -Treat living things with care 	<ul style="list-style-type: none"> -Water flow structures -Continue to treat living things with care -Use construction kits and give explanations about how they work 	<ul style="list-style-type: none"> -Use remote control toys -Growing a plant and observe changes -Cultural celebrations 	<ul style="list-style-type: none"> -Experiment with everyday properties - use remote control toys. - Care for living things -Describe some of the roles of community figures
<p><u>Expressive Arts and Design</u> Leads to NC: PE, Art, DT and Music</p>	<ul style="list-style-type: none"> -Use small world toys -Simple representational drawings -Match sounds to instruments -Know some words to nursery rhymes and songs 	<ul style="list-style-type: none"> -Use small world props to narrate -Make marks with a range of tools and grips -Christmas crafts -Christmas calendars -Experiment with materials -Cultural celebrations 	<ul style="list-style-type: none"> -Use materials for a purpose -Role playing with props e.g. vehicles and shopping -Use mark making tools to create closed shapes - Cultural celebrations 	<ul style="list-style-type: none"> -Use props for storytelling -Join materials for a purpose -Mark making tools to make enclosed shapes -Choose and locate resources 	<ul style="list-style-type: none"> -Use dialogue in role play -Use mark making tools with control and add details -Joining materials - Playing percussion instruments 	<ul style="list-style-type: none"> -Use props to retell simple stories -Representational drawings -Match instrumental sounds to percussion instruments -Know by heart the words to songs and nursery rhymes
<p>Trips/Visits</p>	<p>Baby visit</p>	<ul style="list-style-type: none"> -Santa visit -Stay and Play for Parents -Dentist/School Nurse visit 	<p>Bird visit</p>	<ul style="list-style-type: none"> -Links Road Park trip -Stay and Play for Parents 	<p>Farm visit</p>	<ul style="list-style-type: none"> -Beach trip -Stay and Play for Parents -Library visit