



Yearly Overview 2023-2024



Nursery

	Autumn 1 4/9/23-21/10/23 7 Weeks	Autumn 2 30/10/23 - 19/12/22 7 Weeks	Spring 1 04/01/23- 16/02/23 6 Weeks	Spring 2 26/02/23- 27/03/23 6 Weeks	Summer 1 15/04/23- 24/05/23 6 Weeks	Summer 2 3/06/23-23/07/23 7 Weeks
Topics covered	Nursery Rhymes	Christmas/Celebrations	In the deep dark woods	What is growing? Superheroes	Up, up and away	Under the Sea
C & L	<ul style="list-style-type: none"> Talks to familiar adults and peers. Joins in with familiar rhymes Listens to stories and able to recall some of what happens. To follow instructions (eg. Put on your coat) 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Answer why questions (eg why did Goldilocks like baby bears porridge) Talk about familiar books Use a wider range of vocabulary. Sing a repertoire of songs 	<ul style="list-style-type: none"> Enjoy listening to longer stories and answer questions about what they have heard Develop communication by using a wider range of vocabulary Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Pay attention to more than one thing at a time. Use longer sentences when communicating using a wider vocabulary Start a conversation with an adult or friend and continue it for many turns 	<ul style="list-style-type: none"> Answer when and how questions. Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary during conversations and play. 	<ul style="list-style-type: none"> Be able to express a point of view using words as well as actions Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
PSED	<ul style="list-style-type: none"> Be able to leave parent/carer with adult support. Become more outgoing with unfamiliar people, in the safe context of the setting. 	<ul style="list-style-type: none"> Select and use activities and resources with help from an adult Talk about how we feel. Using words like happy, sad, angry or worried. 	<ul style="list-style-type: none"> Play with other children, extending play and elaborating play ideas. Increasingly follow the rules Begin to understand how 	<ul style="list-style-type: none"> Select and use activities and resources with help if needed Increasingly follow the rules understanding why they are important. 	<ul style="list-style-type: none"> Remember the rules without an adult reminding them. Understand how others might be feelings Make healthy choices 	<ul style="list-style-type: none"> Remember the rules without an adult reminding them. Understand how others might be feelings Make healthy choices

	<ul style="list-style-type: none"> Show more confidence in new social situations. Begin to follow the rule and routines of nursery Friendships & settling in Sharing & turn taking 	<ul style="list-style-type: none"> Begin to find solutions to conflicts with adult support. Begin to follow the rules and routines of nursery. Team games Turn taking 	<p>others might be feeling</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs. Begin to talk to others to solve conflicts 	<ul style="list-style-type: none"> Make healthy choices. Be increasingly independent in meeting their own care needs. Begin to talk to others to solve conflicts 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs. Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs. Develop their sense of responsibility and membership of a community. Find solutions to conflicts.
PD	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Use large muscle movements Develop movement and balance Riding bikes/trikes/scooters <p>Fine Motor skills</p> <ul style="list-style-type: none"> Show a preference for a dominant hand Use one handed tools Putting on own coat Mark Making 	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs. Riding bikes/trikes/scooters Skipping jumping Climbing up apparatus using alternate feet. <p>Fine Motor skills</p> <ul style="list-style-type: none"> Show a preference for a dominant hand Use scissors to make snips in paper Putting on own coat Mark Making Use a comfortable grip with good control when holding pens and pencils. 	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Continue to develop movement and balancing skills Stand on one leg Hopping Throw a ball Team games Be able to attempt to do up their zip on their coat <p>Fine Motor skills</p> <ul style="list-style-type: none"> Begin to use a tripod grip when using a pencil Mark making Use scissors to cut along a line 	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Begin to be able to follow a sequence or pattern of movements. Move in different ways Catch a ball Be able to put on their own coat and do it up. <p>Fine Motor skills</p> <ul style="list-style-type: none"> Begin to use a tripod grip when using a pencil Begin to form letters of their name Use scissors to cut along a line 	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Increasingly be able to copy sequences and pattern of movements which are related to music and rhythm. Play team ball games. Be increasingly independent as they get dressed. <p>Fine Motor skills</p> <ul style="list-style-type: none"> Have a correct pencil grip Begin to form recognisable letters Be able to write own name Be able to use scissors to cut out a shape 	<p>Gross Motor skills</p> <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and pattern of movements which are related to music and rhythm. Play team ball games Be increasingly independent as they get dressed. <p>Fine Motor skills</p> <ul style="list-style-type: none"> Have a correct pencil grip Begin to form recognisable letters Be able to write own name Be able to use scissors to cut out a shape

<p>Literacy</p>	<ul style="list-style-type: none"> • Enjoy a range of books • Recognise name • Mark make • Hold books the correct way up and turn pages. • Answer simple questions about stories they have heard. • Story Sequencing 	<ul style="list-style-type: none"> • Hold books the correct way up and turn pages. • Answer simple questions about stories they have heard. • Story Sequencing • Follow along to a story. • Retell stories using recently introduced vocabulary • Write some of their name 	<ul style="list-style-type: none"> • Talk about familiar books and begin to tell stories • Understand print has meaning • Understand print can have different purposes • 	<ul style="list-style-type: none"> • Talk about familiar books and tell short stories • Understand we read English text from left to right and from top to bottom. • Use some of their letter knowledge in their early writing. 	<ul style="list-style-type: none"> • Engage in conversations about stories • Write some letters accurately • Use some of their letter knowledge in their writing. For example writing a pretend shopping list or writing m for mummy. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Write some letters accurately • Be able to write own name • Use some of their letter knowledge in their writing. For example writing a pretend shopping list or writing m for mummy.
<p>Book /Rhyme Focus</p>	<p>Rhymes</p> <ul style="list-style-type: none"> • Humpty Dumpty • Incy Wincy Spider • 5 Speckled Frogs • African Rhymes <p>Books</p> <ul style="list-style-type: none"> • Brown bear, brown bear • Handa's surprise • Goldilocks and the three bears • Aliens love underpants (Space Week) • Dival's Diwali 	<p>Rhymes</p> <ul style="list-style-type: none"> • Hickory dickory dock • When Goldilocks went to the house of the bears. • If you're happy and you know it • 5 little ducks • Ten green bottles • Twinkle, twinkle little star • Christmas songs <p>Books</p> <ul style="list-style-type: none"> • Pumpkin Soup • The very helpful hedgehog 	<p>Rhymes</p> <ul style="list-style-type: none"> • Five little men in their flying saucer • The wheels on the bus • Wind the bobbin up <p>Books</p> <ul style="list-style-type: none"> • We're going on a bear hunt • Animal Boogie • Owl babies • The Three little pigs • Dragons in the city (Chinese New Year) • The Colour Monster 	<p>Rhymes</p> <ul style="list-style-type: none"> • Oats and beans and barley grow • Wiggly Woo <p>Books</p> <ul style="list-style-type: none"> • Yucky worms • Errol's garden • Oliver's vegetables • Baby goes to Market • Superhero like you • We are all different • The Hungry Caterpillar • Mr Wolfs Pancakes 	<p>Rhymes</p> <ul style="list-style-type: none"> • Old Macdonald • 5 little monkeys • Down in the jungle <p>Books</p> <ul style="list-style-type: none"> • Meesha Makes Friends • The gingerbread man • The magic balloon • The Ugly Ducking 	<p>Rhymes</p> <ul style="list-style-type: none"> • 1,2,3,4,5, five alive • Row, row, row your boat • A sailor went to sea, sea, sea <p>Books</p> <ul style="list-style-type: none"> • Billy's bucket • Barry the fish with fingers •

	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Leaf Man • The Ravenous Beast • A Christmas Collar 	<ul style="list-style-type: none"> • 			
Phonics	Foundation Phonics <ul style="list-style-type: none"> • Start to show the skills for listening • Hear different sounds in the environment • Join in with words and actions • Hear and make loud and quiet sounds • Start and stop playing instruments at the signal • Copy sounds and actions. 	Foundation Phonics <ul style="list-style-type: none"> • Start to show the skills for listening • Hear different sounds in the environment • Join in with words and actions • Hear and make loud and quiet sounds • Start and stop playing instruments at the signal • Copy sounds and actions. • Show increasing body control 	Foundation Phonics <ul style="list-style-type: none"> • Make noises on different surfaces using hands or sticks • Recreate a simple sequence of sounds • Identify an instrument being played without seeing it • Move their body in response to music/sounds • Join in with repetitive story/song refrains • Practise correct mouth movements for simple words • Explore mouth movements such as blowing sucking wiggling their tongue • Make voice sounds such as weeeee 	Foundation Phonics <ul style="list-style-type: none"> • Recognise words with the same initial sound. • Add appropriate sound effects to stories & songs with support • Move in time with a beat • Match two items that have the same initial sound • Copy exaggerated sounds such as ssssssss • Describe a sound e.g. high, loud, short, quiet • Experiment with their voice sounds such as shouting, whispering squeaking 	Foundation Phonics <ul style="list-style-type: none"> • Develop phonological awareness. • Spot and suggest rhymes • Count or clap syllables in a word • Begin to write letters to match their sounds • Choose instruments to complement animal sounds • Match rhyming items • Suggest a person/object when given an initial sound 	Foundation Phonics <ul style="list-style-type: none"> • Develop phonological awareness. • Spot and suggest rhymes • Count or clap syllables in a word • Begin to write letters to match their sound • Play rhyming bingo • Copy robot talk such as c-a-t • Speak in sound talk e.g. t-a-p • Count or clap out phoneme sounds in CVC words
Maths	<ul style="list-style-type: none"> • Number songs/rhymes • Counting to 5 • Recognise numbers 1-5 	<ul style="list-style-type: none"> • Number song/rhymes • Counting to 10 • Recognising numbers 0-10 	<ul style="list-style-type: none"> • Counting beyond 10 • Recognising numbers 0-10 • Link numerals and amounts. 	<ul style="list-style-type: none"> • Number mark making/recording • Compare quantities using language of 	<ul style="list-style-type: none"> • Begin to count to 20 • Begin to recognise teen numbers 	<ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern.

	<ul style="list-style-type: none"> Counting objects 	<ul style="list-style-type: none"> Making comparisons between objects Name and identify 2D Shapes - circle, square, triangle, rectangle 	<ul style="list-style-type: none"> Say one number for each item in order. Positional language Begin to describe 2D shapes using language like sides, corners etc Talk about an identify patterns around them. 	<p>more than and fewer than</p> <ul style="list-style-type: none"> Create ABAB patterns Develop fast recognition of up to 3 objects without having to count them individually (subitising) Talk about and explore 3D shapes 	<ul style="list-style-type: none"> Describe a familiar route using language like in front of and behind. Extend and create ABAB patterns Solve real world mathematical problems with numbers up to 5 Be able to identify a 2D or 3D shape. 	<ul style="list-style-type: none"> Begin to describe a sequence of events real or fictional using words such as first, then. Recognise numbers 0-10 and put them in order. Count to 20 Combine shapes to make new ones. Describe different shapes.
UW	<ul style="list-style-type: none"> Talk about their own immediate family. Explore how things work Know that there are different countries in the world. <p>Celebrations- Birthdays, Rosh Hashanah, Diwali, Yom Kippur, International day of peace, European day of languages, Black History Month, World Smile Day, World Mental Health Day, Roald Dahl Day</p>	<ul style="list-style-type: none"> Understand why we celebrate different events. Use all their senses in hands on exploration of natural materials. <p>Celebrations - Birthdays, Christmas, Guy Fawkes, Halloween, remembrance day, , World Kindness day, Children in need, road safety week, beep beep day, anti-bullying week, universal children's day</p>	<ul style="list-style-type: none"> All about me and how everyone is different. Begin to make sense of their own life-story and family's history. Talk about what they see around them. Use all their senses to hands-on exploration of natural materials. <p>Celebrations - New Year's Day, National Storytelling Week, Backwards Day, Chinese New Year,</p>	<ul style="list-style-type: none"> Plant seeds and care for them Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Show interest in different occupations. <p>Celebrations - Shrove Tuesday, St David's Day, Lent, World Book Day, International Women's</p>	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Talk about what they see around them using a wide vocabulary. Explore how things work. Explore different forces they can feel. Explore how to look after the world around them. Looking at recycling. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore different materials with similar and/or different properties. Explore and talk about different forces they can feel. <p>Celebrations - World Oceans Day, Empathy Day, Father's Day, Sports Week,</p>

			Children's Mental Health Week, National Poetry Day, Safer Internet Day, Valentine's Day	Day, British Science Week, St Patricks Day, Red Nose Day, Holi, World Storytelling Day, International Day Of Happiness, World Poetry Day, World Water Day, Mother's Day, Earth Hour	Celebrations - Ramadan, Easter, Queen's Birthday, Earth Day, ST George's Day, International Dance Day, Eid Al Fitr, NSPCC Number day, VE Day, Mental Health Awareness Week, National Numeracy Day, World Bee Day, World Day for Cultural Diversity, National Biscuit Day	Refugee Week, World Music Day, International Yoga Day, National Writing Day, Eid Al Adha
EAD	<ul style="list-style-type: none"> • Explore different materials and how to use them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Explore with colour • Play instruments with increasing control • Remember and sing entire songs/rhymes. 	<ul style="list-style-type: none"> • Explore different materials and how to use them. • Create a representation of a person. • Explore with colour. • Play instruments with increasing control • Remember and sing entire songs/rhymes • Listen to different sounds. . 	<ul style="list-style-type: none"> • Talk part in simple pretend play. • Develop their own ideas and then decide which materials to use to express them. • Listen with increases attention to sounds. • Pitch match when singing. 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment. • Show different emotions in their drawings and paintings like happiness or sadness • Play instruments with increasing control to express their feelings and ideas. • Explore with colour and colour mixing. 	<ul style="list-style-type: none"> • Make imaginative and complex small worlds. • Join different materials and explore different textures. • Listen to sounds and respond to what they have heard, expressing their thoughts and feelings. • Sing the melodic shape of familiar songs. 	<ul style="list-style-type: none"> • Draw with increasingly complexity and detail. • Use drawing to represent ideas like movement or loud noises. • Create their own songs or improvise a song around one they know.
Learning experiences	Fruit Tasting	Post a letter/card	Explorers day in the woods	Caterpillars	Egg Hatching	Picnic