

## Nursery Yearly Overview 2020 – 2021

	Autumn		Spring		Summer	
	Half term 1	Half Term 2	Half term 1	Half Term 2	Half term 1	Half Term 2
Topics covered	Nursery Rhymes Colour	Traditional Tales	Adventures	Growing and Changing	Under the Sea	The Seaside
C & L	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Listens to stories with increasing attention and recall.	Listens to stories with increasing attention and recall.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next.
Literacy	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
	Phase 1	Phase 1 Phase 2 (s,a,t,p,l,n)	Phase 1 Phase 2	Phase 1 Phase 2	Phase 1 Phase 2 Word building	Phase 1 Phase 2 Word building

Literacy	Word Reading Comprehension	Word Reading Comprehension	Word Reading Comprehension	Word Reading Comprehension	Word Reading Comprehension	Word Reading Comprehension
	<p>Book focus- Hickory Dickory Dog</p> <p>Brown Bear Brown Bear</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows interest in illustrations and talks about what is happening in pictures. Demonstrate understanding of what is read to them by retelling stories through role play.</p> <p>Holds books the correct way up and turns pages.</p>	<p>Book focus- The Gingerbread Man</p> <p>The Runaway Chapati</p> <p>To read by joining in the repeated text, responding to the patterns and rhythms.</p> <p>Shows interest in illustrations and talks about what is happening in pictures. Demonstrate understanding of what is read to them by retelling stories through role play.</p>	<p>Book focus- We're Going on a Bear Hunt</p> <p>The Train Ride</p> <p>To talk confidently about a picture book; making predictions, asking questions, and making connections with personal experiences .</p> <p>To discuss preferences and listen to the ideas of others.</p> <p>To think about the story meanings conveyed in the illustrations.</p> <p>To read by joining in the repeated text, responding to the patterns and rhythms.</p>	<p>Book focus- Titch</p> <p>The Gigantic Turnip</p> <p>Yucky worms</p> <p>To listen with enjoyment and respond to the book, through retelling and re-enacting the story.</p> <p>To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print.</p> <p>Be aware of the way stories are structured.</p> <p>To identify some of the features of non-fiction texts.</p> <p>To begin to understand you can get information from a non-fiction book.</p>	<p>Book focus-Billy's Bucket</p> <p>Hooray for fish</p> <p>Surprising Sharks</p> <p>To listen with enjoyment and respond to the book, through retelling and re-enacting the story.</p> <p>To get to know the story really well and be able to revisit it in a variety of ways.</p> <p>To think and talk confidently about their response to the book, the story and illustrations, and the meanings;</p> <p>To explore the structure through storytelling;</p>	<p>Book focus- Splash Anna Hibiscus</p> <p>What the Ladybird Heard at the Seaside</p> <p>Understand simple sentences.</p> <p>Begin to Use phonic knowledge to decode regular words.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>

Literacy	Writing		Writing		Writing		Writing		Writing	
	Mark Making	Mark Making	Name Writing		Name Writing		Name Writing		Name Writing	
	Name writing	Name writing	Letter tracing/formation		Letter tracing/formation		cvc words		cvc words	
Maths	Number		Numerical Patterns	Shape, Space & Measure	Number	Numerical Patterns	Shape, Space & Measure	Number	Numerical Patterns	Shape, Space & Measure
	Counting		Comparing amounts.	Beginning to categorise objects according to properties such as shape or size.	Counting	Comparing amounts.	Shows an interest in shape and space by playing with shapes or making arrangements with objects.	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Compares two groups of objects, saying when they have the same number.	Uses shapes appropriately for tasks.
	Recognising Numbers		Uses some language of quantities, such as same and different.	Begins to use the language of size.	Recites numbers in order to 10.	Uses some language of quantities, such as same and greater than	Shows awareness of similarities of shapes in the environment.	Shows an interest in number problems.	Uses some language of quantities, such as same and greater /less than	Beginning to use mathematical names for '2D shapes, and mathematical terms to describe shapes.
	Selects a small number of objects from a group when asked, eg, 'please give me one',		Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Knows that numbers identify how many objects are in a set.	Beginning to represent numbers using fingers, marks on paper or pictures.	Shows curiosity about numbers by offering	Recognise some numerals of personal significance.	Counts up to three or four objects by saying one	Selects a particular named shape.	Can describe their relative position such
	Creates and experiments with symbols and marks representing ideas of number.			Sometimes matches numeral and quantity correctly.		Uses positional language.				
						Shows interest in shape by sustained				

			<p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>Noticing and recognising patterns in the environment</p>	<p>comments or asking questions.</p> <p>Shows an interest in numerals in the environment.</p>		<p>construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</p> <p>Copy and continue patterns</p>	<p>number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p>	<p>as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Creating own patterns.</p>
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PD	<b>Gross Motor skills</b>  Be increasingly independent in meeting their own care needs.  Go up steps and stairs or climb up apparatus using alternate feet.	<b>Gross Motor skills</b>  Toileting on own  Kicking a large ball  Walks downstairs, two feet to each step while carrying a small object.	<b>Gross Motor skills</b>  Catch a large ball  Stand on one leg  Toileting on own	<b>Gross Motor skills</b>  Moves freely and in different ways  Toileting on own	<b>Gross Motor skills</b>  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<b>Gross Motor skills</b>  Travels with confidence and skill around, under, over and through balancing and climbing equipment.
PD	<b>Fine Motor skills</b>	<b>Fine Motor skills</b>	<b>Fine Motor skills</b>	<b>Fine Motor skills</b>	<b>Fine Motor skills</b>	<b>Fine Motor skills</b>
	Mark making  Pencil control	Mark making  Pencil control	Mark making  Pencil control	Mark making  Pencil control  Uses scissors to make snips in paper	Letter formation  Pencil control  Use scissors to cut along lines	Letter formation  Pencil control  Use scissors to cut out a shape

UW	People, Culture & communities	The Natural World	Past and Present	People, Culture & communities	The Natural World	Past and Present	People, Culture & communities	The Natural World	Past and Present
	<p>Celebrations- Birthdays, Rosh Hashanah, Christmas, Guy Fawkes, Halloween, Remembrance Day, Diwali</p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Notices detailed features of objects in their environment.</p>	<p>Talks about the lives of people around them</p>	<p>Celebrations- Birthdays, Shrove Tuesday, Easter, Passover.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Shows care and concern for living things and the environment</p>	<p>Begins to show an understanding of their past and how they have grown and changed.</p>	<p>Celebrations- Birthdays, Eid</p> <p>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.</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Begins to show an understanding of events that happened in the past.</p>

EA&D	<b>Creating with Materials</b>  Create a representation of a person.  Use a range of materials experimenting with colour and design.	<b>Creating with Materials</b>  Create a representation of a person.  Use a range of materials experimenting with colour and design.  Painting	<b>Creating with Materials</b>  Painting  Using different textures  Using various construction materials	<b>Creating with Materials</b>  Printing  Using different textures  Using various construction materials	<b>Creating with Materials</b>  Collaging  Painting  Using various construction materials	<b>Creating with Materials</b>  Paper mache  Modelling  Experimenting with textures.
EA&D	<b>Being imaginative and Expressive</b>	<b>Being imaginative and Expressive</b>	<b>Being imaginative and Expressive</b>	<b>Being imaginative and Expressive</b>	<b>Being imaginative and Expressive</b>	<b>Being imaginative and Expressive</b>
	Sing a range of songs and nursery rhymes.  Act out and recall stories.  Dance to music  Role Play Area-Home corner	Sing a range of songs and nursery rhymes.  Act out and recall stories.  Role Play Area- Post Office	Singing  Moving to music  How sounds can be changed  Imaginative role play  Role Play Area-Train Station	Singing  Moving to music  How sounds can be changed  Imaginative role play  Role Play Area- Garden centre	Experience the music  Different forms of expression  Imaginative role play  Role Play Area- Undersea World	Experience the music  Different forms of expression  Imaginative role play  Role Play Area- Seaside Shop

<b>PSED</b>	Jigsaw- Puzzle 1 Being me in my world (Piece 1-6) Jigsaw- Puzzle 2 (Piece 1-6) Celebrating difference	Jigsaw Puzzle 3 (Piece 1-6) Dreams and goals Jigsaw Puzzle 4 (Piece 1-6) Healthy Me	Jigsaw puzzle 5 (Piece 1-6) Relationships Jigsaw puzzle 6 (Piece 1-6) Changing Me
<b>Key dates</b>			
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Try a new fruit</li> <li>• Post a letter</li> </ul>	<ul style="list-style-type: none"> <li>• Walk around the woods</li> <li>• Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Fly a kite</li> <li>•</li> </ul>

This plan is subject to change depending on the base lining assessments