

# Nursery Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Settling in Roald Dahl Day Harvest Halloween	Bonfire Night Diwali Remembrance Day Christmas	Pancake Day Chinese New Year	Easter Mother's Day Holi Ramadan/ Eid ul Fitr	World environment Day	Bike Week Father's Day Eid -ul- Adha Transition
Topics	Me and my new school  Settling in  What makes me special?	Celebrations  Which times are special and why?  How do you celebrate?	Plants  Can we eat plants? Why are plants green? How do plants grow?	Animals and their babies  (Farm)  Do cows drink milk?	Minibeasts  Which minibeast is the strongest? How do we know?	Journeys  Can we fly to the moon?
Focus Texts	Starting school- Janet and Alan Ahlberg  Owl Babies	Hungry Caterpillar's party  The Snowman	The Tiny Seed  Jack and the Beanstalk	The 3 Little Pigs  The 3 Billy Goat Gruff  The Little Red Hen	The Hungry Caterpillar  The very busy spider	Goldilocks and the 3 bears  Whatever Next!

<b>Rhyme time Focus</b>	Twinkle, twinkle Miss Polly had a Dolly Head, shoulders. Knees and toes Wind the bobbin Peter pointer 1,2,3,4,5	Hey Diddle Diddle Incy Wincy Spider Incy Wincy Spider new version 5 Little snowmen	I hear thunder It's raining, it's pouring Doctor Foster Rain, rain go away I'm a little snowflake I'm a little snowman	Peter Rabbit Little Bo Peep Little Boy Blue Mary Had a Little Lamb Old MacDonald had a farm Goosy goosy gander	Old King Cole Pat-a-Cake Hey Diddle Diddle Little Miss Muffet Little Jack Horner	Row, Row, Row Your Boat Wheels on the bus 5 little men in a flying saucer 5 little lion cubs
<b>Writing</b>	Getting ready to write- Exploring mark making using a range of mediums Write dance	Getting ready to write- Exploring mark making using a range of mediums Pre writing skills Write dance	Pre writing skills Write dance Writing my name Labelling my pictures	Pre writing skills Write dance Writing my name Using letters in my writing	Using initial sounds in my writing Write dance Labelling using sounds correctly	Labelling using sounds correctly Using sounds in sequence Write dance
<b>Phonics</b>	Singing nursery rhymes and songs Developing listening skills Fred talk games Sound discrimination games Developing a love for stories	Singing nursery rhymes and songs Developing listening skills Fred talk games Sound discrimination games Developing a love for stories	Singing nursery rhymes and songs Developing listening skills Fred talk games Sound discrimination games Developing a love for story Teaching picture side of the phonics cards	Oral Singing nursery rhymes and songs Fred talk games Sound discrimination games Developing a love for story Teaching picture side of the phonics cards	Oral blending Learn set 1 sounds m,a,s,d,t,l,p,n,g,o,c, k,u,b,f,e,l,h,r, j,v,y,w,z,q,x Blend simple words Segment sounds to spell simple CVC words Word time 1-5	Oral blending Learn set 1 sounds and digraphs- sh, th, ch, ng, nk Blend simple words and those including digraphs Segment sounds to spell simple CVC words and those containing digraphs learnt Read and spell word time 5-6

<b>Mathematics</b>	<b>Number rhymes</b> -1,2,3,4,5 -2 little dickie birds -5 little ducks -5 little monkeys Positional language Size language Shapes and shape songs Match and sort	<b>Number rhymes</b> -5 currant buns - 5 little lion cubs -5 little snowmen -10 fat sausages -10 in the bed Positional language Explore different sizes  <b>Ordering in sizes</b>  <b>Match and sort</b>  <b>Compare amounts</b>	<b>Match objects</b>  <b>Match objects and pictures</b>  <b>Sort objects</b>  <b>Compare amounts</b>	<b>Compare size</b>  <b>Compare mass</b>  <b>Compare capacity</b>  <b>Explore patterns</b>	<b>It's me 1, 2, 3</b>  <b>Circles and triangles</b>	<b>1,2,3,4,5</b>  <b>Shapes with 4 sides</b>

	<p>Observe weather and seasonal changes</p> <p>I am aware of my surroundings</p> <p>I can find my classroom</p> <p>I can hang my coat the cloakroom</p> <p>I can go to the toilet independently</p> <p>I know where to find different resources that I need</p> <p>I can name and locate areas around Nursery and grounds.</p> <p>I can recognise familiar features - houses, park, road</p>	<p>Observe weather and seasonal changes</p> <p>Observe and explore the signs of Autumn</p> <p>Using maps around Nursery grounds</p> <p>I can name different types of weather</p> <p>I know that Autumn is when the leaves change colour</p> <p>I know that it gets colder and we have to dress warmer</p>	<p>Observe weather and seasonal changes</p> <p>Recognise different geographical features in stories</p> <p>Create simple maps of the classroom and of the playground</p> <p>Observe changes in weather</p>	<p>Observe weather and seasonal changes</p> <p>Recognise different geographical features in stories</p> <p>Create simple 'Farm' maps</p> <p>Observe the changes in weather, the hours of daylight</p>	<p>Observe weather changes</p> <p>Recognise different geographical features in stories</p> <p>Recognising different places - sea, zoo, farm</p> <p>Simple maps - recognise water as blue on a map.</p> <p>Draw simple maps of the outdoor zone</p> <p>Go on a minibeast hunt by following a map</p>	<p>Observe weather and seasonal changes</p> <p>Recognising different places shop, café (role play), supermarket, doctors</p> <p>Local area walk to post box and observe learn about features seen.</p> <p>Naming and locating known places on floor mats.</p> <p>Holidays - different places around UK/ the World</p> <p>Create treasure maps, follow a simple map of the playground</p>
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	<p>I can talk about what is happening now</p> <p>I can talk about what has happened in the past tense and use the correct vocabulary</p> <p>I can talk about when I was a baby</p>	<p>I can talk about then and now</p> <p>I can talk about some significant events in my life</p> <p>I can differentiate between day and night</p> <p>I can talk about activities in the day and in the night</p>	<p>Develop an understanding of growth, decay and change over time. (Ongoing)</p> <p>I can talk about how plants grow and change</p>	<p>Develop an understanding of growth, decay and change over time. (Ongoing)</p> <p>I can talk about how baby animals grow and change</p>	<p>Develop an understanding of growth, decay and change over time. (Ongoing)</p> <p>I can ask questions about how minibeasts grow</p> <p>I can ask about why things happen</p>	<p>Comment and ask questions about aspects of my familiar world, such as the place where they live or the natural world. (Ongoing)</p> <p>I can ask questions about when I was a baby</p> <p>I can ask about why things happen</p>
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	<p>I can make observations using all of my senses.</p> <ul style="list-style-type: none"> <li>• I know that I use my nose to smell, eyes to see, tongue and mouth to taste, ears to hear and skin / fingers to feel.</li> <li>• I can name and locate my head, shoulders, arms, legs, feet, hands, fingers, toes, eyes, ears, nose, mouth.</li> <li>• I know that humans begin life by being born, then grow and change.</li> <li>• I can talk about some of the things that I can do.</li> <li>• I can talk about some of the things that babies do.</li> <li>• I know that I must brush my teeth and keep my body clean to stay healthy.</li> <li>• I can describe different kinds of healthy foods using my senses and simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to name the current season and talk about what the weather is like.</li> <li>• I can observe and talk about how trees and plants change throughout the seasons.</li> <li>• I know that different places in the world have different weather / climates.</li> <li>• I can use simple vocabulary to talk about the climate in the polar regions – cold, snowy, icy.</li> </ul>	<p>I begin to name some common plants – daisy, buttercup, dandelion.</p> <ul style="list-style-type: none"> <li>• I know that plants can grow from seeds, in soil.</li> <li>• I can name some parts of a plant – petal, leaf, flower.</li> <li>• I know that we need to give plants water to help them to grow.</li> <li>• I can name the trunk, branches and leaves of a tree.</li> <li>• I can plant and look after seeds / plants with help from an adult.</li> <li>• I know that I must handle plants carefully.</li> <li>• I can talk about what I see when looking at different plants and trees.</li> <li>• I can talk about the shape of different leaves e.g. round, long, spikey.</li> <li>• I know that plants get bigger and change as they grow.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify farm animals- duck, pig, cow, sheep, goat, horse, dog, hen, rooster,</li> <li>• I can describe some simple features of farm animals</li> <li>• I can group and classify farm animals e.g. those with wings</li> <li>• I can group and classify farm animals e.g. those with wings, those with 4 legs</li> <li>• I know that we can get food from some farm animals e.g. eggs and milk</li> <li>• I know that I must treat other living things respectfully and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some simple features of animals e.g. birds have wings.</li> <li>• I can describe what I see when observing changes e.g. how a caterpillar looks different when it creates its chrysalis.</li> <li>• I know that I must treat other living things respectfully and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to name the current season and talk about what the weather is like.</li> <li>• I can observe and talk about how trees and plants change throughout the seasons.</li> <li>• I know that different places in the world have different weather / climates.</li> <li>• I can use simple vocabulary to talk about the climate in the polar regions – cold, snowy, icy.</li> <li>• I can use simple vocabulary to talk about the climate in the desert – hot, dry, sunny.</li> </ul>
PE	Movement and space	Movement and space	Gymnastics	Gymnastics	Dance	Games

Exploring mark making in different ways, using different tools, painting using different tools, printing using rollers and a range of objects, junk modelling, transient art using loose parts, collage techniques, cutting and joining using glue, tape, string etc., clay work,

Drawing-Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc

Painting- Play with, explore and discover paint and experience colour using a variety of tools to apply paint. Explore mark making using card, brushes, sticks, sponges, fingers etc. Explore colour and colour-mixing. To name primary colours and begin to learn how to make secondary colours

Printing- Explore printing techniques- printing using hands, fingers, sticks, fruit


Collage- Begin to make collections of visual materials and sort e.g. rough/smooth

3D- Take part in experimental play with materials e.g. sand, clay, construction kits, play dough. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore differ

**Portraits using different mediums- loose parts, play dough, painting, junk modeling, play dough, collage**



**Mixing colours**



**Jackson Pollock**

**Collage**



**Claude Monet**

**Printing**



**Exploring circles**



**Kadinsky**

**Starry Night**



**Van Gogh**