

# Nursery - Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Who are we?</b>	<b>Where are we in place and time?</b>	<b>How do we express ourselves?</b>	<b>How does the world work?</b>	<b>How do we organise ourselves?</b>	<b>How do we share the planet?</b>
<b>Overarching question</b>	I wonder... who I am and what I like?	I wonder... who my family is and where I live?	I wonder...why I feel this way and how others feel?	I wonder... how things grow?	I wonder...how we move around	I wonder...what lives in the sea?
<b>Possible interests/lines of enquiry</b>	Settling in/getting to know our friends Favourite animal Favourite colour Favourite food Favourite toy What I look like	Different types of families. Who we live with. Where we live. Family celebrations e.g Christmas, divali, bonfire night.	Emotions Feelings Traditional tales – how different characters feel.	The natural world and how it works Season of spring Lifecycle of butterfly and chicks	Different types of transport	Ocean Sea creatures Looking after our oceans And seaside
<b>Key Texts</b>	Dear zoo The Colour Monster Knuffle Bunny Eat up Gemma Hair love	The Family Book Two Nests My Dad Two mums & a menagerie My mum and dad make me laugh	Guess how much I love you? No matter what Augustus & his smile 3 little pigs Goldilocks Red Riding Hood (The Colour Monster – revisit)	The hungry caterpillar 5 little chicks Errol's garden Stanley's Stick We're going on an egg hunt	The train ride Room on the broom Snail and the whale Duck in the truck The wheels on the bus	Hooray for fish! A hole in the bottom of the sea The fish who could wish Mister Seahorse Octopus Socktopus
<b>End of theme project/exhibition</b>	Art – outline of child filled with things they like	Art – Making a model of our house and our families. Art - making decorations for different celebrations	To act out a traditional tale	Looking after chicks and butterflies	Trip on bus & train Make a bus/train and discuss what we might see on a trip.	Art – making an underwater scene
<b>Visits/Visitors/Trips</b>	Bring in favourite toy from home and talk about it.	Visit to local park with families	Older children to come and read to children.	Visit to Surrey Docks Farm	Trip on bus & train	Water day
<b>CL</b>	To enjoy listening to stories as a group. To discuss stories and ask questions. To express an opinion. To engage in play with an adult and take turns in speaking.	To be confident talking about something familiar ie families. To discuss stories and ask questions. To express an opinion. To hold a conversation with an adult.	To retell a longer story. To use longer sentences of four to six words. To organise themselves in play.	To be able to follow a 2 part instruction. To retell a longer story. To use longer sentences of four to six words. To understand 'why' questions.	To recognise rhymes and repetition. To retell a longer story. To use longer sentences of four to six words. To understand 'why' questions.	To be able to sing a large repertoire of songs. To retell a longer story. To use longer sentences of four to six words. To understand 'why' questions.
<b>PSED</b>	To be able to leave their parent/carer with confidence. To learn to play and take turns. To start to wait for what they want. To be able to go to the toilet independently. Introduce the zones of regulation.	To develop friendships with other children. To begin to talk about their feelings. To play with one or more children and extend their play. To understand they are part of a different communities.	To talk about feelings in more elaborated ways e.g. I'm sad because... To begin to understand how others might be feeling. To develop friendships with other children.	To recognise their own feelings and find ways to regulate their feelings. To look after and care for animals. Develop a sense of responsibility.	To develop a sense of responsibility and understand how to behave when in school and in out in the wider community.	Understand we are responsible for our environment. To be able to find solutions to conflicts on their own. To show confidence about new situations. To prepare for move to reception class.

<b>PD</b>	<p>Play favourite games. To negotiate space with others and obstacles. To start to hold a pencil in the correct way.</p>	<p>To continue to develop their movement in the big playground with bikes, scooter, balls, hoops etc. To hold pencil with correct grip. To explore different materials and tools.</p>	<p>To be increasingly independent with their own care needs. To practice using one handed tools and knife and fork. To continue to development gross motor skills.</p>	<p>To use the right resources for tasks e.g a trowel to dig. To make healthy choices about food, drink, activity.</p>	<p>To collaborate with others to move big blocks and other items to make a train/bus. To continue to development gross motor skills/fine motor skills. To be able to meet their own care needs.</p>	<p>To be able to use a knife and fork. To continue to develop their movement in the big playground with bikes, scooter, balls, hoops etc. To hold pencil with correct grip.</p>
<b>Literacy</b>	<p>To enjoy sharing books with an adult. To repeat words/phrases from familiar books. Enjoy drawing freely and ascribe meanings to their marks</p>	<p>To be able to recognise own name. Repetitive rhymes and songs. To begin to understand the 5 key concepts of print.</p>	<p>To start to be able to trace letters of their name. Retelling stories. To begin to understand the 5 key concepts of print.</p>	<p>To start Phase 2 phonics. To start to write their own name. To be able to clap syllables in a word. To begin to understand the 5 key concepts of print.</p>	<p>Phase 2 phonics To be able to write some letters correctly. To recognise words with same initial sound. Repetitive rhymes and songs.</p>	<p>Phase 2 phonics To be able to write their own name.</p>
<b>Maths</b>	<p>Counting to 5 using objects, fingers, songs. Matching patterns. To be able to compare amounts, sizes, weights etc</p>	<p>To begin to recognise numbers 0-5 To be able to recognise 3 objects without counting. Counting to 5 using objects, fingers, songs.</p>	<p>To begin to recognise numbers 0-5 Counting to 5 using objects, fingers, songs.</p>	<p>To match numerals and amounts. Talk about and explore 2D and 3D shapes Counting to 5 using objects, fingers, songs.</p>	<p>To describe a familiar route. To use word such as in front, behind, on top. To recognise an error in a pattern. To select 3D shapes to build a bus/train</p>	<p>To solve maths problems using numbers up to 5. To say one number for each item in order 1,2,3,4,5. Counting to 5 using objects, fingers, songs.</p>
<b>UW</b>	<p>Talk about similarities and differences between each other in class. International evening.</p>	<p>Make connections between the features of their family and other families. Begin to talk about their own life-story and history. Development positive attitudes about the differences between people.</p>	<p>Understanding the past through traditional tales. Talk about different countries and the differences they have experienced or seen in photos.</p>	<p>Exploring the natural world. Planting and growing plants. Understanding the lifecycle of chickens and butterflies.</p>	<p>Talk about the differences between materials and changes they notice. Talk about different forces they can feel Explore how things work.</p>	<p>To understand the need to respect and care the natural environment.</p>
<b>EAD</b>	<p>Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>	<p>Make models of their house and family. Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>	<p>To explore colour mixing. Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail. Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail. Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail. Explore different materials and decide how to use them. Pretend/imaginative play to represent their experiences or create their own stories. Singing, dancing and playing rhythm instruments.</p>