

# Nursery - Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<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>
Overarching question	I wonder... who I am and what I like?	I wonder... where we are in London?	I wonder...how we express ourselves?	I wonder... what job I could do?	I wonder...how do we move around?	I wonder...what minibeasts we can find in our local area?
Possible interests/lines of enquiry	Settling in/getting to know our friends Favourite animal Favourite colour Favourite food Favourite toy What I look like	Looking at our local area – where we live, local parks. Look at different famous landmarks in London	Using different type of expressive arts to express ourselves – music, drama, art, sculpture,	Look at different jobs	Different types of transport	Minibeast hunt. Look as different environments and think about where minibeasts like to live. How can we encourage minibeasts? Why are minibeasts good for the environment?
Key Texts	Dear Zoo You Choose The Colour Monster Dogger Monkey Puzzle Avocado Baby	The naughty bus London calls Big picture book of London Mr Men in London Maisy in London	Pete the cat- I love my white shoes My very many colours I am the music man Which food will you choose Giraffes can't dance	Mog and the vet Doctosaurus I'm the bin lorry driver Real superheros Busy day firefighters	The train ride Gobble Gobble Moo Moo Tractor Lost and found Whatever Next	The hungry caterpillar The giant jam sandwich Norman the slug with the silly shell Superworm Do you love bugs? Matt Robertson Why do we need bees? Usbourne Bad tempered ladybird
End of theme project/exhibition	Art – outline of child filled with things they like  Family tree	Big map of London with drawings/models of different landmarks	Exhibition for parents of different forms of art. Create a book	Work experience	Trip on bus & train Make a bus/train and discuss what we might see on a trip.	To create a bug hotel and plant wildflowers in the school playground.
Visits/Visitors/Trips	Bring in favourite toy from home and talk about it.  Family photos to make a family tree	Trip to local area Boat trip down the Thames looking at famous landmarks	Older children to come and read to children. Theatre visit	Old Kent Road Fire Station Visit by local police officer Visit to local doctors surgery Pets at home	Trip on bus & train Traffic count Local coach company Transport museum	Forest school – search for minibeasts
CL	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 discuss stories and ask questions. To express an opinion. To hold a conversation with an adult. To be able to sing a large repertoire of songs. To retell a longer story.	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 use longer sentences of four to six words. To understand 'why' questions. To be confident talking about something they are interested in.
PSED	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. Who are special people and how everyone is different	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 where they live and belong	To talk about feelings in more elaborated ways e.g. I'm sad because... To begin to understand how others might be feeling. Internet safety. To learn about growing and how they are improving.	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 learning about healthy eating and benefits of physical exercise To learn who keeps them safe and how and to be able to call the emergency services	To develop a sense of responsibility and understand how to behave when in school and in out in the wider community. To learn about safe/unsafe places. To learn about rules for games and being able to vote about something.	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>	Play favourite games. To negotiate space with others and obstacles. To start to hold a pencil in the correct way.	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.	To use the right resources for tasks e.g a trowel to dig. To make healthy choices about food, drink, activity. To learn about germs, basic hygiene and good oral hygiene	To be independent with their own care needs. To practice using one handed tools and knife and fork. To continue to development gross and fine motor skills.	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.	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.
<b>Literacy</b>	To enjoy sharing books with an adult. To repeat words/phrases from familiar books. Enjoy drawing freely and ascribe meanings to their marks	To be able to recognise own name. Repetitive rhymes and songs. To begin to understand the 5 key concepts of print.	To begin to be able to write their own name Retelling stories. To understand the 5 key concepts of print. To recognise words with same initial sound.	Phase 1 phonics. To be able to clap syllables in a word. To begin to be able to write some letters correctly. To begin to understand the 5 key concepts of print.	Phase 1 phonics To be able to write some letters correctly. To recognise words with same initial sound. To recognise words with same initial sound. Repetitive rhymes and songs.	Phase 1 phonics To be able to recognise their own name. To pick out words with the same initial sound
<b>Maths</b>	Counting to 5 using objects, fingers, songs. Matching patterns. To be able to compare amounts, sizes, weights etc	To begin to recognise numbers 0-5 To be able to recognise 3 objects without counting. Counting to 5 using objects, fingers, songs.	To begin to recognise numbers 0-10 Counting to 10 using objects, fingers, songs. To use sequencing language – first, next, then	To match numerals and amounts. Talk about and explore 2D and 3D shapes Counting to 5 using objects, fingers, songs. Compare quantities, more than, less than	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	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.
<b>UW</b>	Talk about similarities and differences between each other in class. International evening.	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.	Understanding the past through traditional tales. Talk about different countries and the differences they have experienced or seen in photos. Show interest in different occupations	Exploring the natural world. Planting and growing plants. Understanding the lifecycle of chickens and butterflies.	Talk about the differences between materials and changes they notice. Talk about different forces they can feel Explore how things work.	To understand the need to respect and care the natural environment.
<b>EAD</b>	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.	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.	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. To develop complex stories through small world play.	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.	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.	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. Create closed shapes and increased complexity in their drawing.