

2023-2024 Overview

Year Group: Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>RSE Session 1 & 2</p> <p>Mental Health Sessions 1 & 2</p> <p>Class promise – we promise to listen</p>	<p>Mental Health Session 3</p> <p>Drugs Education Sessions 1 & 2</p> <p>Class promise – we promise to be polite</p> <p>Learning like a cat (playing)</p> <p>Learning like a horse (having a go)</p> <p>Anti-bullying week focus</p>	<p>Race Equality Sessions 1, 2, 3 & 4</p> <p>Class promises – we promise to care/ be thoughtful/ tell the truth</p> <p>Learning like a meerkat (pretend)/ tortoise (keep on trying)</p> <p>Children’s mental health week</p> <p>Safer Internet Day</p> <p>Independent challenges begin</p>	<p>Gender Equality Sessions 1, 2, 3 & 4</p> <p>International Women’s Day</p> <p>Learning like a lion (be proud)/ penguin (having our own ideas)</p> <p>PSE story times</p> <p>Child safety focus – calling 999/ road safety</p>	<p>RSE Sessions 3 & 4</p> <p>E-safety Session 1, 2, 3 & 4</p> <p>PSE story times</p> <p>Child safety focus – water safety</p>	<p>Mental Health Session 1, 2 & 3 revisit</p> <p>Healthy Eating week</p> <p>Drugs Education 3 & 4</p> <p>PSE story times</p> <p>Transition</p> <p>Child safety focus – sun safety</p>
Emotional development	<p>Introduce all emotion bears and their names</p> <p>Weekly emotion bear circle times</p>	<p>Weekly emotion circles to label how they feel</p> <p>Restorative introduction to script</p> <p>Introduce traffic lights</p>	<p>Weekly emotion circles to label how they feel and why.</p>	<p>Emotion scenarios - which emotions match the scenario – how would you feel in this scenario?</p>	<p>Developing empathy</p> <p>- Emotion-based scenarios – how do you think they are feeling?</p> <p>- Storybooks linked to different emotions.</p>	<p>Developing empathy</p> <p>- Emotion-based scenarios – how do you think they are feeling?</p> <p>- Storybooks linked to different emotions.</p>

<p>Developing a sense of belonging</p>	<p>Daily, regular social play support</p> <p>Give me 5 circle time expectations</p> <p>Create colour groups - photos displayed/ getting to know you activities</p> <p>WOW week</p> <p>Family photo albums</p>	<p>Home languages intro</p> <p>Introduce treasure chest books</p>	<p>Plant group flowers</p>	<p>Treasure chest book</p>		<p>Transition to Reception</p> <ul style="list-style-type: none"> - Creating our All about me book for our new teachers.
<p>Involving parents</p>	<p>Welcome to Nursery meeting</p> <p>Share first week images on Seesaw</p> <p>Parent workshops focused on building independence</p> <p>Teddy bear picnic</p> <p>Post box trip</p>	<p>Parent workshops focused on building emotional development/ Growth mindset</p> <p>Christmas craft workshop</p> <p>Christmas performance</p>	<p>Parent story time</p> <p>Library trip</p>	<p>Parent story time</p> <p>Library trip</p>	<p>Parent story time</p> <p>Summer craft workshop</p>	<p>Parent story time</p> <p>Sports day</p> <p>Tatton park trip</p>
<p>CLL development</p>	<p>CLL support identified in daily timetable</p> <p>Communication aids incorporated in daily provision</p> <p>Use colourful semantics in line with RA RA RA</p>	<p>Wellcomm assessments completed (Week 1&2) and interventions started</p> <p>Colourful semantics - 2 and 3 words phrases.</p> <p>Highlight provision activities that benefit key vocabulary development on provision plans/ vocab signs in class.</p>	<p>Colourful semantics - silly and sensible sentences</p> <p>Colourful semantics used to support lilac level reading development</p> <p>Using small world sets to tell stories at story times</p>	<p>Review Wellcomm and update</p> <p>Using colourful semantics cards to make up stories at story time</p>	<p>Revised Wellcomm interventions</p> <p>Colourful semantics used as comprehension in story times</p>	<p>Colourful semantics used as comprehension in story times</p>

<p>English</p>	<p>RA RA RA texts- Read Aloud, Read Along, Read Alone (Colourful semantics used)</p> <p>Texts: Brown bear brown bear Foggy foggy forest Shark in the park Little rabbit Foo Foo Monkey and me Walking through the jungle</p>	<p>RA RA RA texts</p> <p>Dear zoo We're going on a bear hunt</p> <p>You Choose - picture stimulus storyteller development (1 week)</p> <p>Pete the cat Dear Santa – Rod Campbell</p> <p>Non-Fiction-lists Writing a list of toys</p>	<p>Non-fiction- Instructions How to make a paper bag puppet</p> <p>Supertato - Paul Linnet and Sue Hendra - Change the evil pea character</p> <p>Very Hungry Caterpillar - Eric Carle - Change the food he ate</p> <p>Non-fiction – Recount How to make fruit kebabs</p>	<p>NF- information text People who help us</p> <p>The Gingerbread Man - Folktale change to Choc Chip Man</p> <p>3 little pigs - Fairy tale- change the wolf to a dragon/ children's ideas- cat, dinosaur etc.</p> <p>NF – Poetry – Down in the jungle</p>	<p>Elmer – David McKee - Change events</p> <p>Little Red Hen - Mary Mapes Dodge - change what she makes</p> <p>Non-fiction- I am getting bigger</p> <p>Stories from other cultures</p>	<p>My Granny Went to Market - Stella Blackstone (rhyming story that links to other cultures) - Change objects she bought</p> <p>Little Red Riding Hood - Fairy tale - Change setting</p> <p>Non fiction unit – information text Linked to moving to Reception</p>
<p>Reading</p>	<p>After lunch circles - intro to how to use and care for books</p> <p>Wk 5 – Home readers - reading for pleasure books</p>	<p>Daily lilac level reading at story times</p> <p>Home readers – lilac books given</p>	<p>Guided reading – lilac level (linked to colourful semantics)</p>	<p>Decodable word introduction - Start with Set 1 words</p>	<p>Decodable word development</p> <p>Daily guided reading</p>	<p>Decodable word development</p> <p>Daily guided reading</p>
<p>Phonics</p>	<p>Level 1 – Twinkl phonics</p> <p>Level 1 phonics stories</p>	<p>Level 1 – Twinkl phonics</p> <p>Level 1 phonics stories</p>	<p>Level 1 & 2 – Twinkl phonics</p> <p>Tricky words introduced</p>	<p>Level 1 & 2 – Twinkl phonics</p> <p>Initial sound focus</p>	<p>Level 1 & 2 – Twinkl phonics</p> <p>2-letter word focus</p>	<p>Level 1 & 2 – Twinkl phonics</p> <p>3-letter word focus</p>
<p>Physical Development (dance and games)</p>	<p>Using the permanent outdoor and indoor equipment correctly and safely</p> <p>Wake up shake up</p> <p>Dough disco</p> <p>Early mark making</p>	<p>Ring games</p> <p>Skip, hop and stand on one leg.</p> <p>Using scissors</p> <p>Toothbrushing focus</p>	<p>Developing pencil grip for early writing</p> <p>Yoga linked to the alphabet</p> <p>Top playground – circle games</p>	<p>Den building</p> <p>Top playground – circle games/ mile run</p> <p>Dancing to music and adapting movements to different music- gentle, calm versus energetic.</p>	<p>Top playground – circle games/ mile run</p> <p>Throwing and catching ball skills and other sports skills in advance of sports day</p> <p>Team games</p>	<p>Top playground – circle games/ mile run</p> <p>Throwing and catching skills ready for Sports Day</p> <p>Running and jumping skills ready for Sports Day</p> <p>Team games</p>

	Using the toilet/ washing hands independently Healthy snack choices Using a knife and fork to eat lunch	Learning a dance routine- a simple repeated sequence of 4 movements (for the Christmas performance)		The three little pigs dance DT – tool use	Using tools to join junk model materials – scissors, tape. Dance- music and movement to a range of music from around the world	
Key vocabulary – Dance	Fast Slow Clap Stamp	Freeze Hop				
Key vocabulary – Games	Walk Run Jump Climb Kick Throw Catch Safely				Kick Throw Catch	Walk Run Jump Throw Catch
	This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.					
Maths – Number	Finger rhymes with numbers Count in everyday contexts (stable-order principle) Compare amounts using 'lots', 'more' and 'same'.	Recite numbers 1-5, Show finger numbers up to 5. Subitise up to 5 Recognise die patterns to 6. Introduce numbers 1-5	Recite numbers forwards and backwards to 10. Recognise Numicon shapes up to 5 Counting 1:1 up to 5 using the cardinal principle	Recognise Numicon shapes up to 5 Matching numicon to groups Ordering Numicon to 5 Counting 1:1 up to 5 using the cardinal principle	Counting in order 1-10 Counting 1:1 and recalling the cardinal number. Recording numbers up to 5 using symbols and marks. Matching numerals to groups of objects	Focus to be determined through assessments of children's learning Recording numbers up to 5 Counting 1:1 and recalling the cardinal number. Solve problems up to 5

			<p>Compare amounts using more/ fewer than.</p> <p>Separate a group of objects in different ways.</p>	<p>Experiment with symbols and marks to record numbers.</p> <p>Compare quantities</p> <p>Recognise die patterns to 6.</p> <p>Counting out from a larger group</p>	<p>Counting out from a larger group</p> <p>Compare amounts using more/ fewer than.</p> <p>Separates a group of 3 or 4 in different ways</p>	
Maths – SSM	<p>Compare sizes and weights using language</p> <p>Times of the day</p> <p>Locations - where things belong in the classroom</p> <p>Positional language</p> <p>Notice patterns and arrange things in patterns</p>	<p>Explore 2D shapes</p> <p>Recognising patterns and identifying patterns around them.</p> <p>Positional language</p> <p>Time</p>	<p>2D shape recap</p> <p>Explore 3D shapes</p> <p>Introduction to 3D shape</p> <p>Length</p> <p>Combining shapes to make new ones</p> <p>Identifying patterns around them.</p>	<p>3D shapes recap</p> <p>Time - sequencing events</p> <p>Positional language</p> <p>ABAB patterns</p>	<p>Position – describing routes and locations</p> <p>2D and 3D shape recap</p> <p>Weight</p>	<p>Time</p> <p>Length</p> <p>Creating patterns</p> <p>Positional language</p> <p>Making comparisons in SSM</p>

<p>Understanding the World (History, Geography, Science, DT, ICT, RE)</p>	<p>My Nursery timeline creation</p> <p>Our school- exploring school grounds indoors and outdoors</p> <p>Building relationships through sharing information about our families and our school</p>	<p>My Nursery timeline addition</p> <p>Autumn changing to Winter exploration (outdoor learning day)</p> <p>Minibeast hunting</p> <p>Exploring light/dark and shadows.</p> <p>Diwali activities day</p> <p>Oral health (link to mental health planning)</p>	<p>My Nursery timeline addition</p> <p>Floating and sinking exploration</p> <p>Making ice melt faster and slower</p> <p>Using the internet to find information about occupations and people who help us (phonics theme link)</p> <p>Chinese New Year celebrations</p> <p>Fruit tasting – fruit kebab making</p>	<p>My Nursery timeline addition</p> <p>Lifecycles experiences- (Caterpillar to Butterflies)</p> <p>Little gardeners - Planting flowers and seeds in EYFS garden planters and popping plug plants in old wellies.</p> <p>Signs of spring (outdoor learning day)</p> <p>Using the internet to find information about a range of animals and the habitats they live in (phonics theme link)</p> <p>Baking choc chip cookies (Literacy link)</p> <p>Easter activities</p> <p>Oral health focus</p>	<p>My Nursery timeline addition</p> <p>Making bread and pizza</p> <p>Caring for plants/creatures – regular watering/ watching how they change/ making homes for creatures</p> <p>Using technology to take photos</p> <p>Eid celebrations</p>	<p>My Nursery timeline completion</p> <p>Making maps of their class/outside areas / routes to areas they are familiar with around school.</p> <p>Countries around the world (Literacy link)</p> <p>Spring to Summer exploration (outdoor learning day)</p> <p>Following instructions to move programmable toys and talking about the outcome.</p> <p>Eid celebrations</p> <p>Oral health focus</p>
<p>Key vocabulary – History</p>	<p>Now, next, lunchtime, start, finish mum, dad, brother, sister</p>	<p>before, after, morning, afternoon,</p>	<p>Old and new</p>	<p>long time, short time,</p>	<p>old and young, baby,</p>	
<p>Key vocabulary – Geography</p>	<p>up, down, through same, different</p>	<p>next to, behind along, across,</p>		<p>litter</p>		<p>world country</p>
<p>Key vocabulary – ICT</p>				<p>Online</p>	<p>App Device</p>	<p>Forwards/ backwards</p>
<p>Key vocabulary – RE</p>	<p>Difference, Similarity Celebrate</p>					
<p>Key vocabulary – Science</p>	<p>Same Different</p>	<p>Animal Season</p>		<p>Plant, Seeds Natural</p>	<p>Grow</p>	
<p>This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.</p>						

<p>Expressive Arts and Design (Music, Art, DT)</p>	<p>Environmental sound walks</p> <p>Body percussion- making patterns and matching the pitch</p> <p>Daily song time Creating colour collages – naming colours</p> <p>Painting</p> <p>Early mark making</p> <p>Musical instruments- loud and quiet/ fast and slow</p> <p>Joining in with simple songs and nursery rhymes</p> <p>Loose parts play – basic resources (adult modelled)</p>	<p>Bonfire night – firework sounds and art Rehearsing songs for The Christmas Performance</p> <p>Ring games and songs</p> <p>Using scissors to snip lines</p> <p>Colour mixing</p> <p>Simple line drawing representations</p> <p>Make a Christmas party hat</p> <p>Christmas crafts Self portrait</p> <p>Learning how to spread PVA glue using glue spreaders and join pieces together.</p> <p>Loose parts play – basic resources</p>	<p>Designing own patterns on templates</p> <p>D and T - joining and fixing in different ways: e.g. making Chinese lanterns/ paper bag pig puppet</p> <p>Making own class giant Chinese dragon- collaborative art</p> <p>Using scissors to cut along a line</p> <p>Naming and playing a range of instruments in different ways.</p> <p>Loose parts – develop use – wider range of resources (adult modelled)</p>	<p>Printing and developing own pattern making via print.</p> <p>Observational drawings of spring flowers</p> <p>Mud painting (outdoor learning day)</p> <p>Performance- songs and jokes and dances on stage indoors and outside.</p> <p>Using recycled resources and textures to create a home for the 3 pigs – will it withstand the huff from the wolf?</p> <p>Musical instruments- skill of more control - expressing emotions, making sound effects to accompany simple stories.</p> <p>Scissor skills-cutting around and sticking</p> <p>Use shapes to create pictures</p> <p>Singing/learning songs- have a repertoire of short simple songs they can sing all the way through</p>	<p>Music from other cultures- China, Africa, our favourite Bollywood music</p> <p>Exploring colour and pattern – linked to the story of Elmer</p> <p>DT – Junk modelling focus</p> <p>Performance for peers - can you perform songs/ jokes dances on stage indoors and outside?</p> <p>Singing- sing the melodic shape of familiar songs/match the pitch to that of the adult or other person singing</p>	<p>Superhero powers</p> <p>Using own ideas to create masks linked to ‘granny went to market’ story.</p> <p>Making and designing a magic carpet (repeating patterns linked to maths)</p> <p>Including detail in pictures/ paintings of plants in bloom</p> <p>Consolidation of skills to develop individual ideas much further - provide a much wider choice of materials to express own ideas and feelings through imagination.</p> <p>Creating a booklet and picture for our new teacher</p>
<p>Key vocabulary – Art</p>	<p>Painting Colour – red, blue, yellow shape</p>					<p>Detail</p>

Key vocabulary – DT	Stacking, joining, space, build, balance, equipment and tools.	Positional language: up, down, over, under, through and between.			Stacking, joining	
Key vocabulary – Music	Loud, Quiet, Fast, Slow Sing, Copy		Shake, Tap, Scrape			
	This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.					
Key experiences	Starting to Nursery Making new friends	Preparing for and enjoying their first ever school Christmas party Visit from Santa Claus. Outdoor Learning Day - Autumn to winter exploration/ minibeast hunt	National Storytelling Week - performing the stories we have learnt and make rhymes etc Tasting different fruits and vegetables Our favourite foods Finding out about occupations and how the jobs that people do help us (arrange visitors) Outdoor Learning Day – mud painting/ Litter picking/ recycling focus Gardening day – weeding and planting new bulbs	World Book Day 2 nd March Minibeast hunt Outdoor Learning Day - Signs of Spring/ sticky art/ andy Goldsworthy art Gardening day –	Tasting different breads from all around the world. Key group Sunflower challenge Planting a Sunflower seed to grow at home Outdoor Learning Day – litter picking/ clay nature prints Gardening day	Pets focus End of Nursery year fun day Outdoor Learning Day - Spring to Summer/ detailed drawings/ snail racing Gardening day
Trips	Teddy Bear’s picnic (on school grounds)	Trip to post box. Theatre show (in school)	Library visit		Library visit	Picnic in the park (Tatton park)