

## 2022-2023 Overview

### Year Group: Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>RA RA RA texts- Read Aloud, Read Along, Read Alone.</p> <p><b>Texts:</b> 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 Dear zoo We're going on a bear hunt</p> <p>You Choose - picture stimulus storyteller development</p> <p>Dear Farm – Rod Campbell - Change to dear jungle</p> <p>Non-Fiction-lists Writing a list of toys</p>	<p>Non-fiction- Instructions How to make bottle rockets</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 – The Big Bad Wolf</p>	<p>Little Red Hen - Mary Mapes Dodge - change what she makes</p> <p>Elmer – David McKee - Change events</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><b>Maths – Number</b></p>	<p>Finger rhymes with numbers</p> <p>Count in everyday contexts (stable-order principle)</p> <p>Compare amounts using 'lots', 'more' and 'same'.</p>	<p>Recite numbers 1-5, Show finger numbers up to 5.</p> <p>Subitise up to 5</p> <p>Recognise die patterns to 6.</p> <p>Introduce numbers 1-5</p>	<p>Recite numbers forwards and backwards to 10.</p> <p>Recognise Numicon shapes up to 5</p> <p>Counting 1:1 up to 5 using the cardinal principle</p> <p>Compare amounts using more/ fewer than.</p>	<p>Matching numerals to groups</p> <p>Recording numbers up to 5</p> <p>Compare quantities</p> <p>Ordering Numicon to 5</p> <p>Counting out from a larger group</p> <p>Experiment with symbols and marks</p>	<p>Counting 1:1 and recalls the cardinal number.</p> <p>Recording numbers up to 5</p> <p>Matching numerals to groups of objects</p> <p>Counting out from a larger group</p> <p>Experiment with symbols and marks</p> <p>Compare amounts using more/ fewer than.</p> <p>Solve problems up to 5</p> <p>Separates a group of 3 or 4 in different ways</p>	<p>Focus to be determined through assessments of children's learning</p>
<p><b>Maths – SSM</b></p>	<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>Compare sizes and weights using language</p> <p>Explore 2D shapes</p> <p>Make comparisons between objects' size/ length and weight</p> <p>Recognising patterns and identifying patterns around them.</p> <p>Positional language</p> <p>Time</p>	<p>2D shape recap</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>Time - sequencing events</p> <p>Positional language</p> <p>ABAB patterns</p>	<p>Position – describing routes and locations</p> <p>Time</p> <p>2D and 3D shape recap</p>	<p>Weight</p> <p>Creating patterns</p> <p>Positional language</p> <p>Making comparisons</p>

<b>PSED</b>	<p>RSE Session 1 Mental Health Sessions 1 &amp; 2 Class promise – we promise to listen</p>	<p>Mental Health Session 3 Drugs Education Sessions 1 &amp; 2 E-safety Sessions 1 &amp; 2 Class promise – we promise to be polite Learning like a cat (playing) Learning like a horse (having a go)  Anti-bullying week focus</p>	<p>RSE Sessions 3 &amp; 4 Race Equality Sessions 1 &amp; 2  Class promises – we promise to care/ be thoughtful/ tell the truth  Learning like a lion (be proud)/ meerkat (pretend)/ tortoise (keep on trying)  Children’s mental health week Safer Internet day  Independent challenges begin</p>	<p>Gender Equality Sessions 1 &amp; 2 E-safety Session 3 &amp; 4 Learning like a penguin  International Women’s Day</p>	<p>Mental Health Session 1, 2 &amp; 3 revisit Drugs Education 3 &amp; 4  Healthy Eating week</p>	<p>Race Equality Sessions 3 &amp; 4 Gender Equality Sessions 3 &amp; 4 Transition</p>
<b>Physical Development (dance and games)</b>	<p>Using the permanent outdoor and indoor equipment correctly and safely  Dough disco  Early mark making  Using the toilet/ washing hands independently  Healthy snack choices  Using a knife and fork to eat lunch</p>	<p>Skip, hop and stand on one leg.  Using scissors  Toothbrushing focus  Learning a dance routine- a simple repeated sequence of 4 movements (for the Christmas performance)</p>	<p>Developing pencil grip for early writing  Dancing to music and adapting movements to different music- gentle, calm versus energetic.</p>	<p>Den building  Yoga linked to the alphabet</p>	<p>Throwing and catching ball skills and other sports skills in advance of sports day  Team games  Using tools to join junk model materials – scissors, tape.  Dance- music and movement to a range of music from around the world</p>	<p>Throwing and catching skills ready for Sports Day  Running and jumping skills ready for Sports Day  Dance - Consolidation of skills to develop individual ideas much further - provide a much wider choice of stimuli to express own ideas and feelings through imagination.</p>

<b>Key vocabulary – Dance</b>	Fast Slow Clap Stamp	Freeze Hop				
<b>Key vocabulary – Games</b>	Walk Run Jump Climb Kick Throw Catch Safely				Kick Throw Catch	Walk Run Jump Throw Catch
<b>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.</b>						
<b>Understanding the World (History, Geography, Science, ICT, RE)</b>	<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>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>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>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>

<b>Key vocabulary – History</b>	Now, next, lunchtime, start, finish mum, dad, brother, sister	before, after, morning, afternoon,	Old and new	long time, short time,	old and young, baby,	
<b>Key vocabulary – Geography</b>	up, down, through same, different	next to, behind along, across,		litter		world country
<b>Key vocabulary – ICT</b>				Online	App Device	Forwards/ backwards
<b>Key vocabulary – RE</b>	Difference Similarity Celebrate					
<b>Key vocabulary – Science</b>	Same Different	Animal Season		Plant Seeds Natural	Grow	
<b>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.</b>						
<b>Expressive Arts and Design (Music, Art, DT)</b>	Environmental sound walks Body percussion- making patterns and matching the pitch Daily song time Creating colour collages – naming colours  Painting  Early mark making  Musical instruments- loud and quiet/ fast and slow	Bonfire night – firework sounds and art Rehearsing songs for The Christmas Performance  Ring games and songs  Using scissors to snip lines  Colour mixing  Simple line drawing representations	Designing own patterns on templates  D and T - joining and fixing in different ways: e.g. making Chinese lanterns/ paper bag pig puppet  Making own class giant Chinese dragon- collaborative art  Using scissors to cut along a line	Printing and developing own pattern making via print.  Observational drawings of spring flowers  Performance- songs and jokes and dances on stage indoors and outside.  Using recycled resources and textures to create a home for the 3 pigs – will it with stand the huff from the wolf?	Music from other cultures- China, Africa, our favourite Bollywood music  Exploring colour and pattern – linked to the story of Elmer  DT – Junk modelling focus  Performance for peers - can you perform songs/ jokes dances on stage indoors and outside?	Using own ideas to create masks linked to ‘granny went to market’ story.  Making and designing a magic carpet (repeating patterns linked to maths)  Including detail in pictures/ paintings of plants in bloom  Consolidation of skills to develop individual ideas much further - provide a

	Joining in with simple songs and nursery rhymes	<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>	Naming and playing a range of instruments in different ways.	<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>	Singing- sing the melodic shape of familiar songs/match the pitch to that of the adult or other person singing	<p>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>
<b>Key vocabulary – Art</b>	Painting Colour – red, blue, yellow shape					Detail
<b>Key vocabulary – DT</b>	Stacking, joining, space, build, balance, equipment and tools.	Positional language: up, down, over, under, through and between.			Stacking, joining	
<b>Key vocabulary – Music</b>	Loud Quiet Fast Slow Sing copy		Shake Tap Scrape			
<b>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.</b>						

<p><b>Key experiences</b></p>	<p>Starting to Nursery  Making new friends</p>	<p>Preparing for and enjoying their first ever school Christmas party  Visit from Santa Claus.  Outdoor Learning Day - Autumn to winter exploration/ minibeast hunt</p>	<p>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 - Sticky art/ snail racing</p>	<p>World Book Day 2<sup>nd</sup> March  Minibeast hunt  Outdoor Learning Day - Signs of Spring/ mud painting</p>	<p>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/ creating habitats</p>	<p>Pets focus  End of Nursery year fun day  Outdoor Learning Day - Spring to Summer/ mini gardens</p>
<p><b>Trips</b></p>	<p>Teddy Bear's picnic (on school grounds)</p>	<p>Trip to post box.  Theatre show (in school)</p>			<p>Library visit</p>	<p>Picnic in the park (Tatton park)</p>