

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	Marvellous Me	Light and Dark	Once Upon a Time...	People Who Help Us	Growing	Under The Sea
Things to consider...	1 st & 2 nd September Inset day Monday 5 th September Autumn term starts All children in by 19 th Baseline assessments Rosh Hashanah 25-27 th <i>Diwali 24th Oct</i> Black History Month	Monday 28 th Occasional Day Data submission Pupil progress Parent consultations	January Intake <i>Chinese New Year 1st Feb</i>	Data submission Pupil progress Parent consultations Easter	Monday 17 th April Inset day Eid al-Fitr 2 nd - 3 rd /05	Monday 5 th June Inset day Data submission Pupil progress Reports
Communication and language	<ul style="list-style-type: none"> • Baseline assessments • Daily singing – nursery rhymes • Action songs • Daily story time – continued throughout the year. • Talking about characters • Talking about themselves and families. • Communication can be understood by others. • Talk about wants and needs. 	<ul style="list-style-type: none"> • Sings songs – Nativity • Listen to, understand and follow simple instructions • Talk about what I am doing. • Talk about home celebrations • Stories about celebrations. • Know that stories have beginning, middle and end. 	<ul style="list-style-type: none"> • Develop repertoire of songs • Respond to instructions and begin to respond to questions. • Talk about what I am doing. • Developing vocabulary – wide range in correct context. • Understanding two-part questions. 	<ul style="list-style-type: none"> • Develop repertoire of songs • Talk for writing • Listening to stories retaining key vocabulary. • Retell stories – story structure. • Talk for writing - support to use connectives – Once upon a time, first, next, then and finally. • Answer questions about stories. • Sing familiar songs • Respond to instructions and begin to respond to questions • Ask questions • Longer sentences – understood by others. • Use of connectives. 	<ul style="list-style-type: none"> • Develop repertoire of songs • Listening to stories retaining key vocabulary. • Retell stories – story structure, setting ad characters. • Talk for writing - support to use connectives – Once upon a time, first, next, then and finally. • Narrative in talk during play • Ask questions – • Understand why questions • Talking in front of others • Use talk to organize themselves. • Ask who what when how questions 	<ul style="list-style-type: none"> • Develop repertoire of songs • Speak in a range of tense • Complex vocabulary • Prepositions • Rhyming • Retelling • Role play Talk for writing - support to use connectives – Once upon a time, first, next, then and finally. • Say what happens next in a story/rhymes. • Answer questions and share opinions using relevant vocabulary. • Talking confidently in different situations • Express points of view. • Singing songs confidently.



Personal, social and emotional development	<ul style="list-style-type: none"> Settling in Separating from main carer. Selecting activities and routines. Wash hands – use toilet with support. Building relationships Knowing they can approach adults. Social interactions Understanding rules 	<ul style="list-style-type: none"> Building confidence Confident with daily routines Behaviour expectations – adapting behaviour. Begin to understand what makes them healthy. Selecting activities and routines. Dealing with conflict Dealing with change Turn taking Asking adults for help Independent putting on coats and being more independent of toileting needs. 	<ul style="list-style-type: none"> Empathy Feelings - talk about in circle time. (identify and describe) Learning about others Independent sharing of resources. Turn taking – waiting for their turn. Play in a group. Looking after resources - respect Independently follow rules. Being healthy Describe what happens to our bodies when we exercise. Tooth brushing awareness 	<ul style="list-style-type: none"> Caring for others Changes in our bodies Feelings – talk about in circle time – link to stories. Independence within the environment. Looking after resources - respect Independently follow rules. Ask adult for support appropriately. Use of equipment and areas of Nursery safely. Being healthy Describe what happens to our bodies when we exercise. Tooth brushing awareness. 	<ul style="list-style-type: none"> Healthy bodies Healthy minds Awareness of others feelings Support to initiate play and keep it going. Develop confidence in new situations. Resolve conflict Aware of others feelings Healthy choices about food and drink. Working as a team. Playing games. Tooth brushing awareness 	<ul style="list-style-type: none"> Preparing for next year Transition Being assertive Confidence to talk to peers and adults in different situations, Being polite. Giving opinions and listening to others opinions. Challenging opinions appropriately Healthy choices about food and drink. Working as a team. Playing games. Tooth brushing awareness
Jigsaw	<u>Being Me In My World</u> <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<u>Celebrating Difference</u> <ul style="list-style-type: none"> Being special Families Where we live Making friends Standing up for yourself 	<u>Dreams and Goals</u> <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<u>Healthy Me</u> <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<u>Relationships</u> <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out (bullying) Dealing with bullying Being a good friend 	<u>Changing Me</u> <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Physical development	<p>Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities. Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>					
<u>Gross motor</u> <ul style="list-style-type: none"> Outside negotiating space. Developing control over gross movements. Penpals: Round and Round Daily movement to music (Boogie) <u>Fine motor</u> <ul style="list-style-type: none"> Marking making opportunities inside and outside 	<u>Gross motor</u> <ul style="list-style-type: none"> Outside climbing and balancing Riding bikes/scooters Negotiating space. Penpals: Up and down Daily movement to music (Boogie) <u>Fine motor</u> <ul style="list-style-type: none"> Marking making opportunities inside and outside 	<u>Gross motor</u> <ul style="list-style-type: none"> Use large muscle movements – waving flags, scarves etc. Moving to music Riding bikes/scooters Negotiating space. Penpals: Over and Under Daily movement to music (Boogie) <u>Fine motor</u> <ul style="list-style-type: none"> One handed tools 	<u>Gross motor</u> <ul style="list-style-type: none"> Balancing and climbing with alternate feet. Hop, skip, jump and stand on one leg. Riding balance bikes Negotiating space Penpals: Making curves Daily movement to music (Boogie) <u>Fine motor</u>	<u>Gross motor</u> <ul style="list-style-type: none"> Develop ball skills Remembering sequences of movements Riding balance bikes Negotiating space Penpals: making eights and spirals Daily movement to music (Boogie) <u>Fine motor</u>	<u>Gross motor</u> <p>Sports day.</p> <ul style="list-style-type: none"> Begin to join in team games Remembering sequences of movements Negotiating space Penpals: Bounce Daily movement to music (Boogie) <u>Fine motor</u>	



	<ul style="list-style-type: none"> Penpals: Finger patterns and shapes 	<ul style="list-style-type: none"> Manipulating a range of fine motor equipment Scissors snips Daily busy finger activities Penpals: Clapping and tapping 	<ul style="list-style-type: none"> Scissors snips and normal scissors Dominant hand Penpals: Speed and rhythm 	<ul style="list-style-type: none"> One handed tools comfortable/tripod grip of pencil Name writing Penpals: Round and flowing 	<ul style="list-style-type: none"> Consistent and comfortable grip of pencil Letter formation Control of scissors Name writing Penpals: Dots 	<ul style="list-style-type: none"> Consistent and comfortable grip of pencil – good control. Letter formation Name writing Control of scissors – cutting along lines. Penpals: Mixed patterns
Literacy	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ It's OK to be different. ⇒ Walking Through The Jungle ⇒ The Three Little Pigs <ul style="list-style-type: none"> Recognise logos within the environment. Know text has meaning. Modelling reading (Big Books) Parts of a book – cover/pages/ back/spine. Daily reading Book corner Talking about the marks they make. Identify marks made 	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ Owl Babies ⇒ Stick Man ⇒ Peace at last ⇒ The First Christmas <ul style="list-style-type: none"> Book corner Daily story time Extending vocabulary. Identify words and pictures Book title/ cover/ pages Talk about familiar stories Structures of stories. Model reading (Big Books) Parts of a book – cover/pages/ back/spine Talking about the marks they make. Identify marks made 	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ The Gingerbread Man ⇒ The Three Billy Goats Gruff <ul style="list-style-type: none"> Book corner Daily story time – joining in with repeated refrains Talk for writing – story structure Weekly book focus – extended conversations and extending vocabulary. Title/cover/pages Pointing to text when reading. Identify name Exploring initial sound in familiar words Find familiar letters in name. Independent marks for a purpose. E.g. Shopping lists in the role play. Confidently talk about marks – marks give meaning 	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ Goldilocks and the three bears (crime scene) ⇒ Non-Fiction books <ul style="list-style-type: none"> Daily story time – joining in with repetitive stories Talk for writing – parts/structure of a story. Rhyming books Weekly book focus – extended conversations and extending vocabulary. Book/Title/Cover Find letters in names Exploring initial sound in familiar words Ordering stories or previous events/ experiences Independent marks for a purpose E.g. Shopping lists in the role play. Confidently talk about marks – marks give meaning 	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ Sam Plants a sunflower ⇒ A Tiny Seed ⇒ Jack and the Beanstalk ⇒ The Very Hungry Caterpillar <ul style="list-style-type: none"> Book corner Daily story time Non-fiction books Talk for writing - Collaborative story maps – events and characters Orally compose a sentence Break the flow of speech into words Rhyming books Alliteration in stories Weekly book focus – extended conversations and extending vocabulary. Book/title/cover Compare characters Write some sounds accurately. Independent marks for a purpose. E.g. Shopping lists in the role play. Confidently talking about marks 	<p>Key Texts:</p> <ul style="list-style-type: none"> ⇒ Snail and the Whale ⇒ Commotion in the Ocean ⇒ Rainbow Fish <ul style="list-style-type: none"> Book corner Daily story time Talk for writing Collaborative stories Poems and extend rhymes Rhyming books Alliteration in stories/games Book/title/cover Oral blending games/words in routines. Making predictions Discuss similarities and differences in stories from the past. Write some sounds accurately. Independent marks for a purpose. E.g. Shopping lists in the role play. Confidently talking about marks
Phonics	<p><u>Environmental Sounds</u></p> <ul style="list-style-type: none"> Notice sounds around them. Recognise that different objects make different sounds. 	<p><u>Instrumental Sounds</u></p> <ul style="list-style-type: none"> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. 	<p><u>Body Percussion</u></p> <ul style="list-style-type: none"> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. 	<p><u>Rhythm and Rhyme</u></p> <ul style="list-style-type: none"> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. 	<p><u>Alliteration</u></p> <ul style="list-style-type: none"> Explore initial sounds of words. Select objects with a given initial sound from a choice of two. 	<p><u>Oral Blending and Segmenting</u></p> <ul style="list-style-type: none"> Identify the initial sounds of words.

	<ul style="list-style-type: none"> Start to identify and name sounds. <p>Talk about environmental sounds, describing and comparing them.</p>	<ul style="list-style-type: none"> Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. <p>Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p>	<ul style="list-style-type: none"> Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. <p>Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</p>	<p>Recognise that words rhyme.</p> <ul style="list-style-type: none"> Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. <p>Create their own beat.</p>	<p>Identify initial sounds of words.</p> <ul style="list-style-type: none"> Match to objects with the same initial sound. Play with alliteration. <p><u>Voice Sounds</u></p> <ul style="list-style-type: none"> Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. <p>Create their own ideas for voices of characters/ imitating voices.</p>	<ul style="list-style-type: none"> Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. <p>Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> Number songs and rhymes Reciting numbers to 5 Counting 1:1 (5) Measure - Big and small Environmental pattern 	<ul style="list-style-type: none"> Number songs and rhymes Reciting numbers to 5 Counting 1:1 (5) Measure - length Talk about and explore 2D shape Name and find basic shapes ABAB patterns 	<ul style="list-style-type: none"> Number songs and rhymes Reciting numbers to 10 Counting 1:1 objects and actions Recognise numerals to 3 Use mathematical words to describe 2D shapes Measure - Weight 	<ul style="list-style-type: none"> Number songs and rhymes forwards and backwards Reciting numbers to 10 and beyond Composition of numbers up to 5 (fingers) Counting 1:1 objects and actions Recognise numerals to 5 Talk about and explore 3D shape Time linked to sequencing E.g. first/ then ABAB patterns 	<ul style="list-style-type: none"> Number songs and rhymes forwards and backwards Reciting numbers to 10 and beyond Composition of numbers up to 5 (fingers) Counting 1:1 objects, actions and sounds Recognise numerals to 5+ Subitising to 3 Measure - Capacity Compare quantities using language; more and fewer than <p>Notice and correct an error in an repeating pattern</p>	<ul style="list-style-type: none"> Number songs and rhymes forwards and backwards Reciting numbers to 10 and beyond Composition of numbers up to 5 (manipulatives) Counting 1:1 objects, actions and sounds Recognise numerals to 10 Subitising to 3+ Measure - Capacity Solve real world mathematical problems up to 5

<p>Understanding the world</p>	<ul style="list-style-type: none"> • BHM: Welcome to England • Range of construction Observe Seasonal changes • History: Their life-story • Family history • Retell simple past events in their own lives • Body parts • Animal body parts • Similarities and differences between peers and family members • Use of remote controlled cars 	<ul style="list-style-type: none"> • Science: how things work - shadows • Colours light and dark • Reflective materials - linked to keeping safe in the dark • Seasons - what changes can they see • Exploring natural materials • Diwali • Christmas • Family traditions Birthdays • Use of CD player • Torches and light box • Significant events in own lives and families lives. 	<ul style="list-style-type: none"> • Exploring natural materials with their senses. • Talking about what they see (changing states making bread/playdough.) • Learning about other people and occupations. • Use of CD player and iPad • Small worlds • Positive attitude towards differences in people. 	<ul style="list-style-type: none"> • Finding out about different occupations • Fire, police, nurse visits • Seasonal changes: walk to the local woods. • Differences in plants • Easter • Observe Seasonal changes • Use of BeeBots 	<ul style="list-style-type: none"> • Science/ History: planting seeds • Growing cress • Life cycles (butterflies/frogs) • Talking about world around them. • Growing plants/decay • What do plants need to grow? • Question why things happen and give explanations. • Plant life cycles • Respect for living things 	<ul style="list-style-type: none"> • Geography: Talk about where we live • Know the town they live in. • Awareness of different countries. • Know the globe shows land and sea • Talk about differences they have seen in photos • Maps linked to stories or familiar places. • Look at simple maps identifying simple features. E.g. road, houses.
<p>Understanding Christianity</p>	<p style="text-align: center;"><u>Incarnation</u></p> <p style="text-align: center;">Why do Christians give presents at Christmas?</p> <ul style="list-style-type: none"> • To know that Christians believe that Christmas is Jesus' birthday. • To know that Christians give presents to celebrate Christmas. 		<p style="text-align: center;"><u>Salvation</u></p> <p style="text-align: center;">Why do Christians put a cross in an Easter garden?</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves.' • Christians believe Jesus came to show God's love. Christians try to show love to others. 		<p style="text-align: center;"><u>Creation</u></p> <p style="text-align: center;">Why is the word 'God' so important to Christians? How can we care for our wonderful world?</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. <p>Christians believe God made our wonderful world and we should look after it.</p>	
<p>Expressive art and design</p>	<ul style="list-style-type: none"> • Self- portraits • Supporting and modelling pretend play – home corner – family members. • Exploring a range of materials • Make a range of marks with a range of tools using them appropriately. • Join in with nursery rhymes and familiar songs • Move body to music • Explore painting (using resources appropriately) • Mixing Autumn colours <p style="text-align: center;">Artist: Mondrian</p>	<ul style="list-style-type: none"> • Developing pretend play. Exploring a range of materials • Make a range of marks with a range of tools. • Make representations and talk about the marks they have made • Sing whole songs (Christmas linked) and listen to sounds. Explore a range of instruments. • Firework images (marble painting/ tube printing) Christmas characters Christmas cards using of media and techniques <p style="text-align: center;">Artist: Jackson Pollock</p>	<ul style="list-style-type: none"> • Involve others in their imaginative play • Developing own ideas and express using materials. • Draw enclosed spaces and represent objects. • Images of people with faces • Using paint to mix colours • Listen with increased attention to sounds. • Sing a range of songs. • Use instruments in different ways. • Make loud, quiet sounds and use instruments in different ways. • Tap simple rhythms • Copy sounds and movements to music. 	<ul style="list-style-type: none"> • Make own small worlds for their play • Develop own ideas and express them using materials. Use tools and materials for a purpose. Drawing to represent movement and feeling. Sing a range of songs using pitch. Identify different sounds. • Explore textures • Feely bags – describing objects. • Remember and sing entire songs (Spring in my toes/ Easter Bunny) 	<ul style="list-style-type: none"> • Use drawing to represent emotions. Use colours for a purpose. Say what they like or dislike about their creations. • Sing using melody (Such as up and down and down and up to familiar songs) • Respond to what they have heard. Identify sounds and movements to a tempo. Create sounds to accompany stories Begin to develop complex stories using small world equipment. • Remember and sing entire songs (Seed Song/ Spring Chicken) 	<ul style="list-style-type: none"> • Use of narrative in pretend play • Joining different materials and explore textures. • Create with a purpose. Drawing with increased complexity and detail. Make natural Art Create their own songs. • Sing songs with instruments. Follow a rhythm. Use instrument to express feelings and ideas. • Respond to music with movement – following a beat. <p style="text-align: right;">Artist: Andrew Goldsworthy</p>



			Dressing up as people who help us – role play Images of visitors Artist: Kandinsky	Artist: Matisse	Artist: Andy Warhol	
--	--	--	--	-----------------	---------------------	--

Nursery Yearly Overview

Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.