

Yearly Overview

Nursery



Themes					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me What makes me special Ourselves & our families Autumn Black History Nursery Rhymes	Diwali Bonfire night People who help us Winter	Friendship/sharing Bears Chinese New Year Pets	Plants-growing Link to Spring and changes that occur Fruit and vegetables (Healthy eating) Easter	Traditional tales- Read, act out and retell stories. Life cycles- Butterfly	Seaside Under the sea Pollution in the sea –plastic Caribbean (Carnival)

Communication and Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and Attention, Understanding and Speaking - Ongoing					
Sing a large repertoire of songs. Use a wider range of vocabulary. Enjoy listening to longer stories and can remember much of what happens. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”		Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Start a conversation with an adult or a friend and continue it for many turns. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.		Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	

Physical Development						
Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Gross motor skills and fine motor skills-Ongoing during the year						
Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	

Personal, Social and Emotional Development						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE - Jigsaw						
Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities		Celebrating Differences Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Self-regulation, Managing self and Building Relationships-Ongoing during the year						
Increasingly follow rules, understanding why they are important. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.			Show more confidence in new social situations. Understand gradually how others might be feeling. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Develop their sense of responsibility and membership of a community.		Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	

	Literacy					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Texts to Support Reading and Writing					
	The Family Book It’s okay to be different Bodies Are Cool Super Duper You Leaf Man Jabari Jumps Look Up My Hair	My First Diwali Real Superheroes Maisy Goes to Hospital Zog and the Flying Doctors Busy People books Jolly Christmas Postman Stickman The Nativity – The story of Baby Jesus	Sharing a Shell We’re Going on a Bear Hunt Goldilocks & the 3 bears Whatever Next What Pet Should I Get? How to look after Joey and other dogs.	Tiny Seed Jasper’s Beanstalk Growing Vegetable Soup The Enormous Turnip When Spring Comes Planting a Rainbow	Little Red Hen Gingerbread Man Rapunzel Princess and the Pea The Hungry Caterpillar	Commotion in the Ocean Clean Up Somebody Swallowed Stanley
	Phonics – Phase 1 <i>Phonological Awareness</i>					
	General Sound Discrimination: Environmental sounds Instrumental sounds Body percussion		Rhyme and rhythm Alliteration Syllables in words		Rhyme and rhythm Alliteration Syllables in words Initial letter sounds Introduce phase 2 letter sounds	
	Reading					
Understand the five key concepts about print: <ul style="list-style-type: none">• print has meaning• the names of the different parts of a book• print can have different purposes• page sequencing• we read English text from left to right and from top to bottom		Develop their phonological awareness, so that they can: <ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.		
	Writing					
	Write some letters accurately.		Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary		Engage in extended conversations about stories, learning new vocabulary	
	Maths					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number					
Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5.		Compare quantities using language: ‘more than’, ‘fewer than’. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).		Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	
Numerical Patterns					
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Make comparisons between objects relating to size, length, weight and capacity.		Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Make comparisons between objects relating to size, length, weight and capacity. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.		Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.	
Big Maths					

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<p>Shape</p> <p>Explore and Draw - I can show awareness of shapes as I play</p> <p>2D shapes - I know 2D shapes exist</p> <p>Position and Direction - I can 'post' shapes</p> <p>Amounts</p> <p>Amounts of Mass - I can show interest in containers when I play</p> <p>Amounts of Space - I can show interest in containers when I play</p> <p>Amounts of Time - I understand now and later</p> <p>Diagrams and Tables - I can sort a pile of objects</p> <p>Pattern Spotting - I notice patterns in pictures and stories</p>	<p>Shape</p> <p>3D Shapes - I know 3D shapes exist</p> <p>Explore and Draw - I can show interest in shapes as I play</p> <p>Position and direction - I can follow some early 'position talk'</p> <p>I can follow 1-step movement instructions</p> <p>Amounts</p> <p>Amounts of Distance - I can describe an object as tall or short</p> <p>Amounts of Mass - I can describe an amount of mass as heavy or light</p> <p>Amounts of Money - I can show awareness of money</p> <p>Amounts of Space - I can describe an amount of space</p> <p>Amounts of Temperature - I understand the word hot</p> <p>I understand the word cold</p> <p>Amounts of Time - I understand fast and slow</p>	<p>Shape</p> <p>Explore and Draw - I can explore symmetry in my play</p> <p>2D Shape - I can use 2D shapes when I play/make</p> <p>Position and Direction - I can follow 2-step movement instructions</p> <p>Amounts</p> <p>Amounts of Distance - I can describe an object as tall or short</p> <p>Amounts of Mass - I can describe an amount of mass as heavy or light</p> <p>Amounts of Money - I can play 'shop' buying things</p> <p>Explaining Data - Diagrams and Tables</p> <p>I can record my sorting using mark making</p> <p>Pattern Spotting - I can copy simple patterns when clapping</p>
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Understanding the World					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science					
Seasons What Makes Me Special	Seasons - Winter	Seasons, Forces Pets	Seasons – Spring, Growing Plants - Fruits & Vegetables	Seasons Plants	Under the Sea
<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Understand the key features of the life cycle of an animal.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Technology					
Copyright and Ownership	Privacy and Security	Online Bullying	Online Reputation	Self-image and Identity	Health, Wellbeing and Lifestyle

	Expressive Arts and Design					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creating with Materials					
	<p>Join different materials and explore different textures.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>		<p>Explore colour and colour-mixing.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>		<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	
	Being Imaginative and Expressive					
	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>		<p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>		<p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Black History Month</p> <p>Welcome Reception assembly</p> <p>Trip Around the Local Area</p>	<p>End of Term Production</p>	<p>Mother's day</p>	<p>Talent show</p>	<p>Joey's Birthday</p>	<p>Father's day</p> <p>Sports day</p> <p>End of Year Production</p>