

## Yearly Overview - Nursery

	Autumn	Spring	Summer
	<b>All about me</b> <b>People who help us.</b> <b>Light and dark, Christmas</b>	<b>Hot and Cold</b> <b>Winter and ice</b> <b>Penguins and keeping warm</b> <b>Chinese New year</b> <b>Shrove Tuesday</b> <b>Mothers day</b> <b>Easter</b>	<b>Animals-wildlife, farm and safari</b> <b>Food</b> <b>Keeping Healthy and Growing up</b>
<b>Personal, Social &amp; Emotional Development</b>	Settling in. Interacting with others. Making friendships. Rules and routines. Belonging to the school	New 5 termers to settle in and look at Autumn planning Independence of self care Helping others Discussing and beginning to manage feelings Being part of a larger group-turn taking, waiting, friendships	Confidence in new situations Coping with changes Verbal conflict resolution Making healthy choices and trying new foods Thinking about the feelings of others Caring for other living creatures.
<b>Communication &amp; Language</b>	Talking to others. Begin to use sentences Learning new songs-nursery rhymes linked to topics. Using story based language Acquiring and using simple topic based vocabulary using a 6 picture topic specific Widget. Talk Boost	Talk about what they have been doing using longer sentences and past tense Retell a short story Continue singing 6 item Widget for each topic- add in a descriptive word when the grid has been learnt. Talk Boost	Answer and ask Why questions Retell a longer story Initiate and take part in a conversation 6 item Widget-use the word in a sentence. Talk Boost
<b>Physical Development</b>	Dough disco. Squiggle whilst you wiggle Moving safely, walking running etc. Draw a person. Holding a pencil & scissors	Dough disco Squiggle whilst you wiggle-focus more on pen movements Taking gloves, hat, scarf off and putting them on Develop moving to music Use of pencils and scissors Use a writing tool to form shapes and represent objects Draw a person Develop use of small apparatus-bean bags Move in a variety of ways-skip, hop, run, jump	Dough disco Squiggle me a writer Begin to zip up coats, take off an put on socks and shoes independently Put together, copy and repeat a sequence of movements to music Use of pencils and scissors Use a writing tool to form accurately shaped representations of people and objects Draw a person Use small apparatus-bean bags, balls, hoops, quoits Gain strength and control when moving in a variety of ways-skip, hop, run, jump
<b>Literacy</b>	Phase one phonics- Aspect 1, 2 and 3 Sound discrimination , environmental, instrumental and body percussion. Autumn 2-continue with above. Also follow Little Wandle nursery planning.	Phonics-5 termers to do phase 1 aspects 1-3. Rising 3's & 4's to do aspects 1-3 but also focus rhyming, alliteration, segmenting & blending orally & Little Wandle planning Name writing-formation where able Reading in small groups, direction of print, page turning.	Phonics-5 termers to do phase 1 aspects 1-3. Rising 3's & 4's to do aspects 1-3 but also focus rhyming, alliteration, segmenting & blending orally & Little Wandle planning Reading in small groups-blurb, front cover, title page, page numbers, word, letter, sound, independently reading left to right Writing lists-animals, food etc. Write some letters using correct formation e.g. l,l,t,c,s,r, (m?) v
<b>Numeracy</b>	Numbers for counting Finger counting rhymes and number stories Use of numbers and 1-1 correspondence Colours Sorting 2d shapes Talk about a familiar route (link with Geography)	Rote counting to 10. Continue 1-1 correspondence up to 3. Say number names in correct order-say the next number after ____ Develop an awareness that anything can be counted and begin to count automatically Positional language 2D shape Measuring-size (snail & whale) Use of shapes in the environment	Rote counting to 10 and beyond 1-1 correspondence up to 5 and the number symbols to match. Cardinal-know that the final number said is the total amount in that set. To know that objects can be moved around but the total stays the same 3D shapes Weighing-fruits, animals Patterns (fruit/animals)
<b>Understanding the World</b>	<b>Geography</b> Understanding/knowledge of homes/features (park/nanny's house) environment VOCAB-home, kitchen bathroom, street, road etc. (small world car mat etc) Beginning to understand-autumnal changes, different weather. <b>House builders of any gender</b> <b>Science</b> Begin to understand cause and effect-language of changes & materials Cooking-gloopy, lumpy Day and night routines Songs about the body/finger songs <b>History</b> Routines-snacks/meals. What have you done? <b>People in my community who help us from many backgrounds</b> Past and now. Birthdays <b>RE</b> Christmas story-different beliefs	<b>Geography</b> Simple vocabulary for weather. How can we tell it is rainy, cloudy etc. Where we live and our country name- <b>weather presenter</b> <b>Science</b> Talk about ice, snow, melting, change. Forces- push and pull-ski-ing, sledging, toboggans <b>History</b> The fact that history is events that have happened-use of past tense Our own history & family history (mothers link) <b>RE</b> Lunar New Year-different beliefs <b>Differences in families &amp; acceptance of differences</b> Mothers Day, Easter-different beliefs and families <b>Computing</b> Now, Next, Then. Pushing buttons to make something happen	<b>Geography</b> Changes of season Different types of weather. That a number tells us how warm it is There are places inside countries and there are different countries. <b>Different races</b> <b>Science</b> Plant seeds and care for plants Life cycle of a caterpillar and a plant. Different types of living creatures.- <b>working with animals</b> <b>History</b> Changes of us-our personal history. Looking back at events in our life-starting nursery, walking etc. Correct use of past tense. Use of photography to 'evidence' what has happened historically <b>RE</b> Noah's Ark <b>Computing</b> Use simple programs. Use a camera to visually record personal events.
<b>Expressive Arts &amp; Design</b>	<b>Music</b> Sing a variety of songs-from different countries and cultures Learn new songs Free performances Making different sound makers Discriminating sounds Moving to music Christmas performance. <b>DT</b> Use a range of construction to explore. Create with a range of materials <b>Art</b> <b>Aboriginal art-</b> dots and colour Use of ready mix paint and felt tip Primary colours	<b>Music</b> See plan <b>DT</b> Small world play-igloos, ice, make skis/sledges/toboggans and use them on slopes <b>Mothers day-make flowers (free open ended task)</b> Easter open ended makes <b>Art</b> Free explore colour mixing. What happens when you mix 2 colours together? Use of pens to begin to create specific shapes 3D art-clay, textured collage	<b>Music</b> See plan <b>DT</b> Small world. Make farms, cars, tractors, stables, barns, gates, fences, fastenings <b>Art</b> Accurate representations of animals in 2 and 3d using a variety of media-self choice Colours and lines

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<b>Personal, Social &amp; Emotional Development</b>	<p>Settling in.</p> <p>Interacting with others.</p> <p>Making friendships.</p> <p>Rules and routines.</p> <p>Toothbrushing-dental visit</p> <p>Belonging to the school</p> <p>Managing emotions when being part of a larger group</p>	<p>Independence and responsibility for keeping shared areas safe and hygienic</p> <p>Express feelings and reasons why and begin to look at effective strategies to manage these.</p> <p>Develop a 'can do' attitude.</p> <p>Road safety.</p>	<p>Making healthy choices.</p> <p>Looking at good sleep habits and the effects of screen time.</p> <p>Moving on and changes.</p> <p>Animals and food.</p>
<b>Communication &amp; Language</b>	<p>Talking and listening to others-adults and children in individual and group situations</p> <p>Using sentences</p> <p>Learning new songs-hometime songs</p> <p>Using story based language</p> <p>Acquiring and using topic based vocabulary using a 12 picture topic specific Widget</p> <p>Talk Boost</p>	<p>Talking about their learning. 'I did.....today . I learnt...</p> <p>Talk about future plans.</p> <p>Tenses</p> <p>12 item widget &amp; 2 descriptive words.</p> <p>Non-Fiction books and how they can help us</p> <p>Telling, retelling and expressing opinions on stories</p> <p>Talk Boost</p> <p>Continue singing</p>	<p>Use non fiction books to develop and acquire new knowledge and vocabulary.</p> <p>12 item widget in sentences.</p> <p>Continue singing</p> <p>Talk Boost</p>
<b>Physical Development</b>	<p>PE passport</p> <p>Dough disco.</p> <p>Handwriting patterns</p> <p>Writing letters</p> <p>Letter formation</p> <p>Moving safely, walking running etc.</p> <p>Draw a person.</p> <p>Holding a pencil &amp; scissors</p>	<p>Develop control over small apparatus.</p> <p>Use cutlery independently.</p> <p>Fasten buckles, zips and independently dress for the weather.</p> <p>Scissor skills.</p> <p>Handwriting- correct formation of all letters automatically.</p> <p>Writing sentence and continue to develop fundamental movement skills.</p>	<p>Large adventure playground to develop strength, coordination, balance and agility.</p> <p>Dress and undress independently.</p> <p>Writing in books.</p> <p>Writing extended pieces.</p>
<b>Literacy</b>	<p>Little Wandle Phonics planning</p> <p>Letter formation</p> <p>Writing name using correct formation</p> <p>Writing cvc words</p> <p>Writing to communicate</p> <p>Reading books in line with phonics progression</p>	<p>Phase 3 phonics</p> <p>Short sentences with known sounds used.</p> <p>Correctly formed using capital letters and full stops.</p> <p>Reading practice sessions with comprehension, word reading, prosody.</p> <p>Spell words by identifying sounds, writing them with correct formation.</p>	<p>Phase 4 phonics</p> <p>Independently write sentences correctly formed with capital letters and full stops.</p> <p>Re-read what they have written to see if it makes sense.</p> <p>Write short facts to share knowledge (non-fiction link)</p>
<b>Numeracy</b>	<p>White Rose Maths Scheme planning. To include</p> <p>Numbers for counting</p> <p>Counting accurately up to 10</p> <p>Finger counting rhymes and number stories</p> <p>1-1 correspondence</p> <p>Colours</p> <p>Sorting</p> <p>2d shapes, patterns</p>	<p>Zero</p> <p>Comparing numbers to 5.</p> <p>6,7,8 combining amounts and pair.</p> <p>9 and 10 comparing numbers to 10.</p> <p>Number bonds to 10.</p> <p>Shapes within shapes.</p> <p>3D shape patterns.</p> <p>Comparing mass and capacity.</p> <p>Length, height and time.</p>	<p>To 20 and beyond.</p> <p>Building numbers beyond 10.</p> <p>Counting patterns.</p> <p>Adding more and taking away.</p> <p>Doubling.</p> <p>Even and odd.</p> <p>Problem solving patterns and relationships.</p> <p>Timed challenges.</p> <p>Consolidate subitising, counting, sorting, matching, comparing and ordering.</p> <p>Mapping routes- trip, obstacle course, treasure maps.</p>
<b>Key texts</b>	<p>All are welcome here</p> <p>Map my school, Map my area</p> <p>A super power like mine</p> <p>There's only one you</p> <p>In every house in every street</p> <p>Pumpkin soup</p> <p>The dot</p> <p>Whatever next</p> <p>Can't you sleep little bear</p> <p>Aliens love underpants</p> <p>Christmas stories</p>	<p>Penguin on holiday</p> <p>The dot</p> <p>lost and found</p> <p>snail and the whale,</p> <p>the magic paintbrush.</p>	

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<b>Under-standing the World</b>	<p><b>Geography</b></p> <p>Geographical terms</p> <p>Local area inside &amp; outside of school (kitchens, classrooms, hall)-features of these)</p> <p>Understand purpose of maps and begin to use simple maps</p> <p>Understand what happens in autumn-weather and seasonal changes</p> <p><b>Science</b></p> <p><i>Different bodies and different abilities</i></p> <p>Parts of the body and how they move-including skeletons</p> <p>Seasonal changes-autumn</p> <p>Shadows are made when the light is blocked (dark den)</p> <p>Explore different materials and eh changes that occur when cooking</p> <p>Day and night-understand (language of) clock changes</p> <p><b>History</b></p> <p>Know what the school looked like in the past</p> <p>Local area-homes in the past and now (Google Earth)</p> <p>I know people at home and at school who can help me</p> <p>Talk about special events and understand traditions</p> <p><b>RE</b></p> <p><i>I know that God is a name</i></p> <p><i>I know the Christmas story</i></p> <p><i>Diwali</i></p> <p><b>Computing</b></p> <p>Sequences of instructions. Use of vocab-if, now, next, and, then</p> <p>Use simple programs</p>	<p><b>Geography</b></p> <p>Life in cold countries</p> <p>Weather and change in seasons.</p> <p><b>Science</b></p> <p>Life cycle of a chick.</p> <p>Changing seasons and growth/ new life.</p> <p>Melting and preventing change.</p> <p>Forest schools.</p> <p><b>History</b></p> <p><i>Photos of old 'mothers' doing household jobs-who does the jobs now?</i></p> <p>Cooking and washing- What is different now?</p> <p>Peepo book.</p> <p>History of objects.</p> <p><b>RE</b></p> <p><i>Chinese new year</i></p> <p><i>Different beliefs and festivals/celebrations.</i></p> <p><i>Different families</i></p> <p><i>Acceptance.</i></p>	<p><b>Geography</b></p> <p>Maps of trips.</p> <p><i>Google maps and where we are from</i></p> <p>Tropical countries..</p> <p>Farms.</p> <p>Fruits and plants in tropical countries.</p> <p><b>Science</b></p> <p>Planting, caring for plants and harvesting.</p> <p>Caring for animals and other humans.</p> <p>Different creatures and what they ned to survive.</p> <p><b>History</b></p> <p>Historical figure- David Attenborough</p> <p>Extinct animals and conservation.</p> <p><b>RE</b></p> <p>Noah's ark</p>
<b>Expressive Arts &amp; De-sign</b>	<p><b>Music</b></p> <p>Sing songs-<i>from different countries and cultures</i></p> <p>Tap/clap a beat to a song</p> <p>Experiment with vocal sounds-loud,quiet etc</p> <p>Know sounds make by musical instruments</p> <p>Move in time with music</p> <p>Perform songs to a wide audience</p> <p><b>DT</b></p> <p>Explore and make with a variety of collage materials</p> <p>Make a Christmas decoration</p> <p>Make a Christmas card</p> <p>Plan for and choose the right materials to make .....</p> <p>Evaluate</p> <p><b>Art</b></p> <p>Artist study</p> <p><i>Comparison of aboriginal art with Yayoi Kusama - dots and colour</i></p> <p>Use of ready mix paint and felt tips</p> <p>Primary colours</p> <p>Colour mixing; colour wheels</p> <p>Printing; press print</p> <p>Collage; paper and fabric</p>	<p><b>Music</b></p> <p>See plan- nursery rhymes</p> <p><b>DT</b></p> <p>Design, make and evaluate.</p> <p>Puppet of mum- hair, eyes, dress, fabrics.</p> <p><b>Art</b></p> <p>Collage</p> <p>Pencil drawing of chicks</p> <p>Fabric embellishment.</p>	<p><b>Music</b></p> <p>See planning.</p> <p><b>DT</b></p> <p>Safari park.</p> <p>Fences, roads and jeeps.</p> <p>signs and labels etc.</p> <p><b>Art</b></p> <p>Rousseau tigers</p> <p>Combine pencil sketches, water colours, mixing, light and dark, colours, accurate representations to make pictures in the style of and artist.</p>