

## Nursery Yearly Overview 2019 – 2020

	<b>Autumn – Rhythm, Rhyme and refrains, Traditional Tales</b>	<b>Spring – People Who Help Us Superheroes</b>	<b>Summer – Down in the jungle Holidays/Adventures</b>
<b>C &amp; L Literacy</b>	<p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Traditional tales (the three little pigs, the gingerbread man, goldilocks and the three bears )</li> <li>• Handas surprise (for black history month)</li> <li>• Nursery rhymes – 10 little monkeys, humpty dumpty, 5 speckled frogs, hickory, dickory dock, 10 green bottles, incy wincy spider.</li> <li>• Each Peach Pear Plum</li> <li>• Brown Bear Brown Bear</li> <li>• We’re going on a bear hunt</li> <li>• The Gruffalo</li> <li>• Monkey Puzzle</li> <li>• The very helpful hedgehog</li> <li>• Pumpkin soup</li> <li>• The elves story</li> <li>• The elves and the shoemaker</li> </ul> <p><b>Non-fiction texts</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Eid, Sukkoth, Rosh Hashanah, Diwali</li> <li>• Christmas, Halloween, Guy Fawkes/fireworks, Remembrance Day</li> <li>• Africa</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Jolly phonics</li> <li>• Singing phonics</li> </ul>	<p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Busy People stories</li> <li>• Supertato</li> <li>• Superworm</li> <li>• Michael Recycle and Litterbug Doug</li> <li>• Superduck</li> <li>• How to be a Superhero</li> <li>• Police Officers on Patrol</li> <li>• Franklin Goes to the Hospital</li> <li>• Franklin Goes to School</li> <li>• Cops and Robbers</li> <li>• Mr Wolf’s Pancakes</li> </ul> <p><b>Non – Fiction texts</b></p> <ul style="list-style-type: none"> <li>• Chinese new year</li> <li>• People who help us</li> <li>• Growing</li> <li>• Weather</li> <li>• Growth and changes</li> <li>• Pancake Day</li> <li>• Easter</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 2</li> <li>• Jolly phonics</li> <li>• Singing phonics</li> </ul>	<p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Jungle run</li> <li>• Supermarket zoo</li> <li>• Walking Through the Jungle</li> <li>• Giraffes Can’t Dance</li> <li>• Rumble in the Jungle</li> <li>• Bizzy Bear Happy Holiday</li> <li>• Herman’s Holiday</li> <li>• Blue Balloon</li> <li>• Whatever Next</li> </ul> <p><b>Non- Fiction texts</b></p> <ul style="list-style-type: none"> <li>• St Georges day</li> <li>• Life cycles</li> <li>• Animals</li> <li>• Weather</li> <li>• Changes</li> <li>• Transitions</li> <li>• Ramadan</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 2</li> <li>• Jolly phonics</li> </ul>

	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Bucket time</li> <li>• Language for thinking</li> <li>• Story baskets</li> <li>• Sensory stories</li> </ul>	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Bucket time</li> <li>• Language for thinking</li> <li>• Story baskets</li> <li>• Sensory stories</li> </ul>	<ul style="list-style-type: none"> <li>• Singing phonics</li> <li>• Word building</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Bucket time</li> <li>• Language for thinking</li> <li>• Story baskets</li> <li>• Sensory stories</li> </ul>
<b>Role play area</b>	Home corner Post Office	Hospital Shop	Jungle Travel Agents
<b>Maths</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, eg, 'please give me one',</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> <li>• Notices simple shapes and patterns in pictures.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in number problems.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> </ul>

	<p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> <li>• Noticing and recognising patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>• Copy and continue patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to use mathematical names for '2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Creating own patterns.</li> </ul>
<b>PD</b>	<p>Fine and gross motor skills Kicking a large ball Toileting on own Climbing Pouring Marking making Pencil control</p>	<p>Fine and gross motor skills Moves freely and in different ways Catch a large ball Stand on one leg Use scissors Pencil control Toileting and hand washing</p>	<p>Letter formation/Pencil control Effect of exercise on our bodies Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Sports day</p>
<b>UW</b>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> </ul>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> </ul>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some</li> </ul>

	<ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> <li>Shows interest in different occupations and ways of life.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> </ul> <p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>Birthdays</li> <li>Eid, Ramadan, Sukkoth, Rosh Hashanah,</li> <li>Christmas, guy fawkes, Halloween, remembrance day, diwali</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<p>of the similarities and differences in relation to friends or family.</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from computers</li> </ul> <p><b>Transitions</b></p>
<b>EA&amp;D</b>	Painting Colour mixing Collaging Printing – leaves, bark etc Christmas crafts Creating sounds Experience the Music Christmas performance Make believe	Painting Using different textures Singing Moving to music How sounds can be changed Using various construction materials Imaginative role play Experience the music	Collaging Paper mache Modelling Painting Using various construction materials Experimenting with textures. Experience the music Different forms of expression
<b>PSED</b>	Jigsaw- Puzzle 1 Being me in my world (Piece 1-6) Jigsaw- Puzzle 2 (Piece 1-6) Celebrating difference	Jigsaw Puzzle 3 (Piece 1-6) Dreams and goals Jigsaw Puzzle 4 (Piece 1-6) Healthy Me	Jigsaw puzzle 5 (Piece 1-6) Relationships Jigsaw puzzle 6 (Piece 1-6) Changing Me
<b>Key dates</b>	<ul style="list-style-type: none"> <li>5/9– world teachers day</li> <li>9/9 – Nursery start</li> </ul>	<ul style="list-style-type: none"> <li>25/1 – Chinese new year</li> <li>1/2 – National storytelling week</li> </ul>	<ul style="list-style-type: none"> <li>23/4 – St Georges day</li> </ul>

	<ul style="list-style-type: none"> <li>• 13/9 – Roald Dahl day</li> <li>• 19/9 – international talk like a pirate day</li> <li>• 21/9 – international day of peace</li> <li>• 26/9 – European day of language</li> <li>• 1/10 – world veg day</li> <li>• 1/10 – black history month</li> <li>• 4/10 – world smile day</li> <li>• 4/10 – world animal day</li> <li>• 16/10 – world food day</li> <li>• 31/10 – Halloween</li> <li>• 5/11 – Guy Fawkes</li> </ul>	<ul style="list-style-type: none"> <li>• 1/2- UNICEF day for change</li> <li>• 14/2 – Valentine’s day</li> <li>• 25/2- Shrove Tues</li> <li>• 1/3 – St David’s day</li> <li>• 5/3 – World book day</li> <li>• 9/3 – Holi</li> <li>• 17/3 – St Pats day</li> <li>• 20/3 world storytelling day</li> <li>• 20/3 international day of happiness</li> <li>• 21/3 – world poetry day</li> <li>• 22/3 – Mother’s day</li> </ul>	<ul style="list-style-type: none"> <li>• 24/4 1<sup>st</sup> day Ramadan</li> <li>• 8/6 – world oceans day</li> <li>• 21/6 – Father’s day</li> <li>• 21/6 – world music day</li> </ul> <p>8/7 – writers day</p>
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Try a new fruit</li> <li>• Post a letter</li> </ul>	<ul style="list-style-type: none"> <li>• Author visit</li> <li>• cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Walk around the woods</li> <li>• Fly a kite</li> </ul>