

Long Term Overview - Nursery Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / significant dates to discuss/celebrate	Me and My Family Nursery rhymes (all about me, who lives in my house, who are the important people in my life, my school family, I belong to Silver Springs nursery, my likes and dislikes, how I like to play, we are all unique)	Let's Celebrate! (autumn, autumn vegetables, hibernation, seasonal changes, festivals) Guy Fawkes (Nov 5th), Remembrance Sunday (Nov 13th)	Healthy Body, Healthy Mind! Winter (the importance of eating healthily, looking after teeth, awareness of body parts and the different ways we can move, exercise, sleep and relaxation, managing our emotions and mindfulness, keeping safe, hygiene, getting dressed ourselves) Valentine's Day (Feb 14th) Chinese New Year (1st February)	Get, Set, Grow! (growing plants, farm animals and their babies, butterfly life cycle, habitats, comparison of wild and farm animals, care for living things) Shrove Tuesday (1st March) Mother's Day (27th March) Easter (in holidays – 17th April)	Water, Water, Everywhere! (exploring forces and materials, and talking about the differences they notice, and exploring how things work and change) St George's Day (23rd April)	Our Community! (people and places in my local community, transport, people who help us, jobs of parents) Father's Day (June 19th) Preparation for transition End of year celebration
<u>Statements of Intent for vocabulary:</u> To broaden and enrich the vocabulary of the children enabling them to communicate their observations, understanding, thoughts, ideas and feelings to others around them.	Family Tradition Faith Culture Routine Home life Family groups Unique	Family Celebration Tradition Belief Culture Autumn Hibernation Season Harvest Festival Remembrance Nativity Poppy Christmas	Healthy choices Emotions Exercise Balanced diet Decay Hygiene Independent Safety Observe Body parts Investigation Hibernation Ice/sleet/snow/storm	Life cycle Same/different Change Observe Compare Equipment Harvest Sow Wild/Domesticated Garden equipment Allotment Cocoon Chrysalis	Water Full Empty Sink Float Dissolve Melt Hard Icy Warm Cold Freezing Transparent	Community Environment Busy/quiet Like/Dislike geographical vocab e.g. road, town, city, church Map Directions (Left, right, forwards, backwards) Vocabulary related to occupations eg. fire fighter, midwife)

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Statements of Intent for themes	<i>To strengthen the positive impressions children have of their own families. To encourage children to talk about their own home and to begin to find out about other children's experiences, therefore supporting children's acceptance of difference.</i>	<i>To promote cohesion and understanding of the culture of others within the locality.</i>	<i>To develop an understanding and awareness of how important it is to lead a healthy lifestyle and begin to know how to do it. To observe and discuss the effects of cold weather on ourselves, plants and animals.</i>	<i>To experience and observe the processes involved in growing your own plants and vegetables and to begin to make the connections about the food we eat and where it comes from.</i> <i>To observe life cycles of animals and discuss the changes that they see using relevant vocabulary.</i>	<i>To extend and enrich the children's vocabulary and scientific knowledge and understanding by providing resources to investigate and explore different concepts around forces</i> <i>To observe life cycles of animals and discuss the changes that they see using relevant vocabulary.</i>	<i>To develop an understanding of the key features of their environment and to be able to name the types of housing they see, other buildings and the different forms of transport they can use to travel within their locality and beyond e.g. Bus, train, tram, boat, aeroplane.</i>
Cross-curricular Learning/Activity	Initial assessments Incorporating nursery rhymes theme Settling in Learning new routines Self-choosing and selecting appropriate resources and using them correctly Self-portraits (Use of mirrors) Family portraits Creating portraits in different forms Collages Photographs of provision areas and nursery resources Circle Times – my interests, my friends, my family Who, what, where on our narrative wall Our bodies When we were born	Autumn walk – observe autumnal changes and the effects on wildlife and the natural environment. Nocturnal animals eg. Owls, hedgehogs Using IT to record observations Learning the outside areas of nursery and using new equipment eg. Allotment and tools. Transient art (using natural objects e.g. conkers, pine cones etc) Making vegetable soup Make fruit salad Pumpkin carving Begin dance and PE sessions with coaches EYFS Nativity Play	Learning about our bodies and how to keep it healthy Wearing appropriate clothing Discussion on our preferences healthy choices Likes and dislikes Fruit and vegetables – preparation, taste, cooking, Hygiene – washing hands etc Self-care – looking after teeth, visit from oral health team (make awareness of local dentist practices to all parents) Highlight access issues in this term. Home food diary Different types of exercise (what my amazing body can do) The importance of relaxation, rest and keeping calm Recognising emotions and knowing how to regulate Tasting Chinese food and culture eg. Clothing, family life and music	Measuring growth Observations of change over time Minibeast hunts outside Butterfly life cycle Recording growth and changes using photography Farm animals and their babies Make pancakes Easter celebration Easter egg hunt	Use of narrative wall to describe settings, characters and events of key stories Retelling stories Observing melting ice Exploring how water becomes ice Using pipettes and tubes to transport water Exploring capacity and learning new related vocabulary Find out about animals and creatures that live in and around water – life cycle of a duck	Walk around the local area and identify key features eg. Church, library, shops, lake, hospital. Name different types of housing Simple maps – simple treasure hunt/directions My route to school How we travel around our community Remote control cars and iPad apps Visit to the park Outdoors- make circuits with the bricks Invite parents in to discuss the jobs they do

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Role Play area (indoor/outdoor)	Permanent Home Corner Dressing up Enhancements- photo album, baby care, birthday party	Permanent Home Corner Nativity characters Christmas tree Decorations	Permanent home corner Outdoor gym Chinese bowls/ red decorations /Chinese culture artefacts	Permanent home corner Garden centre Florist	Permanent home corner Shop Duck Puppets Outdoors- construct a flying bath, re-enact the story	Permanent home corner Hairdressers Vets
Visits/Trips	Autumn walk			Seasonal walk		Go on a bear hunt Teddy bears picnic
Circle Time/Phonics	Baseline assessments Daily circle times Discrete Phase 1	Daily circle times Discrete Phase 1	Daily circle times Discrete Phase 1	Phase 1 phonic groups	Phase 1 phonic groups	Phase 1/2
Nursery Rhymes	Twinkle Twinkle 12345 Humpty Dumpty Incy Wincey Spider Old MacDonald Wheels on the bus Row row row your boat Baa Baa Black Sheep	As Aut 1 and also: I'm a little teapot Hickory Dickory Dock Jack and Jill Christmas songs	As Aut 1&2 and also: 3 Blind Mice I hear thunder This Old Man Little Miss Muffet	As previous and also: Hey Diddle Diddle Mulberry Bush Little Nut Tree This Little Piggy Little Bo Peep	As previous and also: 5 little ducks	As previous and also: Teddy Bear Teddy Bear
Self Registration	Name recognition- All children register with name cards with photos	Name recognition- All children register with name cards with photos	Name recognition – children begin to recognise their names without photo January intake- Children to register with name cards with photos	Name recognition – children begin to recognise their names without photo and copy onto whiteboard January intake- Children to register with name cards with photos	Name recognition – children to recognise their names without photo and copy name onto whiteboard January intake- Children to register with name cards without photos and begin to copy their name	All children copying their name cards (differentiated by support/name card) Extension- use of correct letter formation and capital letters

Long Term Overview - Nursery Class

Reading/Writing	Rhyming Phonics Narrative wall Nursery rhymes Singing at the beginning and end of the nursery session Literacy themed circle times Gross motor activities Playdough Mark making Book making Cards – birthday Self portraits	Christmas lists Christmas cards Writing in role play Listening to stories from other cultures	Thank you letter to Santa Chinese writing Food diary Fine motor interventions start	Mother's Day cards Begin reading books Label their paintings and drawings Role play (receipts from the garden centre)	Father's Day cards Label their paintings and drawings Book making Lists	Label and draw maps Writing for a purpose (shopping etc.) Initial sounds Telling stories Post cards
Mathematics	Baseline Counting Comparing size	Shapes Number rhymes Counting backwards Create marks to represent number Counting 1:1 Recognition	Pattern making Language of quantities One more than One less than Know that numbers identify how many in a set	Symmetry Weighing Comparison Sorting Matching Positional language	Number problems Maths games Describing size Numerals in the environment Separate a group of objects in different ways Comparison Capacity	Ordinal numbers Maths games (eg. Snakes and ladders)
Personal, Social, Emotional	Settling in/routines Learning each other's names Taking turns and sharing Emotions Expressing preferences and interests	Sensitivity to others Kindness Sharing Tidying up Extending and elaborating ideas	Working collaboratively Safety awareness	Helping others	Talking about feelings Patience Appreciation of the environment	Confident to try new activities and hypothesise Transition into Reception

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SCARF	Me & My Relationships <ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me 	Valuing Differences <ul style="list-style-type: none"> • Me and my friends • Friends and family • Including everyone 	Keeping Myself Safe <ul style="list-style-type: none"> • People who help to keep me safe • Safety Indoors and Outdoors • What's safe to go into my body 	Rights and Responsibilities <ul style="list-style-type: none"> • Looking after myself • Looking after others • Looking after my environment 	Being My Best <ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! 	Growing and Changing <ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby • Girls, boys and families
Book focus	Monkey Puzzle Brown Bear Brown Bear Monkey and Me Peace at last Lucy's Picture The Blue Balloon Non-fiction books on senses/starting school The first body book I love Birthdays	Whatever next Owl babies Stickman Look Look Look again Christmas stories Gruffalo Penguin	Handa's Surprise Walking through the Jungle Dear Zoo	Oliver's Fruit Salad Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar Mr Wolf's Pancakes	Come On, Daisy! Ducks – non fiction The Flying Bath Singing mermaid Rainbow fish	The Tiger who came to tea Rosie's Walk Noah's Ark We're going on a bear hunt
Traditional Tales	Goldilocks and The Three bears	The Gingerbread Man	Little red riding hood	Jack and the Beanstalk	The Three Billy Goats Gruff	Three little pigs
No Outsiders	The Family Book	Mamma, me and you	Blue chameleon	Red rockets and rainbow jelly	You Choose	Turtle's Party in the Clouds