

2024-2025 Overview

Year Group: Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>RSE Session 1 & 2</p> <p>Mental Health Sessions 1 & 2</p> <p>Class promise – we promise to listen</p>	<p>Mental Health Session 3</p> <p>Drugs Education Sessions 1 & 2</p> <p>Class promise – we promise to be polite</p> <p>Learning like a cat (playing)</p> <p>Learning like a horse (having a go)</p> <p>Anti-bullying week focus</p>	<p>Race Equality Sessions 1, 2, 3 & 4</p> <p>Class promises – we promise to care/ be thoughtful/ tell the truth</p> <p>Learning like a meerkat (pretend)/ tortoise (keep on trying)</p> <p>Children’s mental health week</p> <p>Safer Internet Day</p> <p>Independent challenges begin</p>	<p>Gender Equality Sessions 1, 2, 3 & 4</p> <p>International Women’s Day</p> <p>Learning like a lion (be proud)/ penguin (having our own ideas)</p> <p>PSE story times</p> <p>Child safety focus – calling 999/ road safety</p>	<p>RSE Sessions 3 & 4</p> <p>E-safety Session 1, 2, 3 & 4</p> <p>PSE story times</p> <p>Child safety focus – water safety</p>	<p>Mental Health Session 1, 2 & 3 revisit</p> <p>Healthy Eating week</p> <p>Drugs Education 3 & 4</p> <p>PSE story times</p> <p>Transition</p> <p>Child safety focus – sun safety</p>
Emotional development	<p>Introduce all emotion bears and their names</p> <p>Weekly emotion bear circle times</p>	<p>Weekly emotion circles to label how they feel</p> <p>Restorative introduction to script</p> <p>Introduce traffic lights</p>	<p>Weekly emotion circles to label how they feel and why.</p>	<p>Emotion scenarios - which emotions match the scenario – how would you feel in this scenario?</p>	<p>Developing empathy</p> <p>- Emotion-based scenarios – how do you think they are feeling?</p> <p>- Storybooks linked to different emotions.</p>	<p>Developing empathy</p> <p>- Emotion-based scenarios – how do you think they are feeling?</p> <p>- Storybooks linked to different emotions.</p>

<p>Developing a sense of belonging</p>	<p>Daily, regular social play support</p> <p>Give me 5 circle time expectations</p> <p>Create colour groups - photos displayed/ getting to know you activities</p> <p>WOW week</p> <p>Family photo albums</p>	<p>Home languages intro</p> <p>Introduce treasure chest books</p>	<p>Plant group flowers</p>	<p>Treasure chest book</p>		<p>Transition to Reception</p> <ul style="list-style-type: none"> - Creating our All about me book for our new teachers.
<p>Meeting the needs of the children</p>	<p>Start completing concern logs</p> <p>Start weekly observations - children grouped (wk5)</p> <p>Incorporate play schemas into continuous provision and circle times</p> <p>Gradual intake, spending small group time with each adult.</p> <p>Positive toilet time</p>	<p>Complete class needs overview and share with all Nursery staff (incl. LOs)</p> <p>Environment plan to highlight basic/ continuous/ enhanced provision</p>		<p>Update class needs overview and share any changes with all Nursery staff (incl. LOs)</p>	<p>Ensure familiar play resources and opportunities are available for children who still need them.</p>	<p>Ensure familiar play resources and opportunities are available for children who still need them.</p> <p>Using social stories for identified children to support transition</p>

<p>Involving parents</p>	<p>Welcome to Nursery meeting Share first week images on Seesaw Parent workshops focused on building independence Teddy bear picnic</p>	<p>Parent workshops focused on building emotional development/ Growth mindset Christmas craft workshop Christmas performance</p>	<p>Parent story time</p>	<p>Parent story time Library trip</p>	<p>Parent story time Summer craft workshop</p>	<p>Parent story time Sports day Tatton park trip</p>
<p>Physical Development (dance and games)</p>	<p>Using the permanent outdoor and indoor equipment correctly and safely Wake up shake up Dough disco Early mark making Using the toilet/ washing hands independently Healthy snack choices Using a knife and fork to eat lunch</p>	<p>Ring games Skip, hop and stand on one leg. Using scissors Toothbrushing focus Learning a dance routine- a simple repeated sequence of 4 movements (for the Christmas performance)</p>	<p>Developing pencil grip for early writing Physical development - Listening and team games</p>	<p>Den building Yoga linked to the alphabet Team games/ fast heart rate activities Dancing to music and adapting movements to different music- gentle, calm versus energetic. The three little pigs dance DT – tool use</p>	<p>Top playground – circle games/ fast heart rate activities Throwing and catching ball skills and other sports skills in advance of sports day Team games Using tools to join junk model materials – scissors, tape. Dance- music and movement to a range of music from around the world</p>	<p>Top playground – circle games/ fast heart rate activities Throwing and catching skills ready for Sports Day Running and jumping skills ready for Sports Day Team games</p>
<p>Key vocabulary – Dance</p>	<p>Fast Slow Clap Stamp</p>	<p>Freeze Hop</p>				

Key vocabulary – Games	Walk Run Jump Climb Kick Throw Catch Safely				Kick Throw Catch	Walk Run Jump Throw Catch
This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.						
CLL development	CLL support identified in daily timetable Communication aids incorporated in daily provision Use colourful semantics in line with RA RA RA	Wellcomm assessments completed (Week 1&2) and interventions started Colourful semantics - 2 and 3 words phrases. Highlight provision activities that benefit key vocabulary development on provision plans/ vocab signs in class.	Colourful semantics - silly and sensible sentences Colourful semantics used to support lilac level reading development Using small world sets to tell stories at story times	Review Wellcomm and update Using colourful semantics cards to make up stories at story time	Revised Wellcomm interventions Colourful semantics used as comprehension in story times	Colourful semantics used as comprehension in story times
English	RA RA RA texts- Read Aloud, Read Along, Read Alone (Colourful semantics used) Texts: Brown bear brown bear Foggy foggy forest Shark in the park Little rabbit Foo Foo Monkey and me Walking through the jungle	RA RA RA texts Dear zoo We're going on a bear hunt You Choose - picture stimulus storyteller development (1 week) Pete the cat Dear Santa – Rod Campbell	Non-fiction- Instructions How to make a paper bag puppet Supertato - Paul Linnet and Sue Hendra - Change the evil pea character Very Hungry Caterpillar - Eric Carle - Change the food he ate Non-fiction – Recount	NF- Poetry – Mary had a little lamb 3 little pigs - Fairy tale- change the wolf to a dragon/ children's ideas- cat, dinosaur etc. Whatever next – change the imaginative ideas for resources NF – Recipe – chocolate chip cookies	Elmer – David McKee - Change events Little Red Hen - Mary Mapes Dodge - change what she makes Non-fiction- I am getting bigger Stories from other cultures	My Granny Went to Market - Stella Blackstone (rhyming story that links to other cultures) - Change objects she bought Little Red Riding Hood - Fairy tale - Change setting Non fiction unit – information text

		Non-Fiction-lists Writing a list of toys	How to make fruit kebabs			Linked to moving to Reception
Reading	After lunch circles - intro to how to use and care for books Wk 5 – Home readers - reading for pleasure books	Daily lilac level reading at story times Home readers – lilac books given	Guided reading – lilac level (linked to colourful semantics)	Decodable word introduction - Start with Set 1 words	Decodable word development Daily guided reading	Decodable word development Daily guided reading
Phonics	Level 1 – Twinkl phonics Level 1 phonics stories	Level 1 – Twinkl phonics Level 1 phonics stories	Level 1 & 2 – Twinkl phonics Decodable word sets started	Level 1 & 2 – Twinkl phonics Tricky words introduced Initial sound focus	Level 1 & 2 – Twinkl phonics 2-letter word focus	Level 1 & 2 – Twinkl phonics 3-letter word focus
Maths – Number	Finger rhymes with numbers Count in everyday contexts (stable-order principle) Compare amounts using 'lots', 'more' and 'same'.	Recite numbers 1-5. Show finger numbers up to 5. Part/ part/ whole concept	Recite numbers forwards and backwards to 10. Alternative representations for finger numbers Subitise up to 5 Compare amounts using more/ fewer than.	Finding smaller quantities up to 3 within larger quantities Developing understanding of part/part/whole within quantities Selecting the correct quantity to match a given number up to 3. Comparisons of groups of objects – more and fewer	Counting in order 1-10 Counting 1:1 and recalling the cardinal number. Experiment with symbols and marks to record numbers. Matching numerals to groups of objects Counting out from a larger group Ordering Numicon to 5 Compare amounts using more/ fewer than. Separates a group of 3 or 4 in different ways	Focus to be determined through assessments of children's learning Recording numbers up to 5 using symbols and marks. Counting 1:1 and recalling the cardinal number. Solve problems up to 5
Maths – SSM	Compare sizes using language		Explore 2D shapes	3D shape exploration	Explore 3D shapes	2D and 3D shape recap

	<p>Times of the day – link to visual timetable</p> <p>Locations - where things belong in the classroom</p> <p>Positional language</p>	<p>Recognising patterns and identifying patterns around them.</p> <p>Positional language</p> <p>Time – morning, afternoon, evening</p>	<p>Length – making comparisons</p> <p>Combining shapes to make new ones</p> <p>Identifying patterns around them.</p>	<p>Time - sequencing events</p>	<p>Position – describing routes and locations</p> <p>Weight – making comparisons</p>	<p>Creating patterns</p> <p>Positional language</p>
Understanding the World	<p>My Nursery timeline creation</p> <p>Our school- exploring school grounds indoors and outdoors</p> <p>Building relationships through sharing information about our families and our school</p>	<p>My Nursery timeline addition</p> <p>Autumn changing to Winter exploration (outdoor learning day)</p> <p>Minibeast hunting</p> <p>Exploring light/dark and shadows.</p> <p>Diwali activities day</p> <p>Oral health (link to mental health planning)</p>	<p>My Nursery timeline addition</p> <p>Floating and sinking exploration</p> <p>Making ice melt faster and slower</p> <p>Using the internet to find information about occupations and people who help us (phonics theme link)</p> <p>Chinese New Year celebrations</p> <p>Fruit tasting – fruit kebab making</p>	<p>My Nursery timeline addition</p> <p>Lifecycles experiences- (Caterpillar to Butterflies)</p> <p>Little gardeners - Planting flowers and seeds in EYFS garden planters and popping plug plants in old wellies.</p> <p>Signs of spring (outdoor learning day)</p> <p>Using the internet to find information about a range of animals and the habitats they live in (phonics theme link)</p> <p>Baking choc chip cookies (Literacy link)</p> <p>Easter activities</p> <p>Oral health focus</p>	<p>My Nursery timeline addition</p> <p>Making bread and pizza</p> <p>Caring for plants/creatures – regular watering/ watching how they change/ making homes for creatures</p> <p>Using technology to take photos</p> <p>Eid celebrations</p>	<p>My Nursery timeline completion</p> <p>Making maps of their class/outside areas / routes to areas they are familiar with around school.</p> <p>Countries around the world (Literacy link)</p> <p>Spring to Summer exploration (outdoor learning day)</p> <p>Following instructions to move programmable toys and talking about the outcome.</p> <p>Eid celebrations</p> <p>Oral health focus</p>
Key vocabulary – Time	<p>Now, next, lunchtime, start, finish mum, dad, brother, sister</p>	<p>before, after, morning, afternoon,</p>	<p>Old and new</p>	<p>long time, short time,</p>	<p>old and young, baby,</p>	

Key vocabulary – Place	up, down, through same, different	next to, behind along, across,		litter		world country
Key vocabulary – Computing				Online	App Device	Forwards/ backwards
Key vocabulary – People and cultures	Difference Similarity Celebrate					
Key vocabulary – Natural world	Same Different	Animal Season		Plant Seeds Natural	Grow	
This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.						
Expressive Arts and Design (Music, Art, DT)	Environmental sound walks Body percussion- making patterns and matching the pitch Daily song time Creating colour collages – naming colours Painting Early mark making Musical instruments- loud and quiet/ fast and slow	Bonfire night – firework sounds and art Rehearsing songs for The Christmas Performance Ring games and songs Make a party hat Winter crafts Loose parts play – basic resources TOTW - Using scissors to snip, cut along lines and around shapes	Designing own patterns on templates Making own class giant Chinese dragon- collaborative art Naming and playing a range of instruments in different ways. Loose parts – develop use – wider range of resources (adult modelled) TOTW – developing drawing skills to create a	Observational drawings of spring flowers Performance- songs and jokes and dances on stage indoors and outside. Using recycled resources and textures to create a home for the 3 pigs – will it with stand the huff from the wolf? Musical instruments- skill of more control - expressing emotions, making sound effects to accompany simple stories.	Music from other cultures- China, Africa, our favourite Bollywood music Mud painting (outdoor learning day) Exploring colour and pattern – linked to the story of Elmer Colour mixing Performance for peers - can you perform songs/ jokes dances on stage indoors and outside?	Superhero powers Using own ideas to create masks linked to ‘granny went to market’ story. Making and designing a magic carpet (repeating patterns linked to maths) Consolidation of skills to develop individual ideas much further - provide a much wider choice of materials to express own ideas and feelings through imagination.

	<p>Joining in with simple songs and nursery rhymes</p> <p>Loose parts play – basic resources (adult modelled)</p> <p>Learning how to spread PVA glue using glue spreaders and join pieces together.</p>		<p>simple line drawing/ self-portrait</p>	<p>TOTW - joining and fixing in different ways: e.g. making Chinese lanterns/ paper bag puppet</p> <p>TOTW - Junk modelling focus</p> <p>Singing/learning songs- have a repertoire of short simple songs they can sing all the way through</p>	<p>Singing- sing the melodic shape of familiar songs/match the pitch to that of the adult or other person singing</p> <p>Use shapes to create pictures</p> <p>TOTW - Printing and developing own pattern making via print.</p>	<p>Creating a booklet and picture for our new teacher</p> <p>TOTW - Including detail in pictures/ paintings of plants in bloom</p>
Key vocabulary – Art	<p>Painting Colour – red, blue, yellow shape</p>					<p>Detail</p>
Key vocabulary – DT	<p>Stacking, joining, space, build, balance, equipment and tools.</p>	<p>Positional language: up, down, over, under, through and between.</p>			<p>Stacking, joining</p>	
Key vocabulary – Music	<p>Loud Quiet Fast Slow Sing Copy</p>		<p>Shake Tap Scrape</p>			
	<p>This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.</p>					

<p>Key experiences</p>	<p>Starting Nursery Making new friends</p>	<p>Preparing for and enjoying their first ever school Christmas party Visit from Santa Claus. Outdoor Learning Day - Autumn to winter exploration/ minibeast hunt</p>	<p>National Storytelling Week - performing the stories we have learnt and make rhymes etc Tasting different fruits and vegetables Outdoor Learning Day - sticky art/ litter picking Our favourite foods Finding out about occupations and how the jobs that people do help us (arrange visitors)</p>	<p>World Book Day 2nd March Minibeast hunt Outdoor learning - Gardening day – weeding and planting new bulbs</p>	<p>Tasting different breads from all around the world. Key group Sunflower challenge Planting a Sunflower seed to grow at home Outdoor Learning Day – andy Goldsworthy / clay nature prints Gardening day</p>	<p>Pets focus End of Nursery year fun day Outdoor Learning Day - Spring to Summer/ detailed drawings/ snail racing Gardening day</p>
<p>Trips</p>	<p>Teddy Bear’s picnic (on school grounds)</p>	<p>Theatre show (in school)</p>		<p>Library visit</p>		<p>Picnic in the park (Tatton park)</p>
<p>Continuous provision</p>	<p>Colours focus Rules for safe use of climbing frame/ bike track Rules for water and sand area Incorporate play schemas into provision planning</p>	<p>Introduce loose parts - small amounts and modelled (indoors and outdoors) Focus on 5 senses Launch message centre to support confidence and ascribing in early mark making Indoor/outdoor bi-weekly planning starts</p>	<p>Start independent challenges Introduce the swing outdoors Indoor/outdoor bi-weekly planning</p>	<p>Start technique of the week Indoor/outdoor bi-weekly planning</p>	<p>Continue technique of the week Indoor/outdoor bi-weekly planning Incorporate curriculum resources in different provision areas e.g. Numicon and boards in fine motor, small world in reading area etc.</p>	<p>Continue technique of the week Indoor/outdoor bi-weekly planning</p>

<p>Timetable considerations</p>	<p>Observation times</p> <p>Social play support</p> <p>CLL support</p> <p>Love of reading development – member of staff in reading area throughout the school day</p>	<p>Observation times</p> <p>Include intervention times (incl. Wellcomm)</p>	<p>Observation times</p> <p>Include intervention times (incl. Wellcomm)</p>	<p>Observation times</p> <p>Include intervention times</p> <p>Outdoor guided activities * 1 whole group skill based * 1 small group</p>	<p>After lunch circles - story time/ guided reading</p>	<p>After lunch circles - story time/ guided reading</p>
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