

## NURSERY

## Long term overview – Themes and Visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenge</b>	How Marvellous Am I?	What Does My World Look like?	Who is Your Superhero?	Is There Such a Thing as a Gruffalo?	What Will You Find In a Bug Box?	What Will Old MacDonald Find On His Farm?
<b>Visits/Events</b>	Settling in Teddy Bear's Picnic Morag Dennett – author visit	Food tasting Diwali party Pizza making Rhythm and Rhyme session (Christmas theme) Christmas performance and parties.	Fire fighters Police Doctor Vet Visitors from all services Superhero dress up Sean the Storyteller	Favourite book characters theme day (dress up) Making 'Gruffalo Crumble' Rhythm and Rhyme session (Story theme)	Minibeasts Growing own butterflies Bug box day / Animal-In-Tuition 'Ugly Bug Ball' theme day	Stockley Farm visit Summer concert/ Graduation
<b>Parent Events</b>	Home Visits Settling in	Come and Learn: C&L focus Parents Consultation	Come and Learn: Physical focus (superhero moves & finger gym) Playbag meetings	Come and Learn: Maths focus Parents Consultation	Come and Learn: Writing focus	Come and Learn: PSED focus Transition meetings
<b>Texts to Support Learning</b>	"Owl Babies" "Fox makes Friends" "We're Going on a Bear Hunt" "Our Bodies" "My Five Senses" "It's Okay to be Different"	"Lighting a Lamp" "My World, Your World" "Norman the Slug with a Silly Shell" "The Little Red Hen Makes a Pizza" "The Little Red Dinosaur Makes a Pizza" "A Star So Bright" "Stick Man" Christmas stories	"Supertato" "Police" "Super Daisy" "Fire Fighters" "Vets/Doctors" "Chinese New Year"	"The Gruffalo" "The Gruffalo's Child" "Whatever next" "Aliens Love Underpants" "Aliens in Underpants Save the World" "Easter Story"	"In the Tall, Tall Grass" Frog and Snail information books Minibeast information books "The Very Lazy Ladybird" "Arrrrgh Spider!!" Eric Carle stories Chameleon information	"What If?" "Farmer Duck" "A Squash and a Squeeze" "What the Ladybird Heard" "Tom's Tail" "Lazy Ozzie"

<p><b>Personal, Social and Emotional Development</b></p>	<p>Forming friendships with new adults and peers and playing alongside others. Beginning to follow rules and routines. Sharing our interests, likes and dislikes.</p>	<p>Initiating play with others. Showing confidence in asking adults for help. Sharing information about home and community. Beginning to share and take turns. Showing confidence in different social situations eg Christmas performance.</p>	<p>Demonstrating friendly behaviour. Showing confidence with others. Being aware of a range of feelings and understanding that some actions can hurt others.</p>	<p>Initiating play in a group and keeping play going by responding to others. Welcoming and valuing praise for what they have done. Enjoying the responsibility of carrying out small tasks. Accepting the needs of others and taking turns.</p>	<p>Being confident to talk to other children when playing, and communicating freely about own home and community. Becoming independent in selecting resources.</p>	<p>Showing confidence in speaking to others about own needs, wants, interests and opinions. Describing self in positive terms and talk about abilities. Adapting behaviour to different events, social situations and changes in routine – transition.</p>
<p><b>Communication and Language</b></p>	<p>Enjoying play with sounds, songs stories and rhymes. Listening to adults and peers at carpet time. Talking about our families and ourselves. Developing language during play.</p>	<p>Listening to stories and beginning to talk about what happens in them. Following simple instructions and understanding use of objects during cooking activities. Extending vocabulary and using more complex sentences. Answering to and beginning to use who, what, where and when questions.</p>	<p>Listening to and enjoying well-known stories. Listening to others in a group. Joining in with repeated refrains and phrases in stories. Retelling a simple event. Using a range of tenses correctly in their talk.</p>	<p>Beginning to understand why and how questions. Understanding and using positional language. Building up their vocabulary. Using intonation to make meaning clear to others.</p>	<p>Listening attentively and showing good levels of concentration. Talking about some of the things they have observed. Using talk to organise and clarify thinking.</p>	<p>Following instructions involving a two part sequence. Listening and responding to ideas expressed by others in conversation/discussion. Extending their vocabulary and explaining the meaning of new words.</p>
<p><b>Physical Development</b></p>	<p>Moving in different ways and negotiating space safely. Beginning to mark make and use one handed tools. Taking care of feeding and toilet needs and beginning to put on own clothing with adult support.</p>	<p>Beginning to use movements such as running, skipping, crawling, hopping and jumping. Drawing lines and circles and beginning to hold a pencil using three fingers. Becoming more independent in dressing themselves and using the toilet.</p>	<p>Copying some letters from their name. Throwing and catching a ball. Negotiating space and adjusting speed and direction. Climbing up equipment with alternate feet. Dance and movement sessions in the hall.</p>	<p>Copying some letters from their name. Gaining control in their fine motor movements eg writing with a pencil or snipping with scissors. Dressing themselves independently. Dance and movement sessions in the hall.</p>	<p>Jumping off objects and landing appropriately. Travelling with confidence under and over a range of equipment and balancing. Developing correct pencil grip. Copying their name. Dance and movement sessions in the hall.</p>	<p>Experimenting with different ways of moving. Funky fingers; dough gym. Using correct pencil grip. Copying their name and beginning to write letters they know. Dance and movement sessions in the hall.</p>

<p><b>Literacy</b></p>	<p>Having some favourite stories and begin to join in with re-telling. Joining in with Phase 1 phonic activities such as listening walks, rhyming games etc. Beginning to mark make and tell an adult what has been drawn.</p>	<p>Enjoying books in the book area and holding them correctly, turning the pages one at a time. Describing characters and events in stories. Giving meaning to marks they make. Joining in with Phase 1 activities such as oral blending and segmenting. Hearing initial sounds in theirs and other children's names.</p>	<p>Describing main story events. Looking at books independently and beginning to understand concepts about print eg left to right, top to bottom. Showing awareness of rhyme and alliteration. Consolidating Phase 1 Letters and Sounds skills and beginning to hear initial sounds in words.</p>	<p>Consolidating Phase 1 Letters and Sounds skills and beginning to hear initial sounds in words. Showing an interest in illustrations and print in books. Giving meaning to marks they make as they draw, write and paint.</p>	<p>Hearing initial sounds in words. Being introduced to blending and segmenting of simple words using 'satpin' sounds. Ascribing meaning to marks they see in different places. Giving meaning to marks they make as they draw, write and paint.</p>	<p>Recognising familiar words and signs such as own name and advertising logos. Linking sounds to letters, naming and sounding the letters of the alphabet. Beginning to write sounds they hear in words attempting correct letter formation.</p>
<p><b>Mathematics</b></p>	<p>Counting accurately to 5. Enjoying number songs and rhymes such as '5 Cheeky Monkeys'. Beginning to represent numbers as marks. Noticing shapes on a shape walk. Ordering and sorting objects by size/colour.</p>	<p>Sorting shapes. Playing number dice games. Learning the days of the week at daily calendar time. Beginning to recognise numbers to 5. Creating patterns using peppers on pizzas. Comparing long and short and developing vocabulary.</p>	<p>Beginning to count to 10 accurately. Representing numbers as marks, as pictures, on fingers or attempting number formation. Recognising a set of numbers and matching to the correct numeral. Showing interest in shape by sustained construction activity or by talking about shapes or arrangements. Using shapes appropriately for tasks.</p>	<p>Comparing two groups of objects and saying if they have more, less or the same. Recognising numbers to 10 and matching sets. Learning the months of the year through daily calendar time. Talking about the shapes of everyday objects, e.g. 'round' and 'tall'. Showing interest in shapes in the environment and an awareness of similarities of shapes in this environment. Noticing simple shapes and patterns in pictures.</p>	<p>Beginning to count beyond 10. Count accurately up to 10 objects. Naming simple 2D and 3D shapes and describe their properties. Ordering items by length/height and using the correct vocabulary to explain. Begin to show an interest in and solve number problems.</p>	<p>Using numbers and pictures in maths. Beginning to explain their answers. Recognising numbers 1-10 and beginning to form correctly. Order items by weight and capacity and using the correct vocabulary to explain. Beginning to show an interest in and solve number problems.</p>
<p><b>Understanding the World</b></p>	<p>Role playing every day activities in the home corner. Noticing similarities and differences between themselves and each other. Playing with small world models.</p>	<p>Showing interest in the lives of familiar people and talking about special times for them eg, birthdays, Christmas. Exploring the changing of seasons. Developing an understanding of Autumn</p>	<p>Showing interest in different occupations and ways of life - People Who Help Us. Showing awareness of similarities and differences between themselves and others</p>	<p>Noticing features of their environment and exploring using senses eg signs of Spring. Completing a simple computer program on iPad using Mini Mash. Weekly visits to ICT Suite.</p>	<p>Show care/concern for living things/environment inc. plants and animals eg taking care of butterflies. Talking about some of the things they have observed such as</p>	<p>Commenting and asking questions about aspects of their familiar world such as the place they live in. Show care/concern for living things/environment inc.</p>

	Using simple ICT equipment such as an iPad, interactive whiteboard or mouse on a computer.	- growth, decay and changes. Using simple ICT equipment such as an iPad, interactive whiteboard or mouse on a computer.	through celebrations eg, Chinese New Year. Using simple ICT equipment such as an iPad, interactive whiteboard or mouse on a computer.		plants, animals, natural and found objects. – Bugbox visit. Weekly visits to ICT Suite.	plants and animals – farm visit. Weekly visits to ICT Suite.
<b>Expressive Arts and Design</b>	Joining in with and learning new songs. Experimenting with the sounds of instruments. Painting, drawing and using collage to create self-portraits or pictures of choice. Playing imaginatively with peers. Role play themed around home corner.	Moving with music. Joining in with rhymes. Learning new songs for the Christmas performance. Exploring colours and how they can be changed. Themed role play based on children’s interests eg, hairdressers, Christmas toy shop.	Building stories around toys. Creating props to support role play. Describing texture. Using a variety of construction materials. Realising tools can be used for a purpose. Role play themed around people who help us.	Capturing experiences and responds with a range of media, e.g. music and paint. Constructing with a purpose. Singing familiar songs. Enjoying joining in with dancing and ring games. Role play themed around The Gruffalo, aliens and space.	Exploring colour mixing. Creating texture. Exploring the different sounds of instruments. Making up rhythms and singing to self, creating own songs. Role play themed around minibeasts.	Creating simple representations of events, people and objects. Joining materials to build and create. Building a repertoire of songs. Role play themed around the farm.