	Yearly Overview - Nursery					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Me and my feelings	Bears	Once upon a time	Food glorious food and growing	People who help us	Minibeasts
Communication and Language	**Autumn Term**		**Spring Term**		**Summer Term**	
	• Pay attention to more than one thing at a time (can be difficult) •Understand a question or instruction that has two parts. • Understand why questions • Can start a conversation with an adult or a friend and continue it for many turns. • Listen to other people's talk with interest but can easily be distracted by other things. • Develop pretend play; 'putting baby to sleep' or 'driving the car to the shops'.		• Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Use longer sentences of four to six words. • Uses talk to organise themselves and their play		• Develop their communication but may continue to have problems with irregular tenses and plurals. • May have problems saying; some sounds r,j,th,ch and sh. and multisyllabic words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns	
Physical Development	**Autumn Term**		**Spring Term**		**Summer Term**	
	• Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items. • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs. Make healthy choices about tooth brushing		• Use large -muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm . • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs.		• Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Use a comfortable grip with good control when holding pens and pencils. • Start eating independently and learning how to us a knife and fork. • Make healthy choices about food, drink and activities • Make healthy choices about tooth brushing	
Personal, Social & Emotional Development	**Autumn Term**		**Spring Term**		**Summer Term**	
	• Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Increasingly follow rules, understanding why they are important. • Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' .		• Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Do not always need an adult to remind them of a rule. • Begin to understand how others might be feeling.		• Help to find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts.	
Literacy Core texts	Spot loves Nursery The family book The colour monster	We're going on a bear hunt Peace at Last Whatever Next	The three little pigs The three billy goats gruff Three blind mice	Jack and the bean stalk Humpty Dumpty Jaspers beanstalk	Non fiction – emergency vehicles	The hungry caterpillar Superworm Mad about minibeasts

	Pete the cat – My shoes Peppa pig – My granny Peppa pig – My Grandpa The Kindness book Elmer Non fiction - teeth	The Brave Bear Goldilocks and the three bears Non fiction - bears			Let's build a house by Mick Manning and Brita Garnstrom • Busiest people ever by Richard Scarry • Clifford goes to the doctor by Norman Bridwell • Curious George and the firefighter by Margaret and H.A Reys	The Centipede's 100 Shoes Snail Trail
Literacy	**Autumn Term**		**Spring Term**		**Summer Term**	
	Understand the five key concepts about print: Print has meaning Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book Page sequencing • Engage in extended conversations about stories, learning new vocabulary.		• Develop their phonological awareness, so that they can; Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother. • Understand the five key concepts about print: Print has meaning Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book . Page sequencing .		• Use some of their print and letter knowledge in their early writing. • Write some or all their name. • Write some letters accurately.	
Mathematics	**Autumn Term**		**Spring Term**		**Summer Term**	
	•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5 • Say one number for each item in order 1,2,3,4,5 . • Show 'finger numbers' up to 5 • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' . • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately .		• Know that the last number reached when counting a small set of objects tells you how many there are in total. • Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5 . • Understand position through words alone. • Combine shapes to make new ones. • Talks about and identifies the patterns around them. • Extend and create ABAB patterns .		• Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5 . • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' . • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind' . • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.	
Understanding the World	**Autumn Term**		**Spring Term**		**Summer Term**	
	• Use all their senses in hands- on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people.		• Talk about what they see, using wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore and talk about different forces they can feel. • Talk about differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		• Plant seeds and care for growing plants. • Understand the key features of the life cycle of plan and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people.	

Expressive Arts and Design	**Autumn Term**	**Spring Term**	**Summer Term**
	Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house etc. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. Begin to draw with increasing complexity and detail, such as representing a face with a circle and including details	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by another person. • Sing the melodic shape of familiar songs.	• Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings. • Sing the melodic shape of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know