



Nursery Overview (Cycle A – 2021/2022)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	All About Me	Whatever the Weather	Nursery Rhymes	Zoo Animals	In the Garden – Minibeasts	Fairy Tales
Core Texts	<p>Owl Babies by Martin Waddell</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>Peace at Last by Jill Murphy</p> <p>5 Minutes Peace by Jill Murphy</p> <p>From Head to Toe by Eric Carle</p> <p>Guess How Much I Love You Sam McBratney</p>	<p>Rosie's Hat by Julia Donaldson</p> <p>Wow said the Owl by Tim Hopwood</p> <p>The Rainy Day by Anna Milbourne and Sarah Gill</p> <p>Sunny Day by Anna Milbourne and Elena Temporin</p> <p>Dot in the Snow by Corinne Averiss</p> <p>Little Glow by Katie Sahota</p> <p>Daily Advent Story</p>	<p>Row, row, row your boat</p> <p>Wheels on the bus</p> <p>Incy wincy spider</p> <p>Humpty Dumpty</p>	<p>Rumble in the Jungle Giles Andreae</p> <p>Dear Zoo Rod Campbell</p> <p>Walking Through the Jungle by Giles Andreae and David Wojtowycz</p> <p>Jungle Sounds by Colin and Jacqui Hawkins</p> <p>Does a Kangaroo have a mother too? By Eric Carle</p>	<p>Mad About Minibeasts Giles Andreae</p> <p>The Crunching Munching Caterpillar Sheridan Cain</p> <p>Bugs by Mary Novick and Jenny Hale</p> <p>Norman the Slug with the Silly Shell by Sue Hendra and Paul Linnet</p> <p>The Very Greedy Bee by Steve Smallman and Jack Tickle</p> <p>The Very Lazy Ladybird by Isobel Finn</p>	<p>Goldilocks and the 3 Bears</p> <p>The Billy Goats Gruff</p> <p>The Gingerbread Man</p>
Writing	Experiment with different marks that they can make using a variety of materials and resources.	Experiment with different marks that they can make using a variety of materials and resources. Begin to give meaning to their marks.	Give meaning to their marks, experimenting with different shapes including lines and circles.	Give meaning to their marks using different shapes which begin to resemble letters.	Begin to form letters in line with RWI teaching.	Continue to form letters in line with RWI teaching.
Oracy	Develop listening skills to know that when someone else is talking, they should be listening.	Ask an adult or friend for help if they need it, using words, not just gestures.	Use their talk to take on a role in their play e.g. playing in the home corner.	Use longer sentences when talking, working towards 4-6 words for most.	Start a conversation with another child or adult, using social cues to allow the conversation to continue, listening and responding.	Understand 'why' questions and can answer some of these, using longer sentences.



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Mathematics	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5</p> <p>Number rhymes</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5</p> <p>Beginning to count objects with 1:1 correspondence.</p> <p>Look at shapes in the environment.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5.</p> <p>Continue to count objects with 1:1 correspondence.</p> <p>Use some positional language.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5</p> <p>Confidently counting objects with 1:1 correspondence.</p> <p>Comment on patterns, and continue a repeating pattern.</p> <p>Use language of size; big, small, tall, short.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5</p> <p>Begin to represent numbers using their fingers, objects and marks.</p> <p>Continue to use language of size; big, small, tall, short.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Subitising to 5</p> <p>Continue to represent numbers using marks, objects and fingers.</p> <p>To introduce the reception mastering number programme, using it in the provision.</p> <p>Identify some 2D and 3D shapes; circle, square, triangle, rectangle, cube, sphere.</p>
Science	<p>Talking about the body. Name parts of their body and face; head, arms, legs, body, feet, hands, knees, elbows, ankles, neck, toes, fingers, eyes, nose, mouth, ears, hair.</p>	<p>Talk about and explore light/dark.</p> <p>Talk about what clothes they would need in different weather and why.</p>	<p>Look at floating and sinking, introducing vocab float and sink.</p> <p>Look at use of materials. What would be suitable for making a pirate boat?</p> <p>Explore some of the different forces that they come across.</p> <p>Water and guttering, cars and slopes.</p>	<p>Name animals from the zoo when shown a picture. Look at baby animals and compare similarities and differences between parents and young.</p> <p>Explore sound – making animal noises – body percussion, instruments etc.</p>	<p>Observe plants that we have growing and that they may decay (minibeast habitats), and which minibeasts might live there and why.</p> <p>Observe minibeasts – talk about what they look like – similarities/ differences.</p>	<p>Looking at materials and making comparisons – talk about the texture and uses.</p> <p>Talk about changes which occur when cooking – e.g. Gingerbread Men.</p>
Computing	<p>Start to develop an understanding of how to use a simple program on the IWB. Know that the pen can be used to make marks, and they can change the colour and thickness of these marks.</p> <p>Draw a picture of themselves on the IWB.</p>	<p>Understanding that information comes from the internet.</p> <p>Watching a weather report.</p>	<p>Develop an understanding of their actions causing an effect on a technological toy.</p> <p>Beebots</p>	<p>Understanding that information comes from the internet.</p> <p>Looking at the website for zoo. Looking up animals. Watching videos of animals e.g. zoo webcams.</p>	<p>Using a digital camera/ tablet to take a photo.</p> <p>Camera/ tablet to take photos of minibeasts.</p>	<p>Can use some technological equipment for a purpose.</p> <p>Play fairy tale story CDs</p>



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
History	<p>What they did/ will do today/ yesterday/ tomorrow.</p> <p>Look at photos of themselves as a baby – what has changed?</p> <p>Share memories that they have.</p>	<p>What was the weather yesterday?</p> <p>Conversations about what they have done at the weekend, what we have been learning today/ this week.</p>		<p>Have they been to a zoo before? What did they see? What did we see when we went to the zoo?</p>	<p>Look back at the changes that have happened as a caterpillar turns to a butterfly. Link to people – change from baby to adult.</p>	
Geography	<p>Explore different areas of school, introduction of positional language.</p> <p>Talk about where they live.</p>	<p>Look at what the world looks like during different seasons. Go outside and look at the changes in the leaves etc.</p>	<p>Talk about different environments e.g woods, houses etc.</p>	<p>Talk about some of the different places that the animals come from – not all of them are from this country.</p>	<p>Noticing details in the environment. Where do different minibeasts live?</p>	<p>Basic map skills. Talking about how maps show us where something is.</p> <p>Treasure maps.</p>
RE	<p>Looking at festivals celebrated by members of the class as they happen e.g. Christmas, Halloween, Eid etc. Discussions around 'respect' and how we can respect each other and each other's opinions and beliefs.</p>					
Art	<p>Drawing and colour</p> <p>Looking at colours and shapes used when drawing.</p> <p>Fine motor control when holding pen.</p> <p>Self-portrait – looking at colours and shapes.</p>	<p>Texture and form</p> <p>Combining materials to create an art piece.</p> <p>Collage pictures</p>	<p>Drawing</p> <p>Showing control when using pencils and pens.</p>	<p>Colour</p> <p>Using paint to create a representation.</p> <p>Animal painting</p>	<p>Pattern and printing</p> <p>Repeating pattern pictures using a variety of resources; paint, natural resources, loose parts etc.</p> <p>Printing with vegetables</p>	<p>Texture</p> <p>Natural art pictures</p> <p>Leaves, sticks, flowers etc to make minibeast pictures.</p>
Music	<p>Exploring musical instruments; what they sound like, similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes), how to make noises in the environment – e.g. pots and pans, sticks etc.</p>					
Drama & Performance	<p>Christmas Singalong</p>					



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
PSHE	<p>Myself and My Relationships. Beginning and Belonging, My Family and Friends My Body and Growing Up</p> <p>Me and My World Who helps them at school Purpose of different places in environment</p>	<p>Identities and Diversity How they belong as part of the class Look at similarities and differences between themselves and others How they belong as part of a family and families can be different (lives, houses, beliefs etc) The importance of respecting diversity and difference</p>	<p>Keeping Safe Assess risk in their class and school Plan ahead and make safe choices Know what to do when lost Identify safe places to play Talk about sexual body parts Distinguish between different touches Recognise what a secret is Pantosaurus</p>	<p>Healthy eating Name and talk about foods they like and dislike Understand why we need different foods to stay healthy</p>	<p>Me and My World They can help look after school environment Look after things at home Care for environment Care for plants and animals</p>	<p>Transition and change</p>
Themed Study	<p>Anti-Bullying Week Choose Kindness</p>		<p>World Book Week</p>		<p>Enterprise – whole school theme.</p>	
Sport						Sports Day preparation – running, jumping etc.
Indoor PE	Exploring different ways of moving safely.		<p>Balancing</p> <p>Walk the plank</p>	<p>Exploring different ways of moving.</p> <p>Move like animals.</p>	<p>Stretching and balancing.</p> <p>Yoga.</p>	
Outdoor Learning inc. Forest School	<p>Outdoor learning takes place all year round and is a combination of planned activities to develop the children's skills (based on current assessments), incidental moments and observations as the seasons/ weather changes.</p>					
	Exploring seasonal changes; leaves changing colour, leaves falling, temperature change. Begin to climb trees		Exploring seasonal changes – temperature, snow, mud, signs of spring starting to show. Develop balancing skills Start to use tools to create wooden necklaces		Exploring seasonal changes – temperature, leaves on trees, growth, flowers, minibeasts. Explore detailed features e.g. growth and minibeasts. Explore different tools.	



Nursery Overview (Cycle B – 2022/2023)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	All About Me	Whatever the Weather	Nursery Rhymes	Farm Animals	In the Garden – Growing	Tell Me a Story
Core Texts	<p>Owl Babies by Martin Waddell</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>Peace at Last by Jill Murphy</p> <p>5 Minutes Peace by Jill Murphy</p> <p>From Head to Toe by Eric Carle</p> <p>Guess How Much I Love You Sam McBratney</p>	<p>Rosie’s Hat by Julia Donaldson</p> <p>Wow said the Owl by Tim Hopwood</p> <p>The Rainy Day by Anna Milbourne and Sarah Gill</p> <p>Sunny Day by Anna Milbourne and Elena Temporin</p> <p>Dot in the Snow by Corinne Averiss</p> <p>Little Glow by Katie Sahota</p> <p>Daily Advent Story</p>	<p>Baa Baa Black Sheep</p> <p>Twinkle Twinkle Little Star</p> <p>1, 2, 3, 4, 5 Once I Caught a Fish</p> <p>5 Little Speckled Frogs</p> <p>Old Macdonald Had a Farm</p>	<p>What the Ladybird Heard by Julia Donaldson</p> <p>Farmyard Hullabaloo by Giles Andreae</p> <p>Farmer Duck by Martin Waddell</p> <p>The Cow that Laid an Egg by Andy Cutbill</p>	<p>Jasper’s Beanstalk by Nick Butterworth</p> <p>Ten Seeds by Ruth Brown</p> <p>A Seed in Need by Sam Godwin</p> <p>The Extraordinary Gardener – Sam Boughton</p> <p>The Little Red Hen</p>	<p>Each Peach Pear Plum by Janet and Alan Alberg</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Gruffalo’s child by Julia Donaldson</p> <p>No-Bot the Robot with no Bottom by Sue Hendra</p>
Writing	Experiment with different marks that they can make using a variety of materials and resources.	Experiment with different marks that they can make using a variety of materials and resources. Begin to give meaning to their marks.	Give meaning to their marks, experimenting with different shapes including lines and circles.	Give meaning to their marks using different shapes which begin to resemble letters.	Begin to form letters in line with RWI teaching.	Continue to form letters in line with RWI teaching.
Oracy	Develop listening skills to know that when someone else is talking, they should be listening.	Ask an adult or friend for help if they need it, using words, not just gestures.	Use their talk to take on a role in their play e.g. playing in the home corner.	Use longer sentences when talking, working towards 4-6 words for most.	Start a conversation with another child or adult, using social cues to allow the conversation to continue, listening and responding.	Understand ‘why’ questions and can answer some of these, using longer sentences.



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Mathematics	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Counting from 1-5, saying numbers in the correct order.</p> <p>Beginning to count objects with 1:1 correspondence.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Continue to count objects with 1:1 correspondence.</p> <p>Look at shapes in the environment.</p> <p>Identify how many objects are in a group of up to 3 without counting (subitise).</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Begin to represent numbers using their fingers, objects and marks.</p> <p>Use some positional language.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Counting objects with 1:1 correspondence.</p> <p>Comment on patterns, and continue a repeating pattern.</p> <p>Use language of size; big, small, tall, short.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Continue to use language of size; big, small, tall, short.</p> <p>Represent numbers using marks, objects and fingers.</p>	<p>Daily counting and use of 'number problems' e.g. getting correct number of milk for the group.</p> <p>Begin to match quantity and numeral correctly (up to 5)</p> <p>Identify some 2D and 3D shapes; circle, square, triangle, rectangle, cube, sphere.</p>
Science	<p>Talking about the body. Name parts of their body and face; head, arms, legs, body, feet, hands, knees, elbows, ankles, neck, toes, fingers, eyes, nose, mouth, ears, hair.</p>	<p>Talk about and explore light/dark.</p> <p>Talk about what clothes they would need in different weather and why.</p>	<p>Look at floating and sinking, introducing vocab float and sink.</p> <p>Look at use of materials.</p> <p>Explore some of the different forces that they come across.</p> <p>Water and guttering, cars and slopes.</p>	<p>Name animals from the farm when shown a picture. Look at baby animals and compare similarities and differences between parents and young.</p> <p>Explore sound – making animal noises – body percussion, instruments etc.</p>	<p>Observe plants that we have growing.</p> <p>Talk about what happens when plants grow and decay.</p> <p>Look at similarities and differences between plants.</p>	<p>Looking at materials and making comparisons – talk about the texture and uses.</p> <p>Talk about changes that occur when cooking – e.g. Gruffalo Crumble</p>
Computing	<p>Start to develop an understanding of how to use a simple program on the IWB. Know that the pen can be used to make marks, and they can change the colour and thickness of these marks.</p> <p>Draw a picture of themselves on the IWB.</p>	<p>Understanding that information comes from the internet.</p> <p>Watching a weather report.</p>	<p>Develop an understanding of their actions causing an effect on a technological toy.</p> <p>Beebots</p>	<p>Understanding that information comes from the internet.</p> <p>Looking at the website for farm.</p> <p>Looking up animals.</p> <p>Watching videos of animals e.g. chick hatching animals.</p>	<p>Using a digital camera/ tablet to take a photo.</p> <p>Camera/ tablet to take photos of plants growing.</p>	<p>Can use some technological equipment for a purpose.</p> <p>Play story CDs</p>



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
History	<p>What they did/ will do today/ yesterday/ tomorrow.</p> <p>Look at photos of themselves as a baby – what has changed?</p> <p>Share memories that they have.</p>	<p>What was the weather yesterday?</p> <p>Conversations about what they have done at the weekend, what we have been learning today/ this week.</p>	None taught	<p>Have they been to a farm before? What did they see? What did we see when we went to the farm?</p>	<p>Look back at the changes that have happened as a the plants have grown.</p>	
Geography	<p>Explore different areas of school, introduction of positional language.</p> <p>Talk about where they live.</p>	<p>Look at what the world looks like during different seasons. Go outside and look at the changes in the leaves etc.</p>	<p>Talk about different environments e.g woods, houses etc. Look at different countries and what they look/ feel like.</p>	None taught	<p>Noticing details in the environment. Looking at similarities and differences between plants.</p>	<p>Basic map skills. Talking about how maps show us where something is.</p>
RE	<p>Looking at festivals celebrated by members of the class as they happen e.g. Christmas, Halloween, Eid etc. Discussions around 'respect' and how we can respect each other and each other's opinions and beliefs.</p>					
Art	<p>Drawing and colour Looking at colours and shapes used when drawing.</p> <p>Fine motor control when holding pen.</p> <p>Self-portrait – looking at colours and shapes.</p>	<p>Texture and form Combining materials to create an art piece.</p> <p>Collage pictures</p>	<p>Drawing Showing control when using pencils and pens.</p>	<p>Colour Using paint to create a representation.</p> <p>Animal painting</p>	<p>Pattern and printing Repeating pattern pictures using a variety of resources; paint, natural resources, loose parts etc.</p> <p>Printing with vegetables</p>	<p>Texture Natural art pictures</p> <p>Leaves, sticks, flowers etc to make minibeast pictures.</p>
Music	<p>Exploring musical instruments; what they sound like, similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes), how to make noises in the environment – e.g. pots and pans, sticks etc.</p>					
Drama & Performance	<p>Christmas Singalong</p>					



Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
PSHE	<p>Myself and My Relationships. Beginning and Belonging, My Family and Friends My Body and Growing Up</p> <p>Me and My World Who helps them at school Purpose of different places in environment</p>	<p>Identities and Diversity How they belong as part of the class Look at similarities and differences between themselves and others How they belong as part of a family and families can be different (lives, houses, beliefs etc) The importance of respecting diversity and difference</p>	<p>Keeping Safe Assess risk in their class and school Plan ahead and make safe choices Know what to do when lost Identify safe places to play Talk about sexual body parts Distinguish between different touches Recognise what a secret is Pantosaurus</p>	<p>Healthy eating Name and talk about foods they like and dislike Understand why we need different foods to stay healthy</p>	<p>Me and My World They can help look after school environment Look after things at home Care for environment Care for plants and animals</p>	<p>Transition and change</p>
Themed Study	Anti-bullying Week		Children's Mental Health Week UK Safer internet Day		Enterprise whole school theme	
Sport						Sports Day preparation – running, jumping etc.
Indoor PE	Exploring different ways of moving safely.		Balancing	Exploring different ways of moving. Move like animals.	Stretching and balancing. Yoga.	
Outdoor Learning inc. Forest School	Outdoor learning takes place all year round and is a combination of planned activities to develop the children's skills (based on current assessments), incidental moments and observations as the seasons/ weather changes.					
	Exploring seasonal changes; leaves changing colour, leaves falling, temperature change. Begin to climb trees		Exploring seasonal changes – temperature, snow, mud, signs of spring starting to show. Develop balancing skills Start to use tools to create wooden necklaces		Exploring seasonal changes – temperature, leaves on trees, growth, flowers, minibeasts. Explore detailed features e.g. growth and minibeasts. Explore different tools.	

