



## Nursery Overview (Cycle B – 2024/2025)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Theme</b>	All About Me	Whatever the Weather	Nursery Rhymes	Farm Animals	In the Garden – Growing	Tell Me a Story
<b>Core Texts</b>	<p><b>Owl Babies</b> by Martin Waddell</p> <p><b>Monkey Puzzle</b> by Julia Donaldson</p> <p><b>Peace at Last</b> by Jill Murphy</p> <p><b>5 Minutes Peace</b> by Jill Murphy</p> <p><b>From Head to Toe</b> by Eric Carle</p> <p><b>Guess How Much I Love You</b> Sam McBratney</p>	<p><b>Rosie’s Hat</b> by Julia Donaldson</p> <p><b>Wow said the Owl</b> by Tim Hopwood</p> <p><b>The Rainy Day</b> by Anna Milbourne and Sarah Gill</p> <p><b>Sunny Day</b> by Anna Milbourne and Elena Temporin</p> <p>Dot in the Snow by Corinne Averiss</p> <p><b>Little Glow</b> by Katie Sahota</p> <p><b>Daily Advent Story</b></p>	<p><b>(Baa Baa Black Sheep) Little Bo Peep and her Troublesome Sheep</b> by Cressida Cowell</p> <p><b>(Twinkle Twinkle Little Star) How to Catch a Star</b> By Oliver Jeffers</p> <p><b>(1, 2, 3, 4, 5 Once I Caught a Fish) Barry the Fish with Fingers</b> By Sue Hendra</p> <p><b>(5 Little Speckled Frogs) Freddy the Frog</b> By Axel Scheffler</p> <p><b>(Old Macdonald Had a Farm) Rosie’s Walk</b> by Pat Hutchins</p>	<p><b>What the Ladybird Heard</b> by Julia Donaldson</p> <p><b>Farmyard Hullabaloo</b> by Giles Andreae</p> <p><b>Farmer Duck</b> by Martin Waddell</p> <p><b>The Cow that Laid an Egg</b> by Andy Cutbill</p>	<p><b>Jasper’s Beanstalk</b> by Nick Butterworth</p> <p><b>Ten Seeds</b> by Ruth Brown</p> <p><b>A Seed in Need</b> by Sam Godwin</p> <p><b>The Extraordinary Gardener –</b> Sam Boughton</p> <p><b>The Little Red Hen</b></p>	<p><b>Each Peach Pear Plum</b> by Janet and Alan Alberg</p> <p><b>The Gruffalo</b> by Julia Donaldson</p> <p><b>The Gruffalo’s child</b> by Julia Donaldson</p> <p><b>No-Bot the Robot with no Bottom</b> by Sue Hendra</p>
<b>Writing</b>	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.
<b>Oracy</b>	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.



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<b>Mathematics</b>	<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>
<b>Science</b>	<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>
<b>Computing</b>	<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>



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<b>History</b>	<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>	
<b>Geography</b>	<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>
<b>RE</b>	<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>					
<b>Art</b>	<p><b>Drawing and colour</b> 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><b>Texture and form</b> Combining materials to create an art piece.</p> <p>Collage pictures</p>	<p><b>Drawing</b> Showing control when using pencils and pens.</p>	<p><b>Colour</b> Using paint to create a representation.</p> <p>Animal painting</p>	<p><b>Pattern and printing</b> Repeating pattern pictures using a variety of resources; paint, natural resources, loose parts etc.</p> <p>Printing with vegetables</p>	<p><b>Texture</b> Natural art pictures</p> <p>Leaves, sticks, flowers etc to make minibeast pictures.</p>
<b>Music</b>	<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>					
<b>Drama &amp; Performance</b>	<p>Christmas Singalong</p>					



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<b>PSHE</b>	<p><b>Myself and My Relationships.</b> Beginning and Belonging, My Family and Friends My Body and Growing Up</p> <p><b>Me and My World</b> Who helps them at school Purpose of different places in environment</p>	<p><b>Identities and Diversity</b> 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><b>Keeping Safe</b> 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><b>Healthy eating</b> Name and talk about foods they like and dislike Understand why we need different foods to stay healthy</p>	<p><b>Me and My World</b> They can help look after school environment Look after things at home Care for environment Care for plants and animals</p>	<p><b>Transition and change</b></p>
<b>Themed Study</b>	Anti-bullying Week		Children's Mental Health Week UK Safer internet Day		Enterprise whole school theme	
<b>Sport</b>						Sports Day preparation – running, jumping etc.
<b>Indoor PE</b>	Exploring different ways of moving safely.		Balancing	Exploring different ways of moving.  Move like animals.	Stretching and balancing.  Yoga.	
<b>Outdoor Learning inc. Forest School</b>	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.	