

2021-2022 Overview

Year Group: Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>RA RA RA texts- Read Aloud, Read Along, Read Alone.</p> <p>Texts:</p> <p>Brown bear brown bear</p> <p>We're going on a bear hunt</p> <p>Goat goes to playgroup</p> <p>Dear zoo</p> <p>Shark in the park</p> <p>Pete the cat</p> <p>A dark dark tale</p>	<p>You Choose - picture stimulus storyteller development</p> <p>Non-Fiction-Light and Dark</p> <p>Dear Santa – Rod Campbell</p>	<p>The Gingerbread Man - Folktale change to Choc Chip Man</p> <p>3 little pigs - Fairy tale-change the wolf to a dragon</p> <p>Non-fiction - How to make a brown paper bag 'Pig puppet' D and T link</p> <p>Poetry - Linked to Chinese New Year</p>	<p>Supertato - Paul Linnet and Sue Hendra</p> <p>Very Hungry Caterpillar - Eric Carle</p> <p>Non-fiction:</p> <p>Information Text Caterpillar Life Cycle</p>	<p>Elmer – David McKee</p> <p>Little Red Hen - Mary Mapes Dodge</p> <p>Stories from other cultures</p>	<p>My Granny Went to Market - Stella Blackstone (rhyming story that links to other cultures)</p> <p>Little Red Riding Hood - Fairy tale</p> <p>Fiction</p> <p>Transition Week</p>
Maths – Number	<p>Finger rhymes with numbers</p> <p>Count in everyday contexts (stable-order principle)</p>	<p>Subitising to 3 (perceptual, sorting and classifying)</p> <p>Subitising to 3 (perceptual, making groups, noticing.)</p> <p>Reciting numbers</p> <p>Finger numbers 1-5</p> <p>Dice patterns and</p>	<p>Subitising to 5</p> <p>Composition of numbers to 5</p> <p>Number bonds 2</p>	<p>Matching numerals to groups,</p> <p>Recording numbers, compare quantities,</p> <p>ordering Numicon to 5 (greater depth focus)</p> <p>Solve problems up to 5, separates a group in different ways</p>	<p>Counting 1:1 and recalling the cardinal number</p> <p>Recording numbers (greater depth focus)</p>	<p>Solve problems up to 5, separates a group in different ways</p>

		<p>matching numerals</p> <p>Counting using 1:1</p> <p>correspondence up to 5</p>				
Maths – SSM	<p>Compare sizes and weights using language</p> <p>Times of the day</p> <p>Where things belong in the classroom</p> <p>Positional language</p> <p>Patterns</p>	<p>Capacity</p> <p>2D shape, recognising patterns</p>	<p>Sequencing events</p> <p>3D shape, length</p>		<p>Position, describing routes</p> <p>time</p>	<p>Weight , creating patterns</p>
UW objectives	<p>Objective- use their senses in hands on exploration of natural materials</p> <p>Collages with crunchy leaves collected</p> <p>Halloween/autumn art</p> <p>Objective: Continue to develop positive attitudes about the differences between people</p> <p>My Skin/Your Skin:</p> <p>Explore and promote positive attitudes to differences and paint their first simple Self Portraits selecting their skin tone paint.</p>	<p>PSE Drugs education</p> <p>E safety 1 and 2</p> <p>Objective Talk about what they see, using a wide vocabulary/Explore how things work- explore</p> <p>Light and Dark using torches, creating dark dens / using the play tunnel</p> <p>Objective- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>E-safety 3 and 4</p> <p>Objective- talk about the differences between materials and changes they notice</p> <p>Changes- melting ice/ hot and cold experiments/ changes through heating- baking bread and cookies in our EYFS oven.</p> <p>Objective- know that information can be found online :Winter Geography link: research online for Arctic habitat- info /arctic animals</p> <p>3 pigs link to science- exploring different</p>	<p>RSE</p> <p>Objective- the need to respect and care for the environment and all living things:</p> <p>Easter/spring lambs and chicks new life</p> <p>Objective- Show an interest in different occupations</p> <p>Supertato is helpful- Find out about jobs that help people.</p> <p>Objective- begin to make sense of their own life story and family history</p> <p>My History (use their baby photos and explore young and old)</p>	<p>Objectives:</p> <p>plant seeds and take care of growing plants/Understand the key features of the life cycle of a plant</p> <p>Planting seeds and flowers</p> <p>And observing them. Looking after own class planter.</p> <p>Objective: Explore how things work (include opportunities to use technology in appropriate contexts)/ Can use a device to take images</p> <p>Taking photographs on I pads of eg their work to put on Seesaw App</p> <p>Objective: Continue to</p>	<p>Objective- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Inspired by the Granny Went to Market book: Africa, Japan</p> <p>Objective-Explore and talk about the different forces they feel- eg wind force when they make a japanese kite.</p> <p>Floating and sinking water area and push and pull on bikes and slides.</p> <p>Transition to Reception - time to reflect</p> <p>Objective- begin to make sense of their own life story:</p> <p>History- My Timeline from a baby to now:</p>



	<p>Gross Motor Strength movements activities:</p> <p>Action dances/ water trays and decorators rollers and brushes outdoors.</p>	<p>Diwali celebration activity day - exploring other cultures/India</p> <p>Dancing to Indian music, rangoli patterns/</p> <p>Making Diva lamps/tasting</p> <p>Indian snacks chapatis and bhajis</p> <p>Physical- Gross Motor- develop skill to use the firefighters pole in EYFS playground</p>	<p>materials- bricks/sand/straw</p> <p>Objective- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos:</p> <p>Finding out about China/Chinese New Year</p>	<p>Objective- Understand the key features of the life cycle of an animal (via Hungry caterpillar text)</p>	<p>develop positive attitudes about the differences between people</p> <p>Gender-</p> <p>Explore using these recent book publications as stimuli:</p> <p>Girls can do anything</p> <p>Boys love Pink</p>	<p>Explore their OWN timeline photos</p> <ol style="list-style-type: none"> 1. Baby photo 2. Week they started school 3. Now at end of nursery. <p>Objective- can explore the commands to control a range of electronic toys./Know that I have to use instructions to make a programmable device (Beebot) move forwards and backwards</p> <p>Beebots and remote control cars</p>
<p>PSED and key experiences</p>	<p>Our school- exploring school grounds indoors and outdoors</p> <p>environmental sound walks</p> <p>Body percussion</p>	<p>Autumn changing to Winter exploration</p> <p>Diwali activities day</p> <p>Bonfire night apples</p> <p>Characteristics of Effective Learning animals introduction (The story of the 'have a go horse')</p> <p>Rehearsing dances and songs for The Christmas Performance</p> <p>Preparing and enjoying their first ever school Christmas party</p> <p>Visit from Santa Claus.</p>	<p>Chinese Dragon Parade inside and outside around school grounds.</p> <p>Music from other cultures- China, Africa, our favourite Bollywood music</p> <p>C of E Learning animals- exploring like a cat</p> <p>Den building</p> <p>National Story Telling Week- perform the stories we have learnt, make up funny songs and rhymes, and have a special guest read a story outside in the Quad</p>	<p>-Covid permitting- a baby and a toddler to visit nursery. Children note what they can do/can't do YET.</p> <p>C of E Learning animals- The Penguin (having our own ideas)</p> <p>Lifecycles experiences-</p> <p>Visit and look for Tadpoles in the quad pond .</p> <p>(Caterpillar to Butterflies in Reception class- they will show and share with us the development.)</p> <p>World Book Day 3rd March</p> <p>Easter - pancakes</p> <p>Eid- what date this year?</p>	<p>Throwing and catching ball skills and other sports skills in advance of sports day</p> <p>Characteristics of learning - learning Animals- Proud like a lion</p> <p>Making bread and pizza - Baking own chapatis /Tasting different breads from all around the world.</p> <p>Elmer Day</p> <p>Little gardeners- Planting flowers and seeds in EYFS garden planters and popping plug plants in old wellies.</p> <p>Planting a Sunflower seed to grow at home.</p>	<p>Sports Day</p> <p>Possible Trip to Tatton Park.</p> <p>Teddy Bears Picnic</p> <p>End of Nursery year treat</p>

					Pond dipping for tiny frogs in the Quad Pond.	
Skills to be taught (EAD/ DT etc.)	<p>Colour collages – naming colours</p> <p>Painting/printing/ mark making</p> <p>Self portrait</p> <p>Musical instruments- loud and quiet fast and slow</p> <p>Scissors to snip lines</p> <p>How to use glue sticks</p> <p>How to apply pva glue</p> <p>Singing- sing the melodic shape of familiar songs/match the pitch to that of the adult or other person singing</p>	<p>Scissor skills to cut along a line</p> <p>Colour mixing</p> <p>Make a diva lamp</p> <p>Use shapes to create pictures</p> <p>Design a christmas jumper</p> <p>Simple line drawing representations</p> <p>Learning a dance routine- a simple repeated sequence of 4 movements</p> <p>(For the xmas performance)</p> <p>Make a xmas party hat</p>	<p>Scissor skills-cutting around and sticking</p> <p>Arctic habitat collages mixed media</p> <p>Designing own patterns- eg spotty and stripy patterns on hat and scarf templates</p> <p>D and T - joining and fixing:</p> <p>-Making Chinese Lanterns</p> <p>-Making a Paper Bag Pig Puppet (link to non fiction d and t)</p> <p>Junk modelling- 3 pigs houses</p> <p>Making own class giant chinese dragon- collaborative art</p> <p>Dance- music and movement to contrasting music styles</p>	<p>Scissor skills-cutting around and sticking (making Supertato)</p> <p>Printing and developing own pattern making via print.</p> <p>Observational drawings of spring flowers</p> <p>Dance- music and movement to a contrast of music from around the world</p> <p>Performance- songs and jokes and dances on stage indoors and outside.</p> <p>Musical instruments- skill of more control - expressing emotions , making sound effects to accompany simple stories.</p>	<p>Exploring colour and pattern- Elmer</p> <p>D and T Making a shopping bag - following instructions to add handles with e.g. masking tape/staples</p> <p>Dance- make up a dance that evokes the concept of growing and changing plants/animals</p> <p>Performance for peers - can you perform songs/ jokes dances on stage indoors and outside?</p> <p>Singing/learning songs- have a repertoire of short simple songs they can sing all the way through</p>	<p>Africa - make masks</p> <p>D and T- Making a simple kite- following the instructions to do it</p> <p>Making and designing a magic carpet (repeating patterns maths link)</p> <p>Making maps of their class/outside areas / routes to areas they are familiar with around school.</p> <p>Paintings of summer plants in bloom</p> <p>Consolidation of skills to develop own individual ideas much further - provide a much wider choice of materials to express own ideas and feelings.</p>