











































































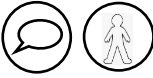
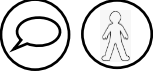

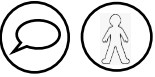
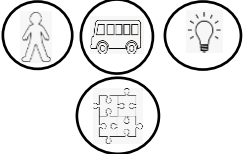
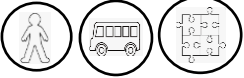
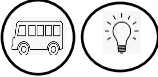


## Nursery Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Tuning into Sounds</li> <li>• Rhyme Time</li> </ul> 
Literacy	<ul style="list-style-type: none"> <li>• Goat goes to Playgroup</li> <li>• Super Duper You</li> <li>• Incredible</li> </ul> <p>Traditional Tales- Goldilocks and the Three Bears</p> <p>Stories, songs and nursery rhymes Enjoy drawing freely</p>   	<ul style="list-style-type: none"> <li>• Monkey Puzzle</li> <li>• Ruby's Worry</li> </ul> <p>Traditional Tales- Little Red Riding Hood</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name</p>  	<ul style="list-style-type: none"> <li>• Rumble in the Jungle</li> <li>• Animal Boogie</li> <li>• Elmer</li> </ul> <p>Traditional Tales- The Gingerbread Man</p> <p>Looking at the parts of a book Print has meaning and is read from right to left Print can have different purposes Page sequencing</p>  	<ul style="list-style-type: none"> <li>• Farmyard Hullabaloo</li> <li>• Farmer Duck</li> </ul> <p>Traditional Tales- Jack and the Beanstalk</p> <p>Talking about books. Recapping stories Using stories, we have read in play.</p>  	<ul style="list-style-type: none"> <li>• What will I be?</li> <li>• When I grow up</li> </ul> <p>Traditional Tales- The Three Little Pigs</p> <p><b>SR- I have good phonological awareness and can: spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound such as hat and hop, sat and sip</b></p>   	<ul style="list-style-type: none"> <li>• The Colour Monster goes to School</li> <li>• Starting School</li> </ul> <p>Traditional Tales- The Three Billy Goats Gruff</p> <p><b>SR-I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page.</b></p> <p>Write some or all of their name.</p>   
Maths	<p><b>MTC</b> Colours Matching Sorting</p> 	<p><b>MTC</b> Number Pattern</p> 	<p><b>MTC</b> Number</p>  <p><b>SR- I know that the last number reached when counting a</b></p>	<p><b>MTC</b> Height and Length Mass Capacity</p> <p><b>SR- I can make comparisons to</b></p>	<p><b>MTC</b> Sequencing Positional Language More than/fewer 2d/3d shapes</p> 	<p><b>MTC</b> What comes before? What comes after? Numbers to 5</p> 

			small set of objects tells you how many there are in total (cardinal principle)	objects relating to size, length, weight and capacity 		SR- Solve real world mathematical problems with numbers up to 5
Communication and Language	<p>Stories, songs and nursery rhymes</p> <p>Say some of the words in songs and rhymes. Copy finger movements and other gestures</p> <p>SR- I know and can sing a few nursery rhymes and/or songs</p> 	<p>Focusing on characters and feelings</p> <p>Clapping our names and syllables in words</p> <p>SR- I am beginning to listen attentively and respond to what I hear</p>  	<p>Understanding longer sentences and following multi-step instructions</p> <p>Sing a large repertoire of songs</p> <p>SR- I understand questions or instructions that have two parts</p> <p>SR- Understanding and using longer sentences of 4-6 words</p> 	<p>Using a wider range of vocabulary</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>SR- I can engage in extended conversations about stories, learning new vocabulary</p> 	<p>Understanding familiar objects and properties (and using some descriptive words)</p> 	<p>Alliteration and Rhyme</p> <p>Understand and answer why questions</p> 
Personal, Social and Emotional Development	<p>Who am I? What makes me different? Who is in my family.</p> <p>SR- I can follow rules and understand why they are important</p>   	<p>Show more confidence in new social situations</p> <p>Feelings – what do they look like?</p> <p>SR- Talk about feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Feelings Box</p> <p>SR- I am happy to speak to others about my wants, needs and feelings</p>  	<p>Extending and elaborating play ideas</p> <p>SR- I use talk to organise my play and myself</p> <p>SR- I can share and take turns in a group</p>  	<p>Find solutions to conflicts and rivalries</p> <p>Healthy me - Make healthy choices about food, drink, activity and toothbrushing</p> <p>SR- I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc...</p>  	<p>Understand gradually how others might be feeling.</p>  	<p>Change – Going to school, changes with grown-ups and classes. Transition to Reception.</p> <p>Feeling proud, what is proud and why I should be proud of myself.</p>   

<p>Physical Development</p>	<p>Developing gross motor skills- outdoor play</p> <p>Balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p><b>SR- I am independent when meeting my own care needs such as: brushing teeth, going to the toilet, feeding myself and washing my hands</b></p>  	<p>Fine motor – clever fingers activities</p> <p>Fundamental skills (running, jumping, hopping, skipping and climbing).</p>  	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips – getting changed for PE (shoes and socks)</p> <p><b>SR- I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips</b></p>  	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p><b>SR- I can skip, hop, stand on one leg and hold a pose for a game like musical statues</b></p>  	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p>  	<p>Pencil and scissor control: Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>SR- Use a comfortable grip with good control when holding pens and pencils</b></p>  
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community</p> <p>Making connections between my family and other families</p> <p>Labelling parts of face/body</p>  	<p>Talk about the differences between materials and changes they notice. (Through ice, baking, cooking etc)</p> <p>Explore light sources/ shine light through different materials</p> <p><b>SR- Know that there are different countries in the world</b></p>  	<p>Naming animals from different habitats</p> <p>Talking about animal colours and patterns</p> <p>Explore a range of materials using our senses</p>  	<p>Exploring how things grow- life cycles of plants and animals</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>  	<p>Show interest in different occupations</p> <p>Explore and talk about forces they can feel</p>  	<p>Begin to make sense of their life story and their family's history</p>  

Seasons and Weather

<p>Expressive Arts and Design</p>	<p>Self-portraits</p> <p>Colour prints using a variety of techniques</p> <p>Familiar Domestic Role-Play/Small World Play (home corner/dolls house/cars)</p> 	<p>Play instruments with increasing control to express feelings and ideas</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> 	<p>Explore colour and colour mixing</p> <p>Join different materials and explore different textures</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings. (jungle sounds and music)</p> 	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets</p> <p><b>SR- I play with at least one or more children, extending and elaborating my ideas</b></p> 	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p><b>SR- I can explore different materials freely, in order to develop my ideas about how to use them and the different creations I can make</b></p> 	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create own songs or improvising familiar ones</p> 
<p>Enrichment</p>	<p>Looking at photos of our family- who is special to us?</p> <p>Rainbow Day</p> 	<p>Hygge day</p> <p>Christmas Crafts from Around the World</p> <p>Little Lancashire Village</p> 	<p>Animal workshop</p> 	<p>Hatching caterpillars</p> <p>Smithills Farm Visit</p> 	<p>Visit from firefighters/police officer/nurse</p> 	<p>Worden Park</p> <p>Nursery Fun Day</p> <p>Teddy Bear's Picnic</p> 