


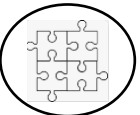








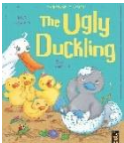
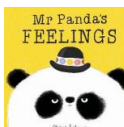
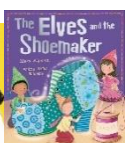
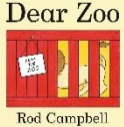
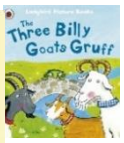

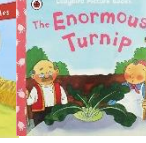


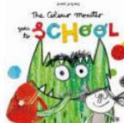






















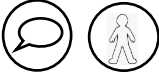
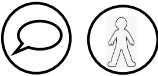
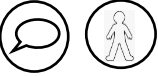
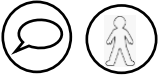




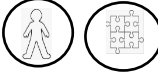


Nursery Long Term Overview- Cycle A

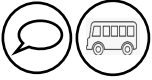
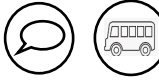
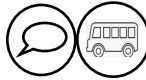
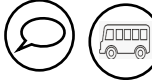
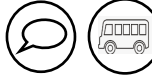
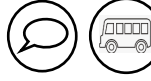
Our curriculum has key aims and values that we refer to as threads. These five threads are entwined through all areas of the curriculum.

Oracy 	Enrichment 	Identity 	Equality and Diversity 	Inspiration and Aspiration 
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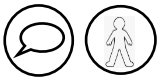

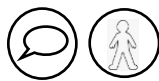
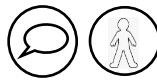
	Autumn 1 Marvellous Me! What makes us unique?	Autumn 2 Feelings! What makes me feel...?	Spring 1 Animal Magic! Which animals have patterns?	Spring 2 Old MacDonalld Had a Farm! What can you find on a farm?	Summer 1 People Who Helps Us! Who helps us?	Summer 2 Moving Up, Moving On! What have you done today, to make you feel proud?
Phonics	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 	Phase 1 Phonics <ul style="list-style-type: none"> Tuning into Sounds Rhyme Time 
Literacy	<u>Core Text:</u> <ul style="list-style-type: none"> Super Duper You- Lisa Bullard <u>Traditional Tale-</u> The Ugly Duckling <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<u>Core Text:</u> <ul style="list-style-type: none"> Mr Panda's Feelings- Steve Anthony <u>Traditional Tale-</u> The Elves and the Shoemaker <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<u>Core Text:</u> <ul style="list-style-type: none"> Dear Zoo- Rod Campbell <u>Traditional Tale-</u> The Three Billy Goats Gruff <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<u>Core Text:</u> <ul style="list-style-type: none"> Little Red Hen <u>Traditional Tale-</u> The Enormous Turnip <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<u>Core Text:</u> <ul style="list-style-type: none"> A Superhero Like You- Ranj Singh <u>Traditional Tale-</u> The Gingerbread Man <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<u>Core Text:</u> <ul style="list-style-type: none"> The Colour Monster goes to School- Anna Llenas <u>Traditional Tale-</u> Little Red Riding Hood <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>

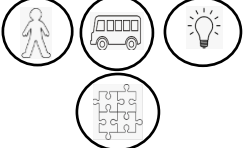





	<p>Stories, songs and nursery rhymes Enjoy drawing freely</p> 	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name</p> 	<p>Looking at the parts of a book Print has meaning and is read from right to left Print can have different purposes Page sequencing</p> 	<p>Talking about books. Recapping stories Using stories, we have read in play.</p> 	<p>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</p> 	<p>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. Write some or all of their name.</p> 
Maths	<p>MTC Colours Matching Sorting</p> 	<p>MTC Number Pattern</p> 	<p>MTC Number</p>  <p>SR- I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>	<p>MTC Height and Length Mass Capacity</p> <p>SR- I can make comparisons to objects relating to size, length, weight and capacity</p> 	<p>MTC Sequencing Positional Language More than/fewer 2d/3d shapes</p> 	<p>MTC What comes before? What comes after? Numbers to 5</p>  <p>SR- Solve real world mathematical problems with numbers up to 5</p>
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 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> 

<p>Personal, Social and Emotional Development</p>	<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>SR- I am independent when meeting my own care needs such as: brushing teeth, going to the toilet, feeding myself and washing my hands</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>SR- I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips</p> 	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>SR- I can skip, hop, stand on one leg and hold a pose for a game like musical statues</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>SR- Use a comfortable grip with good control when holding pens and pencils</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>SR- Know that there are different countries in the world</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> 
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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>SR- I play with at least one or more children, extending and elaborating my ideas</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>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</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> 
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<p>Enrichment</p>	<p>Looking at photos of our family- who is special to us? Rainbow Day</p> 	<p>Hygge day Christmas Crafts from Around the World</p> 	<p>Animal workshop</p> 	<p>Hatching caterpillars Smithills Farm Visit</p> 	<p>Visit from firefighters/police officer/nurse Little Lancashire Village</p> 	<p>Worden Park Nursery Fun Day Teddy Bear's Picnic</p> 
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