

NURSERY YEARLY OVERVIEW											
Theme	Autumn 1 Why I am Unique		Autumn 2 Let's Celebrate		Spring 1 Winter Wonderland		Spring 2 Finders Keepers		Summer 1 Reach For the Sky		Summer 2 Once Upon a Farm
<b>Main Texts</b>	Colour Monster – Anna Llenas Nursery rhymes		Cake - Sue Hendra Nursery rhymes  Autumn by Ailie Busby Nursery rhymes		Pip and Posy a Snowy Day Winter by Ailie Busby  Mama Panya's Pancakes ( a village tale from Kenya) - M and R Chamberlin Nursery rhymes		We Are Going on an Egg Hunt - Martha Mumford Spring by Ailie Busby  The Gingerbread Man Ladybird first book of tales Nursery rhymes		The Very Hungry Caterpillar - Eric Carle  Jack and the Beanstalk Nursery rhymes		What the Ladybird Heard 3 Julia Donaldson  Dear Zoo – Rod Campbell Nursery rhymes
<b>RE</b>	Unit A – Creation God the Creator	Unit B – God our Father cares for us	Unit C – Advent getting ready	Unit D – Christmas Mary the Mother of Jesus	Unit E - Baptism My Name	Unit G – Lent Jesus and His Father	Unit H – Holy Week Hearing	Unit I – Easter Alleluia	Unit J – Pentecost the air around us	Unit F – Gods Family	Unit K – Special Celebrations
<b>CLL</b>	<b>Listening and Attention</b>										
	<b>Autumn</b>				<b>Spring</b>				<b>Summer</b>		
	I can listen to, enjoy and begin to join in with rhythmic patterns in rhymes and stories,				I can recognise and respond to many familiar environmental sounds. I can listen to, enjoy and begin to join in (using actions and words) with rhythmic patterns in rhymes and stories,				I can listen to familiar stories with increasing attention and recall I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories		
	<b>Understanding</b>										
	I can select familiar objects by name and will go and find objects when asked, or identify objects from a group  I can understand simple sentences (e.g. <i>Throw the ball</i> )				I am beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> I can understand who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i> ) I am developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i> )				I can Understand use of objects (e.g. <i>Which one do we cut with?</i> ) I show understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture I can respond to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> I am beginning to understand <i>why</i> and <i>how</i> questions		
<b>Speaking</b>											
I can use different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i> )  I am beginning to put two words together (e.g. <i>Want ball, More juice</i> ) I am beginning to ask simple questions				I can use language to share feelings, experiences and thoughts I can use a variety of questions (e.g. <i>what, where, who</i> )				I am beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i> )  I am able to use language in recalling past experiences I can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> )			
<b>Literacy</b>	<b>Reading</b>										
	I am interested in and anticipates books and rhymes and may have my favourites I am beginning to join in with actions and sounds in familiar song and book sharing my experiences				I have favourite stories, rhymes, songs, poems or jingles I can repeat and uses actions, words or phrases from familiar stories				I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories  I am beginning to be aware of the way stories are structured, and to tell my own stories  I can talk about events and principal characters in stories and suggests how the story might end		
	<b>Writing</b>										
I am beginning to understand the cause and effect of my actions in mark making I know that the marks they make are of value I enjoy the sensory experience of making marks				I can distinguish between the different marks I make I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.				I attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  I show interest in letters on keyboard, identifying the initial letter of my own name and other familiar words  I am beginning to make letter-type shapes to represent the initial sound of my name and other familiar words			
<b>Pre-Phonics</b>	Listen and join in with stories, songs, and games. Make sounds as I join in with stories and songs.	Listen and join in with stories, songs, and games. Take turns to explore different musical instruments	Learn simple songs and sing from memory Join in with repeated refrains in stories Copy a rhythm by clapping or using an instrument.		Join in with rhyming stories and songs Fill in the rhyming gaps in stories Match rhyming objects from small sets of 6 objects		Hear the similarities in the first spoken sounds in words. Say the first spoken sounds in words Find two objects beginning with the same sound from a set of objects.		Hear all the separate sounds in a spoken cvc word Say all the spoken sounds in a cvc word Orally blend spoken sounds to say the full cvc word		

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	Match the sounds that I've heard with a picture. Copy the sounds I've heard. Name some animals / objects and make their sounds	Play instruments to make different sorts of sounds e.g. fast /slow/ loud/quiet Match the way I play an instrument with a symbol or instruction I can name some instruments Clap a steady beat as I join in with musical activities	Repeat a rhythm by clapping or using an instrument. Make up our own rhythmic patterns Clap the syllables in our names Clap the syllables in everyday words Count the syllables in words to sort objects	Continue a rhyming string using props / picture Identify objects in a set which don't rhyme Say a rhyming list from memory Makes up our own rhymes	Sort objects which don't begin with the same spoken sound as others Say a 4-word tongue twister from memory Sort similarities and differences in letter shapes	Match orally blended words to corresponding objects / actions Orally segment words to say each spoken sound separately Retell a simple familiar story from memory
PSED	<b>Module 1 Created and Loved by God</b>		<b>Module 2 Created to Love Others</b>		<b>Module 3 Created to Live in Community</b>	
	<ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Me, My Body, My Health</li> <li>Emotional Well-being</li> <li>Life Cycles</li> </ul>		<ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Personal Relationships</li> <li>Keeping Safe</li> </ul>		<ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Living in the Wider World</li> </ul>	
PD	<b>Independence / Personal hygiene /Squiggle Whilst You Wiggle / Dough Disco</b> Developing gross and fine motor skills inside and outside					
Maths	Nursery rhymes with a number focus Pattern Subitising 1 and 2	Subitising 1 and 2 Shape including spatial awareness Measures	Nursery rhymes with a number focus Pattern Subitising 1,2 and 3	Subitising 1,2 and 3 Shape including spatial awareness Measures	Nursery rhymes with a number focus Pattern Subitising 1 - 5	Subitising 1 - 5 Shape including spatial awareness Measures
UTW INC Forest School	<b>Autumn</b> What is it like to live with my family? We celebrate and remember together	<b>Autumn</b> What is it like to live with my family? We celebrate and remember together Christmas around the world00	<b>Winter</b> RSPB bird watch Chinese New Year Lent – Pancakes	<b>Spring</b> Mother's Day Preparing for Easter	<b>Summer</b> Easter	<b>Summer</b> Father's Day Transition00
EAD	Painting Printing	Joining skills Scissor skills De - constructive role play	Painting Printing	Joining skills Scissor skills De - constructive role play	Painting Printing	Joining skills Scissor skills De - constructive role play
Visits / Parent Involvement	Focus on family and community culture, traditions and diversity. Stay and Play Harvest activities Library visit	Christmas stay and play Christmas Nativity	RSPB event parent activities Stay and Play	Easter stay and play activities	Stay and Play	Summer Visit linked to theme. Graduation