


 Nursery Long Term Overview
 

| 2021 /2022 | | Autumn term | | Spring term | | Summer term | |
|---|--|---|--|---|---|--|--|
| Possible Texts and starting points | | <ul style="list-style-type: none"> Cultural texts What I like about Me I Like Myself It's Okay to be Different We all Have Different Families I'm Starting Nursery The Three Little Pigs | <ul style="list-style-type: none"> Elmer stories One snowy night The little Christmas Tree | <ul style="list-style-type: none"> Flashing Fire engines Peppa pig the fire engine Maisie goes to hospital A day in the life of a doctor/fire fighter Maisie, Charlie and the wobbly tooth | <ul style="list-style-type: none"> The Enormous Turnip Olivers Vegetables Jack and the beanstalk Jaspers Beanstalk How Will I Grow? | Goldilocks and the three bears The 3 Billy Goats Gruff Hansel and Gretel | <ul style="list-style-type: none"> Superworm Dear Zoo Little Red Hen The perfect present Oi Frog Farmer duck What the ladybird heard A year on the farm Spinderella Mad about Minibeasts |
| | | Possible Themes/Interests/Lines of enquiry | Marvellous Me | Celebrations in Colour | People who help us/Spring | Our World and Investigations | Traditional Tales |
| Communication and language | Listening and attention/Understanding and speaking | Listening to stories/Songs and Rhymes Asking questions/ Own point of view | | Using new vocabulary Answering questions/Starting conversations | | Using talk to organise thinking Joining sentences to explain | |
| Learning focus | | Enjoys listening to longer stories and can remember much of what happens. Pay attention to one thing at a time, which can be difficult. | Uses a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." Understand 'why' questions, like: "why do you think the caterpillar got so fat?" Sings a large repertoire of songs. Use longer sentences of four to six words. | Sings a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop pronunciation. May have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' | Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. |
| PSED | Self-Regulation | Label and identify emotions | Following rules and routines | Building confidence | Developing rules and routines | Use talk to find solutions | Showing respect |
| | Managing Self | Developing a sense of themselves | Developing independence | Exploring activities | Exploring activities | Exploring environments | Exploring environments |
| | Building relationships | Building relationship with key worker | Making friends and playing others | Sharing | Turn taking | Being collaborative | Respecting others |
| Learning focus | | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. | Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them | Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | Develop appropriate ways of being assertive. Talk with others to solve conflicts. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress. Start eating independently and learning how to use a knife and fork. | Understand gradually how others might be feeling. Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. |
| Physical development | Gross Motor Skills | Self-care | | Dressing co-ordinations skills/Movement patterns | | Movement and co-ordination/Using apparatus and resources | |
| | Fine motor skills | Using tools | | Using tools | | Pencil control/Name writing | |


 Nursery Long Term Overview
 

| | | | | | | | |
|-----------------------|--------------------|--|---|---|--|---|---|
| Learning focus | | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. | Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. | Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. |
| Literacy | Comprehension | Phase 1 phonics Mechanics of a book Orally identify key events from a text | Phase 1 phonics Mechanics of a book Orally identify key events from a text | Phase 1 phonics Answer questions from a text to an adult and extend understanding | Phase 1 phonics Answer questions from a text to an adult and extend understanding | Phase 1 phonics Answering questions and make predictions | Phase 1 phonics Talk about pictures and characters in a book |
| | Word reading | Nursery Rhymes | listen to and repeat sounds Rhyming words | Make different sounds with my mouth | Listen to sounds and say which are the same/different | Identify the first letter of my name | Labels in the environment and meaning |
| | Writing | Mark Making/fine motor skills | Mark Making/Tripod grip | Making marks for meaning | Making marks for meaning | Name writing | Name writing |
| Learning focus | | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing | Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. | Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary. | Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. | Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. | Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. |
| Mathematics | Number | Counting songs to 5 Identify Numbers (1to5) | | Identify Numbers (1to5) The value of 1 and 2 Identifying numerical values of 1 and 2 | | The value of 3 to 5 Counting objects Identifying numerical values of 1, 2, and 3 | |
| | Numerical patterns | Routines 2D Shape Colour Size Positional language Pattern | | More and Less 2D and 3D Shape Colour Size Positional language Pattern | | 2D and 3D Shape Colour Size Positional language Pattern | |
| Learning Focus | | Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. | Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. | Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. | Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. | Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to size, length, weight and capacity. |


Nursery Long Term Overview

| | | | | | | | |
|----------------------------------|----------------------------------|---|---|--|--|--|---|
| | | <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> | <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> | <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p> | | |
| Understanding The world | Past and Present | My Family and Life | Celebrations | Who helps us? | Life-cycle - Chicks | Buildings/structures in stories | Pets |
| | People culture and communities | Diversity similarities and differences People who help us | Diwali/Christmas | Chinese New Year | Easter Mother's day | Houses around the world | Animals who help us |
| | The natural world | Autumn | Winter | Spring Care for living things | | Materials used to build houses | Animals |
| Learning focus | | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> | <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work</p> | <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> | <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> | <p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people.</p> |
| Expressive Art and Design | Creating with materials | Role play Drawing Faces | Explore colour and colour mixing | Exploring materials and joining them | Observational drawings Representing using media | Making small worlds – Design and build | Drawings reflecting emotions |
| | Being imaginative and expressive | Emotions using instruments | Songs and sounds - celebrations | Role play Movement to music | Sounds in the environment and from around the world Movement to music | Recreating stories and acting these out | Role play adventures Songs and sounds – animals |
| Learning focus | | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Sing the pitch of a tone sung by another person ('pitch match').</p> | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore Colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Listen with increased attention to sounds.</p> | <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create their own songs, or improvise a song around one they know.</p> | <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> |

 Nursery Long Term Overview 

| | | | | | | |
|-----------------------|---|---|---|---|---|--|
| | Listen with increased attention to sounds. | | | | | |
| Parental links | Stay and play New Parents Meetings Home Visits Transition meetings from other settings Wows Marvellous Me/Newsletter items | Parent's evening - parental views collected. Christmas stay and play Wows Marvellous Me/Newsletter items | Parents' evening - parental views Wows Marvellous Me/Newsletter items | Easter themed Stay and Play Parent/child next steps in learning – information gathering Weekly games sent home to encourage sharing and turn taking REAL workshops Wows Marvellous Me/Newsletter items | Parent/child next steps in learning – information gathering REAL workshops Sports day Wows Marvellous Me/Newsletter items | Reports to parents Wows Marvellous Me/Newsletter items REAL workshops |