

## Nursery Long Term Overview

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b> Number Numerical Pattern	Begin to say numbers in order and count on fingers. Compare and recognise changes in numbers and shapes Begin to recognise numerals of personal significance. To order and sequence familiar events. To sort and match objects Change calendar, recite days of the week - daily.	Recite numbers to 10 Accurately count objects 1:1 Show an interest in shapes Begin to look at pattern within Diwali celebrations Recognise familiar patterns Change calendar, recite days of the week - daily.	Recognise/order number 0-6 and beyond To begin to understand concept of one more/less To introduce 2D shapes Begin to recognise numbers 0-6 within the environment – number hunt Choose familiar objects to create repeating AB patterns Change calendar, recite days of the week - daily.	Recite numbers to 10 and beyond Recognises 2D shapes within objects/ construction In practical activities and discussion begin to use the vocabulary involved in addition and subtraction Introduce spatial/positional language Change calendar, recite days of the week - daily.	Compare/recognise numbers and begin to experiment using symbols Begin to problem solve by experimenting with measure To begin to recognise and use 2D and some 3D shapes To use different coins in the role play shop and pop- up shop Change calendar, recite days of the week - daily.	Make comparisons between objects related to size, length, weight and capacity To find one more/less from a given number To use the language of position. Begin to recognise some familiar coins Change calendar, recite days of the week - daily.
<b>Understanding the World</b> Past and Present People, Culture and Communities	Use all their senses in hands-on exploration of natural materials Encourage children to talk about what they see Begin to talk about their family The Natural World People, Culture and Communities Past and present	Begin to recognise some similarities/differences in different countries; ‘Handa’s Surprise’ Explore the natural world around them, changes and seasons Celebrate/identify special times – Diwali, Remembrance Day The Natural World People, Culture and Communities Past and present	Look closely at similarities differences, patterns and change within the natural world. Shows interest in different occupations and ways of life Celebrate/identify special The Natural World People, Culture and Communities Past and present	To comment and ask questions about changes/events they have observed in the natural world, including seasons. To know that information can be retrieved from digital devices. Talk about significant events in their own experiences To develop understanding of growth, decay and changes over time. The Natural World People, Culture and Communities Past and present	Explore the natural world - beginning to notice similarities, differences, patterns or change. Begin to understand some features of a lifecycle of a plant or animal Make observations of animals and plants and be able to talk about what they need to grow Grow own sunflower seeds The Natural World People, Culture and Communities Past and present	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. The Natural World People, Culture and Communities Past and present
<b>Expressive Arts and Design</b> Creating with materials Being Imaginative and Expressive	To explore what happens when colours are mixed. Begin to investigate painting techniques. Sing a range of well-known nursery rhymes and songs Creating with materials Being imaginative	To sing songs, make music and dance introducing their own rhythms Independent paint mixing Making poppies Creating with materials Being imaginative	To use available materials to make props from their own interests Select tools and techniques needed to shape, assemble and join Independent paint mixing Explore and engage in music making Creating with materials Being imaginative	To begin to create collaboratively To use available materials to make props to support role play area. To create and sing songs, make music and dance Explore colour and colour mixing Experiment different materials freely, developing their own ideas Creating with materials Being imaginative	Draw with increasing complexity and detail Listen attentively and respond to what they have heard, also moving to music To use available materials to make their own creations Safely use and explore a variety of materials tools and techniques Creating with materials Being imaginative	Watch and talk about dance and performance art, expressing their feeling and responses. Invent and adapt for a clear purpose in mind. Recount narratives and stories. Creating with materials Being imaginative
Explore, use and refine a variety of artistic effects to express their own ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.						

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<b>Personal, Social and Emotional Development</b> Self-Regulation Managing self Building Relationships	To separate from main carer with confidence To manage own personal needs Shows concern for others Select and use resources with support  Ongoing learning focus Building Relationships Self-regulation Managing Self	Shows a range of feelings through behaviour and play Work and play together, taking turns Children begin to manage their own personal needs  Ongoing learning focus Building Relationships Self-regulation Managing Self	To play cooperatively, using the language of negotiation. To promote caring of the environment and others. To describe self in positive terms and talk about abilities; confident to try new activities. Attempt challenges by beginning to show resilience and perseverance.  Ongoing learning focus Building Relationships Self-regulation Managing Self	To work as part of a group or class, taking turns and sharing fairly; taking account of own and others feelings. To continue to promote caring of the environment and others. Be confident to try new activities  Ongoing learning focus Building Relationships Self-regulation Managing Self	Show sensitivity to others needs and feelings. To describe self in positive terms Be confident to try new activities Use the language of negotiation to solve conflicts and begin to think about the perspectives of others. Explain the reasons for rules.  Ongoing learning focus Building Relationships Self-regulation Managing Self	Develop appropriate ways of being assertive and solving conflicts showing sensitivity to others needs and feelings. Give focus attention to what the teacher says, responding appropriately even when engaged in an activity; following instructions involving several ideas or actions.  Ongoing learning focus Building Relationships Self-regulation Managing Self
<b>Physical Development</b> Gross Motor Skills Fine Motor Skills	Hold pencil with pincer grip to mark make. Negotiate space to avoid obstacles. To use tools to support development of fine motor skills. To manage own basic hygiene Turn the pages of a book  Gross Motor Skills Fine Motor Skills	Negotiate space to avoid obstacles. To handle tools safely and effectively, including writing tools. To use a variety of tools to continue to develop fine motor skills – holding pencil correctly, using scissors etc  Gross Motor Skills Fine Motor Skills	To continue to develop and refine gross motor skills in a range of ways, safely negotiating space and developing overall body strength, balance, co-ordination and agility. To continue to develop fine motor skills by handling tools, objects, construction and malleable materials safely and with increasing control.  Gross Motor Skills Fine Motor Skills	To continue to develop and refine fine/gross motor skills in a range of ways; developing overall body strength, balance, co-ordination and agility. Use a range of tools to promote motor skills; skipping ropes, ribbons etc. Encourage children to draw freely – inside/outside To begin to know how to keep their teeth healthy  Gross Motor Skills Fine Motor Skills	Skip, hop, stand on one leg, use alternative feet to climb apparatus. To handle tools, objects, construction and malleable materials safely and with control Increasingly be able to remember sequences and patterns of movements. Combine different movements with ease and fluency.  Gross Motor Skills Fine Motor Skills	Begin to use core muscle strength to achieve a good posture when sitting at the table and on the floor To move confidently in a range of ways, safely negotiating space.  To handle tools, objects, construction and malleable materials safely and with increasing control. Confidently and safely use a range of large and small apparatus  Gross Motor Skills Fine Motor Skills
<b>Literacy</b> Comprehension Word Reading, Writing	Phase 1 phonic skills. To hear and say sounds in words. To show awareness of how books are structured. To attempt to write own name. Begin to mark make in preparation for writing recognisable letters	Continue phonics programme Give meaning to marks they make. Use language to imagine and begin to develop own narrative and vocabulary Mark make using different media Begin to anticipate an event in a story	Phase 1 phonic activities Demonstrate understanding and anticipation of fiction/non-fiction and rhyming books <b>Begin to write some letters in own name</b>	Phase 1 phonic activities Engage in extended conversations about stories and understand the sequence of a story. To begin to write own name on entry	Phase 1 activities, continue to write own names on entry Count and clap syllables in their name and other words Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play	Phase 1 activities, to continue to write own names on entry  Engage in extended conversations about stories; learning new vocabulary

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	Learn and use new vocabulary.	Learn and listen carefully to rhymes and songs, paying attention to how they sound.			Use new vocabulary in different contexts	

