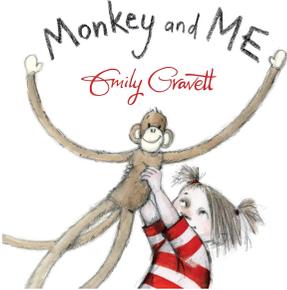
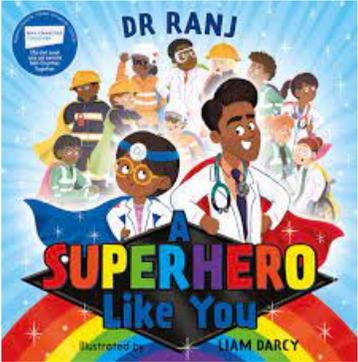
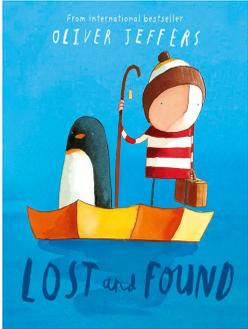
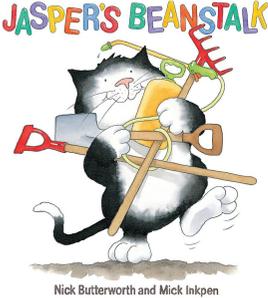
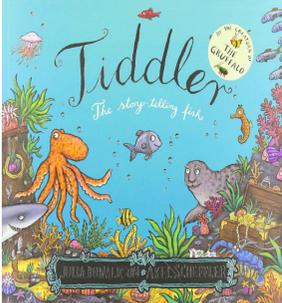


# Nursery Long Term Overview

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	<b>Autumn 1</b> <b>Who am I?</b>  <b>Global Goal Link -</b> <b>Good Health and</b> <b>Well-Being</b>	<b>Autumn 2</b> <b>Who is in my community?</b>  <b>Global Goal Link -</b> <b>Sustainable cities and</b> <b>communities.</b> <b>Peace, justice and strong</b> <b>institutions</b>	<b>Spring 1</b> <b>What would an</b> <b>adventure to the</b> <b>South Pole be like?</b>  <b>Global Goal Link -</b> <b>Industry, Innovation</b> <b>and Infrastructure</b>  <b>Life on Land</b>	<b>Spring 2</b> <b>What can we grow?</b>  <b>Global Goal Link -</b> <b>Life on Land</b>  <b>Responsible</b> <b>Consumption</b> <b>and Production</b>	<b>Summer 1</b> <b>What is under the</b> <b>sea?</b>  <b>Global Goal Link -</b> <b>Life Below Water</b>  <b>Climate Action</b>	<b>Summer 2</b> <b>Where will</b> <b>adventure take us?</b>  <b>Global Goal Link -</b> <b>Partnerships for</b> <b>Goals</b>  <b>Climate Action</b>
Planning around quality text. (Two per term) Flexibility to explore children's interests and fascinations.	<ol style="list-style-type: none"> <li>1. Monkey and Me</li> <li>2. Happy to be Me</li> <li>3. Super Duper You/Be You</li> </ol> 	<ol style="list-style-type: none"> <li>1. A Superhero Like You</li> <li>2. A Superpower like Mine</li> </ol> 	<ol style="list-style-type: none"> <li>1. Lost and Found</li> <li>2. Mama Do You Love Me</li> </ol> 	<ol style="list-style-type: none"> <li>1. Jasper's Beanstalk</li> <li>2. Oliver's Veg</li> </ol> 	<ol style="list-style-type: none"> <li>1. Tiddler</li> <li>2. Sharing a Shell</li> </ol> Author Focus - Julia Donaldson 	<ol style="list-style-type: none"> <li>1. Jack and the FlumFlum Tree</li> <li>2. Winnie in Space</li> </ol> 
<b>ADDITIONAL TEXTS.</b> Enjoyment for reading - quality	<ul style="list-style-type: none"> <li>• Be You</li> <li>• Big Feelings</li> <li>• The Roar</li> <li>• Big Bag of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Real Superheroes</li> <li>• Life Savers</li> <li>• Doctorsaurus</li> <li>• When you're Fast Asleep</li> </ul>	<ul style="list-style-type: none"> <li>• Snow Poems</li> <li>• Rainsong</li> <li>• Snowsong</li> <li>• My World, My Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• I Heard a Bird</li> <li>• There's a Tiger in my Garden</li> <li>• Sam Plants a Sunflower</li> </ul>	<ul style="list-style-type: none"> <li>• Hooray for Fish</li> <li>• Tropical Terry</li> <li>• Creature Features Ocean</li> <li>• The Big Book of</li> </ul>	<ul style="list-style-type: none"> <li>• Zog</li> <li>• How to Catch a Star</li> <li>• Stargazing</li> <li>• Colours,</li> </ul>

fiction and nonfiction. 3 Books/rhymes a day text.	<ul style="list-style-type: none"> <li>Children of the World</li> <li>All Are Welcome</li> <li>The Skin You Live In</li> </ul>		<ul style="list-style-type: none"> <li>Looking at animals in cold places</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed</li> <li>The Amazing Life Cycle of Plants</li> </ul>	<ul style="list-style-type: none"> <li>the Blue What a Submarine Sees</li> </ul>	<ul style="list-style-type: none"> <li>Colours Everywhere</li> </ul>
<b>Educational Visits &amp; Workshops</b>		Fire Service Visit Police Visit Parent Visitors Visit to our Community - Care Home, Community Centre	Didsbury Library	Parsonage Gardens		Beach Trip
Role play indoors and outdoors.	<ul style="list-style-type: none"> <li>Home Corner</li> <li>Small World/Real World Play</li> </ul>	<ul style="list-style-type: none"> <li>Doctor/hospital</li> <li>Fire Station</li> <li>Didsbury Park</li> <li>Gift Shop</li> </ul>	<ul style="list-style-type: none"> <li>Explorer Ship</li> <li>Arctic World</li> </ul>	<ul style="list-style-type: none"> <li>Garden Centre</li> <li>Farm</li> </ul>	<ul style="list-style-type: none"> <li>Submarine</li> <li>Under the Sea World</li> </ul>	<ul style="list-style-type: none"> <li>Led by Children's interests</li> </ul>

### Prime Areas

<b>PSE</b>	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>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.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>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.</p>	<p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
<b>C&amp;L</b>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Use 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 ate so much</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Use longer sentences of four to six words.</p>	<p>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. Start a conversation with an adult or a friend and</p>	<p>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. Start a conversation with an</p>

		food?"			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."	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."
<b>PD</b>	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.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	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.

### Specific Areas

<b>Literacy</b>	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	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, 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  Develop Storytelling skills.	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. Write some or all of their name.  Write some letters accurately.	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. Write some or all of their name.  Write some letters accurately.	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. Write some or all of their name.  Write some letters accurately.
<b>Maths</b>	Develop fast recognition	Link numerals and amounts: for	Experiment with their	Talk about and explore	Understand position	Talk about and identify

	<p>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.</p>	<p>example, showing the right number of objects to match the numeral, up to 5.</p>	<p>own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p>	<p>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>through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<b>UW</b>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</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>Continue developing positive attitudes about the differences between people.</p>	<p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</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>Continue developing positive attitudes about the differences between people.</p>
<b>EAD</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 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, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds. 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>

		they know.				
<b>PHONICS</b>	See Phonics Vision					