

Nursery (Lower Foundation Stage) Long term overview

Key:						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Wonderful me	Celebrations	Wild things	Wild things	Tell me a story	Tell me a story
Theme Books	<p>Main read: The Jolly Postman by Janet and Allan Ahlberg</p> <p>We will also be reading: The Little Red Hen Harvest Time Leaf Man Signs of Autumn Wonderful Me Different Families Our family, then and now My senses Freddie the fox feels frightened</p>	<p>Main read: Gunpowder Guy by Stewart Ross and Sue Shields</p> <p>We will also be reading: Kippers Birthday Autumn celebration Happy Diwali Winter Time The Christmas Book by Dick Bruna Christmas in the past.</p>	<p>Main read: This Moose Belongs To Me by Oliver Jeffers</p> <p>We will also be reading: Walking through the jungle Where the wild things are Harry and his bucket full of dinosaurs Chinese New year - celebrations We're going on a bear hunt</p>	<p>Main read: Book of Animals by Oliver Jeffers</p> <p>We will also be reading: Can't you sleep little bear Elmer series of books The tiger who came to tea Alan's big scary teeth</p>	<p>Main read: Princess Smarty Pants by Babette Cole</p> <p>We will also be reading: Cinderella The three little pigs Goldilocks Little red riding hood We will also be reading: Can't you sleep little bear Elmer series of books The tiger who came to tea Alan's big scary teeth</p>	<p>Main read: Lucy & Tom At the Seaside by Shirley Hughes</p> <p>We will also be reading: Hansel and Gretel Jack and the beanstalk Summer time Spot goes to the seaside</p>
Nursery Rhymes	We will be learning lots of new Nursery rhymes every half term in Nursery					
Nursery Rhymes	<p>Nursery rhymes: Five Little Ducks Hickory Dickory Dock Hey Diddle Diddle Jack and Jill</p>	<p>Nursery rhymes: Humpty Dumpty Incy Wincy Spider London bridge is falling down</p>	<p>Nursery Rhymes: The Animals Went In Two By Two. Twinkle, Twinkle Little Star Polly put the kettle on</p>	<p>Nursery Rhymes: Little Bo Peep Ring-a-ring of o'roses Pop goes the weasel</p>	<p>Nursery Rhymes: The Wheels on the Bus 1 2 3 4 5 once I caught a fish alive I'm a little tea pot</p>	<p>Nursery Rhymes: The Big Ship Sails on the Alley Alley oh Bobby Shafto's Gone To Sea Row, row, row your boat</p>
Links to EYFS 50 Things	<p style="color: red;">Take Part in a Public Performance Jump in Autumn Leaves Build a Den Play in snow and catch snowflakes</p> <p>#2 Where Am I? #4 Make Your Mark #6 Rhyme Time #12 Brrrr...Explore the Cold #15 Dressing Up #16 Whee, Bang, Whizz #17 Hocus Pocus Potions #23 See it Live! #33 Home from Home</p>		<p style="color: red;">Play in snow and catch snowflakes</p> <p>#28 The Wheels on the Bus #35 Trip Trap, Trip Trap... #15 Dressing Up</p>		<p style="color: red;">Grow tend and nurture a plant Watch a life cycle Go on a Bug Hunt</p> <p>#19 Growing, Little People, Plants and Things #27 Little People Park Keeper #30 Yummy Picnic #9 Minibeasts and Bug Hunting</p>	

	#34 Woodland Wondering #36 Ready, Steady, Blow #37 Show and Tell		
Personal Social Emotional Development	3-4 year olds <ul style="list-style-type: none"> Become more outgoing with unfamiliar people in the safe context of their setting Show more confidence in social situations Talk about their feelings using words like happy, sad, angry or worried Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	3-4 year olds <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Begin to understand how others might be feeling. 	3-4 year olds <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive Talk with others to solve conflicts. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
Communication and Language	3-4 year olds <ul style="list-style-type: none"> Begin to build a repertoire of songs, rhymes and familiar books Can start a conversation with an adult or a friend Use talk to organise themselves and their play Begin to use a wide range of vocabulary Begin to understand a question or instruction which has two parts 	3-4 year olds <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember much of what happens. Understand 'why' questions. 	3-4 year olds <ul style="list-style-type: none"> Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend.
Physical Development	3-4 year olds <ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves or in teams Begin to use one handed tools and equipment Be increasingly independent as they get dressed and undressed Be increasingly independent at meeting their own care needs Make healthy choices about food, drink, activity and toothbrushing Start to eat independently and learning how to use a knife and fork. 	3-4 year olds <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large muscle movements to wave flags and streamers, paint and make marks. Collaborate with others to manage large items, such as moving a long plank safely. Show a preference for a dominant hand. 	3-4 year olds <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Are increasingly 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. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils.
Literacy	3-4 year olds <ul style="list-style-type: none"> Understand the five key concepts about print Begin to engage in conversation about stories 	3-4 year olds <ul style="list-style-type: none"> Develop their phonological awareness 	3-4 year olds <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some letters accurately.
Maths	3-4 year olds <ul style="list-style-type: none"> Recite numbers past 5 One number for each item in order Talk about and explore 2D shape Understand position through words alone Talk about and identifies the patterns around them 	3-4 year olds <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually (subitising) 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. Compare quantities using language: 'more than'. 'fewer than' Describe a familiar route Talk about 3D shapes Select shapes appropriately Extend and create ABAB patterns 	3-4 year olds <ul style="list-style-type: none"> Link numerals and amounts Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Discuss routes and locations, using words like 'in front' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones. 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...'
Understanding the world	3-4 year olds <ul style="list-style-type: none"> Begin to make sense of their own life story and family's history Begin to develop positive attitudes about the differences between people Use all their senses in hands on exploration of natural materials 	3-4 year olds <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Explore how things work Show interest in different occupations Explore and talk about the different forces they can feel 	3-4 year olds <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. 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.

		<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • and plants
Expressive Arts and Design	<p>3-4 year olds</p> <ul style="list-style-type: none"> • Take part in simple pretend play using an object to represent something else • Explore colour and colour mixing • Begin to remember and sing entire songs • Listen with increased attention to sounds 	<p>3-4 year olds</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Respond to what they have heard, expressing their thoughts and feelings • Sing the pitch of a tone sung by another person 'pitch match' 	<p>3-4 year olds</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits. • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Sing the melodic shape of familiar songs • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.