



# *Severne Primary School*

## Nursery Overview

**Respect • Succeed • Celebrate**



<b>Nursery Long Term Planning</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Topic</b>	All About Me and My family  Marvellous Materials  Magic, Wizards and Witches  Autumn Season	Transport, Travel and Road Safety  The Nativity/ Christmas Celebrations/ Toys  Winter Season	People Who Help Us  Investigation Week  Kings and Queens	Garden and growing  Fantastic Food and Shopping  Spring Season  Colours	Minibeasts  Farm  Animals	Outer space  Forces  Our Wonderful World and Holidays  Summer Season
<b>Celebrations and Festivals</b>  <a href="https://www.interfaith.org.uk/resources/religious-festivals">https://www.interfaith.org.uk/resources/religious-festivals</a>	Harvest Festival (Oct 23 <sup>rd</sup> ) Halloween (Oct 31 <sup>th</sup> )	Diwali (Oct 24 <sup>th</sup> ) Bonfire Night (Nov 5 <sup>th</sup> ) Remembrance Day (Nov 13 <sup>th</sup> ) Hanukah (Dec 18 <sup>th</sup> – Dec 26 <sup>th</sup> ) Christmas (Dec 25 <sup>th</sup> )	New Year (Jan 1 <sup>st</sup> ) Chinese New Year (Jan 22 <sup>nd</sup> ) Valentine's Day (Feb 14 <sup>th</sup> )	Pancake Day (Feb 21 <sup>st</sup> ) World Book Day (Mar 2 <sup>nd</sup> ) Holi (March 8 <sup>th</sup> ) Mother's Day (March 19 <sup>th</sup> ) Easter Sunday (Apr 9 <sup>th</sup> )	Earth Day (Apr 22 <sup>nd</sup> ) National Pet Month - May Eid (April 23 <sup>rd</sup> )	Father's Day (June 18 <sup>th</sup> )
<b>Supporting Text</b>	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 Room on the Broom Meg and Mog Winnie the Witch The Paper Dolls No Matter What	Naughty Bus The Blue Balloon The Wheels on the bus go round and round Magic Train Ride The Journey Home from Grandpa's EMERGENCY Tip, tip Dig, Dig Elmer and the lost Teddy One snowy night	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 How Things Work The queens Knickers How to catch a dragon In the castle Megs castle	The Enormous Turnip Oliver's Vegetables Jack and the beanstalk Jaspers Beanstalk The Tiger who Came to Tea Lighthouse Keepers Lunch How Will I Grow? Maisy goes shopping Maisy makes Gingerbread Hansel and Gretel	Superworm Dear Zoo Little Red Hen The perfect present Oi Frog Farmer duck What the ladybird heard What the ladybird heard next A year on the farm Spinderella Mad about Minibeasts	Sharing a shell Billy's Bucket At the Beach Peppa Pig Great Vacation Ben and Holly's Trip to the seaside Maisie goes camping What the ladybird heard on holiday What the ladybird heard at the seaside Magnet Max

	All about me My Body The colour Monster	The little Christmas Tree The Lost and Found Is it Christmas Yet? I'm a little Firework The Nativity		The Gingerbread Man The Princess and the Pea Supertato – Night of the living Veg Supertato – Veggies Assemble Supertato – Evil Pea rules Supertato Handas Surprise Kitchen Disco	The Very Hungry Caterpillar Mr Big Norman The slug with the silly shell Elmer We're going on a bear hunt Slowly, Slowly, Slowly said Sloth Owl Babies Walking through the jungle Panda bear, Panda bear what do you see? Brown Bear Brown Bear what do you see Hairy Maclary from Donaldson's Dairy Elephant and Wellyphant	Meet the Planets Zoom to the moon Look inside space Out of this world Ten Little Aliens What a Wonderful World Welcome to our world My World Your World
<b>Supporting Poems/Rhyme</b>	If your happy and you know it	The wheels on the bus	Clap Clap hands	One, Two, Three four five	Old Macdonald had a farm	One finger on thumb keep moving
<b>Communication and Language</b>  <b>Comprehension</b>	The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.  The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.	Children will engage in daily shared book-reading.  The children will extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.  Children will explore new vocabulary which occurs frequently in	The children will become familiar with and grow to love a variety books, songs and rhymes.  The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Helicopter stories -Story sacks -Puppet shows	Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam'  The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.  The children will engage in a variety of story retelling activities to help children retell,	Children will engage in back-and-forth interactions with adults.  Children will be encouraged to use 'thinking time' before responding.  Children will begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.	Children will explore 'wonder' questions to encourage and promote thinking and challenges.  Children will engage in scientific investigations to explore their 'thinking'.

<b>Literacy</b>		<b>Phonics Word Reading</b>  <b>Twinkle Phonics Phase 1</b>		<p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>	<p>books and other contexts.</p> <p>Children will be encouraged to talk about what is happening and give their own ideas.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p>	<p>-Hot seating</p> <p>-Role play/Dressing up</p>	<p>invent and tell their own rhymes, songs and stories:</p> <p>-Small world-based play</p> <p>-Helicopter stories</p> <p>-Story sacks</p> <p>-Puppet shows</p> <p>-Hot seating</p> <p>-Role play/Dressing up</p>	<p>Children will learn to talk with a partner before sharing ideas during our altogether learning time.</p>	
		<p><u>Environmental Sounds</u></p> <p>Notice sounds around them.</p> <p>Recognise that different objects make different sounds.</p> <p>Start to identify and name sounds.</p> <p>Talk about environmental sounds, describing and comparing them.</p>	<p><u>Instrumental Sounds</u></p> <p>Explore instrumental sounds.</p> <p>Build awareness of how to use instruments to make sounds.</p> <p>Start to identify the sounds of familiar instruments, naming them.</p> <p>Build awareness of how you act upon an instrument affects the sound it makes.</p> <p>Talk about instrumental sounds, describing and comparing them.</p> <p>Use instruments to recreate a sound from a given instruction, e.g.</p>	<p><u>Body Percussion</u></p> <p>Explore the sounds their bodies can make.</p> <p>Join in and copy actions of familiar songs.</p> <p>Join in and copy body percussion patterns and sequences.</p> <p>Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions.</p> <p>Join in with longer sequences of body percussion.</p> <p>Describe body percussion.</p>	<p><u>Rhythm and Rhyme</u></p> <p>Join in with songs and rhymes.</p> <p>Recognise familiar rhythms and rhymes.</p> <p>Recognise that words rhyme.</p> <p>Copy and keep a simple beat.</p> <p>Join in and copy breaking words into syllables with a beat.</p> <p>Play with rhyme.</p> <p>Make up their own rhyming words.</p> <p>Complete sentences with their own rhymes orally.</p> <p>Break words down into syllables with a beat.</p> <p>Create their own beat.</p>	<p><u>Alliteration</u></p> <p>Explore initial sounds of words.</p> <p>Select objects with a given initial sound from a choice of two.</p> <p>Identify initial sounds of words.</p> <p>Match to objects with the same initial sound.</p> <p>Play with alliteration.</p> <p><u>Voice Sounds</u></p> <p>Explore different mouth movements and sounds.</p> <p>Copy different voice sounds and mouth movements.</p>	<p><u>Oral Blending and Segmenting</u></p> <p>Identify the initial sounds of words.</p> <p>Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p> <p>Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</p> <p>Segment CVC and VC words into their individual sounds.</p> <p>Start to blend the sounds of longer</p>		

		Tap the drum loudly, shake the tambourine quietly.	Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.		Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.	words. Identify how many sounds are in a CVC or VC word.  <u>Phase 2 – Unit 1 &amp; 2</u>
<b>Comprehension</b>	Explore a wide range of examples of print with different functions, for example, signs, menus and logos.					
	Explore a variety of stories, rhymes, poems and fiction text.  Explore different parts of a book, for example, the cover, the author and the page number.  Learn how to look after books by handling them carefully.  Learn how to turn the pages of a book, one by one.  Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces) Explore how we read books in English print (left to right).					
<b>Writing</b>	Finger gym activities and exercises to strengthen finger muscles  Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot.  Climbing, swinging, messy play and parachute games.	Provide opportunities for writing in a wide range of ways: - Transport and Travel Road Safety Signs - Christmas cards - Invitations - Nativity Tickets - Lists for Father Christmas	Provide writing opportunities within the role play areas: - Post office – letters, stamps, parcels - Police station – provide clipboards and stamps - Hospital – prescriptions and appointment cards	Provide writing opportunities within the role play areas: -Write pretend shopping lists. - create gardening and growing instruction booklets  Use apps on tablets to mix colour and make marks.  Use photographs and videos over tapestry	Use name cards to encourage children to write some or all of their name.  -create homemade animal booklets using different coloured paper and paper decorated with fancy frames.  Encourage children to use photographs from the farm trip to tell their own stories and	Write postcards from around the world.  Encourage children to write some letters accurately. Encourage children to use the language ‘up, down, round, back etc.) to help them when writing.  Use name cards to encourage children to write some or all of their name.

			<p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> <li>- Pencils</li> <li>- Crayons</li> <li>- Chalks</li> <li>- Paint</li> <li>- Ink</li> </ul>		for children to tell their own stories.	to create their own booklets.	
<b>Personal, Social and Emotional Development</b>	<p>Establish routines and boundaries with the nursery environment.</p> <p>Become familiar with our nursery routines.</p> <p>Independently explore the nursery environment. Select and use activities and resources asking for help if needed.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> <li>- Self-registration on arrival to nursery.</li> <li>- Learn self-care routines such as hanging own coat and bag up</li> <li>- Pouring own drinks at snack.</li> </ul>	<p>Reflect on the rules and routines we have been learning to follow.</p> <p>Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p>	<p>Invite professional people into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc.</p> <p>Involve the children in creating a role play area linked to the theme – people who help us. Encourage children to share their ideas within a group. For example, children could choose which professional to focus on e.g. a post office or a police station. Talk about the things we would see in there and what we would do there.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Talk about solving conflicts, being kind to others, sharing and turn taking.</p> <p>Explore ‘What if’ questions.</p> <p>The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until child can do each step independently. Providing lots of time and opportunities for practice.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Importance of healthy eating and brushing teeth. Visit from the dentist.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Bring ideas of feelings into children’s pretend play.</p> <p>Importance of healthy eating and brushing teeth.</p> <p>Reviewing school readiness targets and supporting those children who need extra support with self-help skills.</p>	

<p><b>Physical</b></p>	<p>Balancing, riding and ball skills. Explore climbing frame confidently, safely and independently Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags. Write dance</p>	<p>Team games Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm. Finger strengthening activities</p>	<p>Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.) Encouraging different ways of moving, crawling, walking, running etc. Learn about safety when handling tools, and moving equipment and materials. Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently. Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.)</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Pencil control activities, encouraging children to hold pencil correctly and with good control.</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Pencil control activities, encouraging children to hold pencil correctly and with good control.</p>
<p><b>Mathematics</b></p>	<p>Baseline: counting, sorting, basic shapes.  Subitising up to 3 counting in sequence (forwards, backwards, using actions and through songs and games). counting objects, pointing out the last number. -Introducing basic shapes.</p>	<p>Counting objects, pointing out the last number. number games and collecting a specific number of items. Finger numbers up to 5 Linking numerals and amounts throughout the setting. sorting by size and capacity (vehicles and trucks) categorising by colour</p>	<p>Explore numerals and number tracks Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a 'number problem of the day'. Activities using simple visual comparisons introducing more than and fewer than. Exploring 2D and 3D shapes.</p>	<p>Prepositions in real life contexts. Using positional language to plan a 'route' for example a trip to the shop or super market. Take children out to the shop and recall the route that was planned. Loose parts den making, talking about shapes and how their properties suit the purpose.</p>	<p>Comparing lengths and weights (vegetables, farm animals). Use photographs from our trip to the farm to talk about real life vents. Encourage children to talk about what we did throughout the day using, 'first, then, next' language. Link numerals to amounts.</p>	<p>Patterns from different cultures e.g fabrics. Introduce vocabulary to describe patterns. Describe a pattern Copy a pattern Create their own patterns using a variety of materials Create musical patterns using clapping and stamping.</p>

## Understanding the World

The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.

The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide vocabulary.

The children will spend time talking about family celebrations. Children will talk about photos and memories. Parents will be encouraged to post photographs of Christmas memories that children can enjoy retelling within their groups.

The children will explore and investigate how different toys work such wind-up toys, pulleys, sets of cogs and pegs with boards.

The children will experience visits from a range of occupations in nursery such as firefighters, police, paramedic, farmer, hairdresser etc.

Invite parents to come and talk about their professions or jobs that they do.

Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their talks and play.

The children will plan and take part in a variety of scientific investigations such as:

- Melting and freezing
- Cooking
- Colour mixing

The children will then discuss and talk about what they have observed or found.

The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.

The children will learn about a variety of foods and the importance of healthy eating and good dental care.

The children will visit a local supermarket or shop.

The children will identify a variety of minibeasts that live in the garden. They will use all their senses in hands on exploration, of natural materials and animals. They will explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden mini-beasts.

Learn to identify a variety of farm animals, matching adult animals to their young. The children will learn to understand the life cycle of a farm animal.

Visit to the farm.  
Butterfly life cycle

The children will learn that there are different planets in the solar system and talk about the differences that they have experienced and seen in photographs and videos. The children will explore the occupation of an astronaut.

The children will learn that there are different countries in our world and be able to talk about the differences that they have experienced or seen in photographs.

Explore forces and magnets.



## Expressive Arts and Design

The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will be provided with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children explore new vocabulary.

The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.

The children will engage in daily singing and rhyme time.

The children will develop their listening skills through a range of activities.

The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.

The children will explore colour mixing and talk about the differences between colours.

The children will express their ideas and feelings through making marks and sometimes giving meaning to their marks.

The children will remember entire songs and perform these during our Christmas nativity performance.

The children will be able to explore and use a variety of percussion instruments through phonic acquisition and free exploration.

The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.

The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.

The children will explore how to join material together.

The children will learn a variety of songs and will move to the music/songs.

Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk together about these meanings.

The children will explore colour mixing and talk about the differences between colours.

The children will learn a variety of songs and will move to the music/songs.

The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities.

The children will begin to draw from their imagination and from observations. The children will draw their own minibeasts and farm animals. The children will begin to add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a horse has four legs, a mane and two eyes.

The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. The children will begin to create their own songs and rhymes.

The children will explore a range of different emotions. The children will begin to show different emotions within their drawings and paintings.

The children will develop their listening skills through a range of activities.

The children will play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.

The children will explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.