St. Hilda's C of E Primary School
Nursery Learning Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNDERSTANDING THE WORLD **Possible Themes/Interests/Lines of Enquiry**	**Settling into Nursery** **Harvest** **Planting bulbs** **Diwali** **AUTUMN**	**Bonfire night** **Christmas** **AUTUMN/ WINTER**	**Chinese New Year (if appropriate)** **WINTER (Ice sculptures)**	**Easter** **Baby animals - Life cycles of animals** **Planting sweet peas** **Mother's Day** **World Book Day** **Journeys** **SPRING**	**Sunflowers** **Eid** **Gardening** **SUMMER**	**Father's Day** **Sports day** **SUMMER**
Trips/Visits and experiences	**Autumn walk – spotting signs of autumn**	**Post a letter in the post box**	**Winter walk – spotting signs of winter**	**Spring walk – spotting signs of spring** **Incredible Eggs – Ducks/ Chicks hatching in the classroom**	**The Creepy Crawly Show** **Tadpoles**	**Farm Visit** **Summer Walk** **Butterflies** **Church Visit**
Parent partnerships	**Visits to the setting** **Welcome to Nursery**	**Nursery Rhyme Week** **Secret Reader** **Nativity**	**Parent jobs show and tell**	**Secret Reader** **IEYC exit/ stay and play** **Easter bonnet parade**	**Parent picnic**	**Secret Reader** **Sports Day** **Getting ready for school meeting**
KAPOW UNITS	**Who Am I?**	**Amazing Adventures/ Celebrations**	**Once Upon A Time**	**Animal Adventures**	**Nature Detectives**	**The World Around Us**
Communication and Language	**WELLCOME ASSESSMENTS** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at once	Understand a question or instruction that has two parts such as, 'get your coat and wait at the door.' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'	Develop their pronunciation but may have problems with some sounds and multi-syllabic words. 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."	Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	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. '
	Use a wider range of vocabulary Learn rhymes, poems, and songs and sing a large repertoire of songs.					
PATHWAYS TO LITERACY **Communication and Language skills**	Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes	Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree	Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they

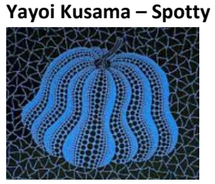
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		Use a wider range of vocabulary Can start a conversation with an adult or a friend			with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play
PATHWAYS TO LITERACY Themes	**Peace At Last** Families Nocturnal animals Bears Day and Night Houses/homes	**The Three Little Pigs** Families Houses/ homes Building Measuring Wolves	**The Naughty Bus** Journeys, vehicles, maps and routes Toys Superheroes Bedtime routines Rules and forgiveness People who help us/people who work at nighttime London Pond life	**Hattie Peck – The Journey Home** Families Eggs I am unique Farms Maps and routes The seasons Cities and villages Floating and sinking Animals that live in caves Shadows	**The Whale Who Wanted More** The ocean Friendships Wellbeing Sea creatures	**Romeosaurus and Juliet Rex** Introducing William Shakespeare Dinosaurs Families Friendships Conflict
PATHWAYS TO LITERACY Writing Mastery Skills	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing. Write some or all of their name	Use some of their print and letter knowledge in their early writing. Write some or all of their name	Use some of their print and letter knowledge in their early writing. Write some letters accurately	Use some of their print and letter knowledge in their early writing Write some letters accurately
Reading Skills	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	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	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 Engage in extended conversations about stories, learning new vocabulary
PHONICS	**Phase 1/ RWI**	**Phase 1/ RWI**	**Phase 1/RWI**	**Phase 1/RWI**	**Phase 1/RWI**	**Phase 1/RWI**
PHYSICAL DEVELOPMENT	Be increasingly independent as they get dressed and undressed and their own care needs. Show preference for a dominant hand.	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. Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow bricks.	Choose the right resources to carry out their own plan, collaborate with others to manage large items. Match their developing physical skills to tasks and activities in the setting. Go up steps and stairs, or climb up apparatus, using alternative feet.	Show preference for a dominant hand. Continue to develop their movement, balancing, riding and ball skills. Develop their small motor skills using one handed tools and equipment for example making snips in paper with scissors.	Start to take part in group activities that they make up their selves. Remember sequences and patterns of movement that are related to music and movement.	Use a comfortable grip with good control when holding pens and pencils.
REAL PE Fundamental Movement Skills	**Coordination - Footwork** **Static Balance - One Leg** In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	**Dynamic Balance to Agility - Jumping and Landing** **Static Balance - Seated** In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games	**Dynamic Balance – On A Line** **Static Balance – Stance** In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games	**Coordination – Ball Skills** **Counter Balance – With A Partner** In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.	**Coordination – Sending and Receiving** **Agility – Reaction/ Response** In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.	**Agility – Ball Chasing** **Static Balance – Floor Work** In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games

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REAL PE **Learning Behaviour**	**Follow Instructions** This unit focuses on developing every child's ability to follow instructions and practise safely.	**Pay With Others** This unit focuses on developing every child's ability to play with others and share.	**Follow Rules** This unit focuses on developing every child's ability to follow simple instructions and rules.	**Observe and Copy** This unit focuses on developing every child's ability to observe and copy different movements.	**Move In Different Ways** This unit focuses on developing every child's ability to explore and move confidently I different ways.	**Exercise and Good Health** This unit focuses on developing every child's ability to be aware of the impact of exercise.
Personal, Social and Emotional Development	Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Select and use activities and resources, with help when needed 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 settings					
RE UNITS **QUESTFUL RE**	**Harvest** Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator. **I am special** Giive pupils an understanding that they are unique and special. To know they are loved, valued and made by God.	**Special Times** Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Introduce pupils to the story of Pentecost and God as Holy Spirit. **Christmas** Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.	**Special people** Give pupils an opportunity to explore Christian values through their own actions and the actions of others. Highlight the role of significant/special people in pupil's lives. Emphasise the ways in which Jesus was a special person. **Stories Jesus Told** Explore the stories that Jesus told and know that he told them to teach us about God.	**Stories Jesus Told** Explore the stories that Jesus told and know that he told them to teach us about God. **EASTER** Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	**Stories Jesus Heard** Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. **Special places** Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	**Prayer** Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. **Friendships** Explore the meaning of friendship, how we make friends and why friends are important. Know about Jesus making friends, how he made friends and who he chose
Mathematics	**Routines** • Day of the week (time) • Tidying up (sorting and classifying) • Self-registration (subitising, noticing) • Snacks (comparing amounts, noticing, matching) **Subitising** **Colours** **Match** **Sort** • What do you notice? • Guess the rule	**Number 1** • Subitising • Counting • Numeral **Number 2** **Subitising** • Counting • Numeral • Pattern **Consolidation Activities**	**Number 3** **Subitising** **1:1 counting** **Numerals** **Exploring 2d shapes** **Number 4** **Composition of 4** **Number 5** **Composition of 5**	**Height & Length** **Tall and short** **Long and short** **Tall/long and short** **Mass** **Capacity** **Subitising** **Consolidation**	**Sequencing** **Positional Language** **More than/fewer than** **Subitising** **Shape – 2D Revisit pattern from Autumn Shape** **3D Revisit pattern from Autumn** **Consolidation: More than/fewer one more and one less**	**Subitising** **Number composition 1 – 5** **Revision What comes after? What comes before?** **Numbers to 5** **Consolidation / Activity weeks** **SUMMER Consolidation / Activity weeks**
Expressive Arts and Design **MUSIC**	**Listen with increased attention to sounds** **Respond to what they have heard expressing their thoughts and feelings** **Remember and sing entire songs**		**Copying the pitch of the tone sung by another person** **Sing the melodic shape of familiar songs**		**Create their own songs or improvise around a song they know** **Play instruments with increasing control to express their feelings and ideas**	

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	Remember and sing entire songs					
Expressive Arts and Design	**Exploring colour and painting** **Printing - Printing Apples** **Eric Carle (Brown Bear) - Colour** **Yayoi Kusama – Spotty Pumpkins**  Self Portraits Family Pictures	**Painting Effects** **Jackson Pollack**  Firework art Dough making Clay Diva lamps Christmas Cards Ice sculptures	**Colour mixing, Mark making, shape, patterns** **Paul Klee**  Self Portraits Drawing favourite toys Winter pictures	**Junk modelling and Recycling** **Betye Saar**  Design a boat that floats Maps	**Collage** **Henri Matisse - The Snail**  Self Portraits Maps	**Observational representation** **Georgia O' Keefe – Flowers**  **(Vincent Van Gogh – Sunflowers (Use sunflowers we have grown))**  Self Portraits Maps