

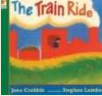







## Broadwood Primary School Yearly Overview - Nursery



	<i><b>Autumn Term</b></i>	<i><b>Spring Term</b></i>	<i><b>Summer Term</b></i>
<b>Theme</b>	<b>Marvellous Me! Are we all the same?</b>	<b>We're going on a journey!</b> Where would you like to go and how would you get there?	<b>Get Growing! What keeps us healthy?</b>
		<b>Once Upon A Time...</b> What does the key open?	<b>Land Ahoy!</b> Who might live on an island?
<b>Key Celebrations</b>	<b>Halloween Harvest Festival Diwali Bonfire Night Remembrance Day Children in Need Christmas</b>	<b>Chinese New Year Valentine's Day Pancake Day Mother's Day World Book Day Ramadan Eid Al Fitr</b>	<b>Father's Day  Sports Day End of Year Celebration End of year trip</b>  <b>Others;</b>
<b>Reading Spine</b>	 <p>Super Duper You The Colour Monster Brown Bear, Brown Bear Giraffes Can't Dance Owl Babies Sparks in the Sky The Christmas Story.</p> 	 <p>Rosie's Walk Gruffalo We're going on bear hunt The Train Ride Goldilocks and the Three Bears The Gingerbread Man Once Upon a Time Each Peach Pear Plum</p> 	 <p>Jasper's Beanstalk Enormous Turnip Oliver's Vegetables The Hungry Caterpillar The Crunching Munching Caterpillar. Come on Daisy! Billy's Bucket</p> 

<p><b>Literacy</b></p>	<p align="center"><b>EYFS Objectives linked to Literacy for 3 – 4 year olds:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• 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</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>		
<p>Print has meaning Print has different purposes Early mark making (large and small) Nursery rhymes/nursery songs</p> <p><b>Little Wandle Phonics –</b> <b>Autumn 1</b> – Aspect 1-5 of phase 1 phonics. <b>Autumn 2</b> – S-a-t-p-i-n-m sounds.</p>	<p>Count or clap syllables in a word Names of different parts of a book Sequencing a story Develop mark making – may be including some letters.</p> <p><b>Little Wandle Phonics –</b> <b>Spring 1</b> – d-g-o-c-k-e <b>Spring 2</b> – u-r-h-b-f-l</p>	<p>Count or clap syllables in a word Spot or suggest rhymes Recognise words with same initial sound Sequencing a story Writing some/all of their name Writing some letters accurately.</p> <p><b>Little Wandle Phonics –</b> <b>Summer 1</b> – j-v-w-y-z-qu-ch <b>Summer 2</b> – ck-x-sh-th-ng-nk</p>	
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul>		
<p><b>Understanding the World</b></p> <p><b>Science</b></p>	<p align="center"><b>EYFS Objectives linked to Science for 3 – 4 year olds:</b></p> <ul style="list-style-type: none"> <li>• Use all senses in hands-on exploration of natural materials (provided throughout continuous provision indoor and outdoors)</li> <li>• Explore collections of materials with similar and/or different properties and begin to learn new vocabulary introduced by the adult.</li> <li>• Talk about what they see – use a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore the changes they notice and talk about what is happening.</li> <li>• Explore and talk about different forces they can feel.</li> </ul>		
	<p>Discuss the changes that they see in the environment linked to Autumn/weather.</p> <p>Learn about how they might be different to others – hair colour, eye colour, skin colour, height etc.</p> <p>What happens to chocolate when it is heated - (making snowflake crispy cakes).</p> <p>Incidental ice and snow opportunities (dependent on the weather).</p>	<p>Explore the outdoor environment looking at what is happening to the weather in the context of snow and ice.</p> <p>(Push and a pull) – context of natural forces such as the wind as well as investigating through play activities (magnets etc).</p> <p>How can I make my toy move?</p> <p>Cooking eggs for pancake day (comparing uncooked and hardboiled eggs in a Humpty Dumpty investigation).</p> <p>Cooking - make Gingerbread men.</p>	<p>Watch the live life cycle of an animal (caterpillars).</p> <p>With adult help plant seeds and care for growing plants.</p> <p>How can I help to feed the birds?</p> <p>What makes a good boat? Enquiry – How can teddy cross the river? (in a boat that doesn’t sink). Exploring objects that float and objects that sink.</p> <p>Make rockets by choosing the materials they want to use and the tools to join them together.</p>

<p><b>Understanding the World</b></p>	<p align="center"><b>EYFS Objectives linked to History and Religious Education for 3 – 4 year olds:</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>		
<p><b>History &amp; Religious Education</b></p>	<p>Take family photos on stay and play visits to enable talk about who is in my family.</p> <p>Display photos on family tree. Thinking about ‘when I was little’. Comparing pictures (then as a baby and now)</p> <p>Talk about their past experiences; Halloween, Bonfire Night.</p> <p>Explore how some people celebrate different festivals/faiths; Diwali, Christmas</p> <p>Explore how people celebrate past events; Remembrance.</p> <p>Have a range of old artefacts in provision to prompt children to ask questions – old telephones etc.</p>	<p>Begin to make sense of their family’s history by referring back to photos and the family tree. Who is in my family? Who lives in my house? Who is special to me?</p> <p>Have a range of old artefacts in provision to prompt children to ask questions – old telephones etc.</p> <p>Explore how people celebrate in different festivals/ faiths; Ramadan, Eid Al Fitr, Easter, Chinese New Year</p> <p>Use the language of the past by revisiting activities or events – yesterday, last week etc.</p>	<p>Use language of past relating to things they have done – in school or at home.</p> <p>Reflect on their year in nursery looking at pictures as prompts; ‘When I came to Nursery I was.... Now I can..... ‘</p> <p>Have a range of old artefacts in provision to prompt children to ask questions – old telephones etc.</p>
<p><b>Understanding the World</b></p> <p><b>Geography Knowledge and Skills</b></p>	<p align="center"><b>EYFS Objectives linked to Geography for 3-4 year olds;</b></p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Show interest in different occupations.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>		
	<p>Knowing where things belong in nursery.</p> <p>Through adult modelling, children to understand and use vocabulary relating to where things are in the classroom (tidy up time locations).</p>	<p>Linear mapping with adult support – a journey I make for example how we get to the sandpit.</p> <p>Continue developing positive attitudes about differences between people - consider opportunities to challenge gender and stereotypes.</p>	<p>Encourage children to talk about each other’s families and ask questions.</p> <p>With support, children look at and talk about similarities and differences between places in the world and people and animals that live there.</p>

	<p>With help children use the language of location/direction for example up the stairs when travelling around school.</p> <p>Begin to notice differences between them and their friends; hair colour, eye colour, boy/girl, likes/dislikes etc.</p> <p>Talk about the type of home they live in.</p> <p>Explore physical maps to start to recognise that the world is made up of water and land.</p> <p>Using a large map to show where different families heritage is.</p>	<p>Begin to understand different settings people live in (woods, houses etc).</p> <p>Show interest in different occupations (Invite people from a range of occupations such as a plumber, a farmer, a vet, a member of the emergency services or an author).</p> <p>Children with support can talk about different appearances, skin colours and hair types or clothing) can be the same or different.</p>	<p>With help, begin to know there are different places that people live in/different countries. Children, using photos and pictures talk about the places they have been or holidays they have been on.</p> <p>When talking about different places, with help children can say how some places are the same and some places are different.</p> <p>Explore digital maps (iPads) to start to recognise that the world is made up of water and land.</p> <p>Linear mapping in relation to stories.</p>
<b>Computing</b>	<b>Computing is not a strand of the EYFS framework – however to help develop key skills in early computing in preparation for further learning in ks1 – this is what we cover;</b>		
	<p>Explore items to see cause and effect. Follow a simple instruction. Know that toys/items can be turned on and off. Know how to turn devices on and off. Begin to navigate touch screens.</p>	<p>Know how items/toys work e.g. through pressing, pulling lifting. Know that they can turn on and off, know how to turn devices on and off. Know that the Internet can be used to find information. Know that adults are needed to keep them safe. Navigate touch screens. Begin to use specific functions like the camera on an iPad.</p>	
<p><b>Art</b></p> <p><b>Design and Technology</b></p> <p><b>Music</b></p>	<p><b>EYFS Objectives linked to Expressive Arts and Design for 3-4 year olds;</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour-mixing.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>		
	<p><u>Painting:</u> Name colours</p> <p><u>Drawing:</u> Use a range of materials to mark make</p> <p><u>3D/Sculpture:</u> Explore properties of playdough and use modelling tools</p> <p><u>Craft and design:</u> Practice using scissors to cut a range of materials.</p>	<p><u>Painting:</u> Use a range of tools (including hands) to paint.</p> <p><u>Drawing:</u> Make marks in a range of sizes using small and large movements.</p> <p><u>3D/Sculpture:</u> Explore clay and use fine motor to sculpt into minibeasts.</p> <p><u>Craft and design:</u> Practice using scissors to cut a range of materials.</p>	<p><u>Painting:</u> Experiment with mixing colours and adding materials to paint to change textures.</p> <p><u>Drawing:</u> Complete observational drawings.</p> <p><u>3D/Sculpture:</u> Make 3D models and begin to describe colour and texture.</p> <p><u>Craft and design:</u> Experiment with threading.</p>
	<p>Through modelled examples:</p> <ul style="list-style-type: none"> <li>- Experiment with joining materials</li> <li>- Name fruit/Veg</li> </ul> <p>Develop cutting and threading skills</p>	<p>Through modelled examples and with support:</p> <ul style="list-style-type: none"> <li>- Experiment with joining materials</li> <li>- Name fruit/Veg and understand that they are healthy</li> </ul> <p>Develop cutting and threading skills</p>	<p>Independently:</p> <ul style="list-style-type: none"> <li>- Experiment with joining materials</li> <li>- Name fruit/Veg and understand that they are healthy</li> </ul> <p>Develop cutting and threading skills</p>
	<p>Learn own nursery rhyme and those of the other children in Nursery.</p> <p>Learn songs for Christmas time.</p> <p>Rhythm and keeping to a simple beat. -</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Learn new songs including some from around the world</p> <p>Introduce melody (call and response songs)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Remember and sing entire songs</p> <p>Sing the melodic shape of familiar songs</p> <p>Create own songs or improvise from a familiar one</p> <p>Play instruments with increasing control to express feelings and ideas</p>
<b>Communication &amp; Language</b>	<p><b>EYFS objectives for 3-4 year olds;</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>		
<b>Personal, Social and Emotional Development Knowledge and Skills</b>	<p style="text-align: center;"><b>EYFS objectives for 3-4 year olds;</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>		
	<p><b>SCARF</b> <b>Autumn 1</b> ‘I’m special’. Text: The Colour Monster ‘Marvellous Me’ ‘My Special People’</p> <p><b>Autumn 2</b> ‘Me and My Friends’ ‘Friends and Family’ ‘Including Everyone’</p>	<p><b>SCARF</b> <b>Spring 1</b> ‘People who help me and keep me safe’ ‘Safety indoors and outdoors’</p> <p><b>Spring 2</b> ‘Looking after myself’ ‘Looking after others’ ‘Looking after my environment’</p>	<p><b>SCARF</b> <b>Summer 1</b> ‘Growing and changing’ ‘When I was a baby’ ‘Girls, boys and families’</p> <p><b>Summer 2</b> ‘What does my body need?’ ‘I can keep trying’ ‘I can do it!’</p>
<b>Physical Development</b>	<p style="text-align: center;"><b>EYFS objectives for 3-4 year olds;</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>		

<p><b>Knowledge and Skills</b></p>	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>		
	<p>Show children how to move safely around the environment (both indoors and outdoors) and around the school.</p> <p>Model and support children in using one handed tools and equipment – making snips in paper.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Lots of fine motor activities to support muscle development in the fingers, hands and arms.</p>	<p>Introduce sticky kids as a group activity. Children learn how to remove socks and shoes and put back on.</p> <p>Model and support children with pencil grip.</p> <p>Support children in putting on and fastening coats and encouraging independence with clothing and toilet times – washing/drying hands etc.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>In PE play some simple games where children need to work in a group, taking turns and sharing equipment.</p> <p>Practicing for sports day activities.</p> <p>Discuss how to be healthy with eating and drinking and model and support children with eating their lunch using a knife and fork.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>