

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Magical Me! 	Let's Celebrate! 	Are we there yet? 	Heroes and Villains! 	 Animal Detectives!	Outdoor Explorers! 
Weekly Themes	Wk 1 – Owl Babies Wk 2 – Funny Bones Wk 3 – Boris' Body Wk 4 – Daisy's Dragons Wk 5 – Peace at last Wk 6 – My Mum and Dad make me laugh Wk 7 – Zog and the Flying Doctors Wk 8- Harvest-The Enormous Turnip	Wk 1- Light a lamp Wk 2- Odd Socks/Nursery Rhyme Week Wk 3- The Nativity Story Wk 4- Scarecrows Wedding Wk 5- How to Catch a Star Wk 6-Jolly Christmas Postman Wk 7- Santa's Busy Night	Wk 1-The Train Ride Wk 2-Mr Gummy' Outing Wk 3-Handa's Surprise Wk 4-Whatever Next Wk 5- Chinese New Year Wk 6-The Runaway Pancake	Wk 1- Burglar Bill Wk 2- The Runaway Pancake Wk 3- Princess Smartypants Wk 4- Supertato Wk-Elliott Jones Midnight Superhero Wk 5- Easter-Percy's Park: The Easter Egg Hunt	Wk 1- Dear Zoo Wk 2- Rumble in the Jungle Wk 3- The Very Hungry Caterpillar Wk 4- The Tiger Who Came to Tea Wk 5- What the Ladybird Heard Wk 6- Superworm Wk7-Giraffe's can't Dance	Wk 1- Bog Baby Wk 2- Jasper's Beanstalk Wk 3- Lola Plants a Garden Wk 4- Oliver's Vegetables Wk 5- Sam Plants a Sunflower Wk 6- The Tiny Seed
Core Texts	Owl Babies Funny Bones Boris' Body Daisy's Dragons Peace at last My Mum and Dad make me laugh Zog and the Flying Doctors Harvest-The Enormous Turnip	Light a lamp Odd Socks/Nursery Rhyme Week The Nativity Story Scarecrows Wedding How to Catch a Star Jolly Christmas Postman Santa's Busy Night	The Train Ride Mr Gummy' Outing Whatever Next Handa's Surprise Chinese New Year The Runaway Pancake	Burglar Bill Princess Smartypants Supertato Elliott Jones Midnight Superhero Percy's Park: The Easter Egg Hunt	Dear Zoo Rumble in the Jungle The Very Hungry Caterpillar The Tiger Who Came to Tea What the Ladybird Heard Superworm Giraffe's can't Dance	Bog Baby Jasper's Beanstalk Lola Plants a Garden Oliver's Vegetables Sam Plants a Sunflower The Tiny Seed
Theme Texts	Colour Monster Goes to School Bodies are Cool Super Duper You At the Hospital Busy People – Vet Susie goes to the dentist Monkey needs to Listen Tiger has a tantrum Elephant learns to Share We are all different (Twinkl E-book)	Odd Socks Ugly Duckling Mega Magic Hair Swap Leaf Man The Best Diwali Ever Eight Nights, Eight Lights The Dark A World of Cookies for Santa Dear Father Christmas Nursery Rhymes (nursery rhyme week)	Martha Maps It Out Ruby's Chinese New Year Mr Gumpy's Motor Car Aliens love underpants The Boy Who Turned Off the Sun Where we live The Great Race (Chinese New Year) The Naughty Bus Rosie's Walk	"The wolf's story: What really happened to Little Red Riding Hood" by Izhar Cohen "Beware of the bears" by Alan Mac Donald "Cinderella" Traditional "Three little wolves and the big bad pig" by Eugene Trivizas Spot's First Easter How to catch a Leprechaun Spot's First Easter How to catch a Leprechaun	Rameera's Ramadan Seasons Come, Seasons Go – Tree Betsy Buglove Saves the Bees Hello Spring Life Cycles – Egg to Chicken Walking through the jungle Harry & Bucket full of Dinosaurs The Very busy spider Little Frog's Tadpole Struggle Clara caterpillar	Dinosaur Lady Commotion in the Ocean Somebody Swallowed Stanley Bloom The Cautious Caterpillar (ebook) The shark who ate everything The Snail and the Whale The Storm Whale/Billy's Bucket Summer books (non-fiction) Kenya (non-fiction)

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



	My first day at School Only one You You Choose	Bonfire Night Book Bonfire Night Dipal's Diwali (Twinkl E-book)	The Jumblies Harold the Helicopter Amazing Airplanes Man on the Moon		The Very Busy Spider Dinosaurs love underpants A squash and a squeeze Monkey puzzle	Jim and the beanstalk Luna Loves Gardening Ben plants a butterfly garden Tilly plants a tree
Enrichments	Transition Birthdays Harvest Open the book-bible stories	Remembrance Day Anti-bullying week Black History Month Autumn Trail Diwali Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit Pantomime Open the book-bible stories	Winter Walk Chinese New Year Valentine's Day Food tasting – different cultures Safer Internet Day Open the book-bible stories	Pancake Day World Book Day Mother's Day Easter Easter Egg Hunt Open the book-bible stories	St George's Day Caterpillar transformation Minibeast Hunt Growing seeds Open the book-bible stories	Healthy Eating Week World Environment Day Father's Day Sports Day Transition Open the book-bible stories
Now Press Play	  On The Farm Autumn	  Nursery Rhymes Christmas Story	   Space Transport Winter	  People Who Help Us Spring	  Minibeasts Summer	  On Safari; Under the Sea Weather
Forest School	Forest School-nature selfportraits	Forest School/fieldwork Autumn Walk	Forest School/fieldwork Spring Walk	Forest School-Printing with leaves & flowers using hammers on fabric	Forest School-minibeast hunt/ making bug houses	Forest School-growing and planting Forest School/fieldwork – Summer Walk
Trips/visitors					Creepy crawly bug show?	Trip to the Farm
Parental Involvement	Class Dojo Meet the teacher	Class Dojo Parents Evening Nativity Performance Stay and play session (Loving Literacy) Celebration Worship	Class Dojo Stay and play session (Magnificent Maths) Reports Celebration Worship	Class Dojo Parents Evening Celebration Worship	Class Dojo Stay and play session (Outstanding Outdoors-forest school) Celebration Worship	Class Dojo Sports Day Reports Graduation Celebration Worship

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Personal, Social & Emotional Development	SCARF- Me and My Relationships <u>Marvellous me!</u> <u>I'm special</u> <u>People who are special to me</u>	SCARF- Valuing Difference <u>Me and my friends</u> <u>Friends and family</u> <u>Including everyone</u>	SCARF- Keeping Safe <u>People who help me and keep me safe</u> <u>Safety Indoors and Outdoors</u> <u>What's safe to go into my body</u>	SCARF- Rights and Responsibilities <u>Looking after myself</u> <u>Looking after others</u> <u>Looking after my environment</u>	SCARF- Growing and Changing <u>What does my body need?</u> <u>I can keep trying</u> <u>I can do it!</u>	SCARF- Being my Best <u>Growing and changing in nature</u> <u>When I was a baby</u> <u>Girls, boys and families</u>
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Communication and Language	Wellcomm language screening. Listen and follow story threads. Story maps/stones/spoons. Retell stories with puppets. Join in with repeated refrains. Pointing out objects/pictures in a story. Using vocabulary linked to their theme 'Magnificent Me!' including family, home, and friends. Daily story, singing and rhyme sessions. Group times (whole class and small groups). Show and tell	Story maps/stones/spoons Understanding 'what' questions. Using vocabulary linked to their theme 'Let's Celebrate!' including celebrate, decoration, Diwali, Hanukkah, Christmas. Christmas Nativity and role play performance. Daily story, singing and rhyme sessions. Group times (whole class and small groups). Show and tell	Wellcomm language screening - new starters. Understanding 'where' questions. Using vocabulary linked to their theme 'Our Wonderful World!' including travel, transport, journey. Quality conversations and storytelling. Daily story, singing and rhyme sessions. Group times (whole class and small groups).	Understanding 'when' questions. Talk about their Mummies – Mother's Day cards Role play Easter story. Daily story, singing and rhyme sessions. Group times (whole class and small groups).	Wellcomm language screening- new starters Understanding 'who' questions. Using vocabulary linked to their theme 'Where the Wild Things Are!' including seeds, beans, fruit, vegetables wild, pet, habitat, wildlife. Use rhyming words and make own rhymes. Daily story, singing and rhyme sessions. Group times (whole class and small groups).	Understanding and answering 'why' questions. Using vocabulary linked to their theme 'Outdoor Exploders!' including sea (side), shore, water, sink, float. Circle time: Using longer sentences (4 - 6 words) Talk about Daddies -Father's Day cards. Start a conversation with adult / friend: linked to transition. Daily story, singing and rhyme sessions. Group times (whole class and small groups).
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Physical Development	Gross Motor Exploring outdoor climbing equipment. Children to be encouraged to participate in running activities. Help children to develop good personal hygiene- demonstrate handwashing. Provide regular reminders about thorough handwashing and toileting. Encourage independence in aspects of intimate-care.	Gross Motor Climbs up and down steps placing each foot on one step. May climb down backwards. Runs on whole foot. Beginning to walk, run and climb on a variety of surfaces e.g. grass. Kicks a stationary ball with either foot. Uses wheeled toys with increasing skills, holding handlebars, sitting astride and pushing or peddling with feet. Mounts vehicle independently and travels with direction and control	Gross Motor Uses ribbons and scarves to make large controlled movements. Moves in response to rhythms or music played on instruments. Jumps up into the air with both feet leaving the ground and can jump forward a small distance. Gains independence in toileting routine, including taking, cleaning and re dressing themselves.	Gross Motor Kicks or throws a ball with increasing force and accuracy and starts to catch a large ball by using 2 hands and their chest to trap it. Go upstairs on alternate feet or across climbing equipment. Gross motor movements are becoming more confident and controlled	Gross Motor Maintains balance and using hands and body to stabilise. Can grasp and release with 2 hands to throw and catch a large ball, beanbag or an object. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Choose to move in a range of ways. Able to carry an object up a slope or up and down a few steps.	Gross Motor Explore different ways of moving, running, jumping, hopping etc. Runs with special awareness, negotiates space, adjusting speed or direction to avoid obstacles. Becoming more confident with self-care- taking themselves to the toilet although they may need some support with fastenings etc Washing hands independently
	Fine Motor Threading, cutting, weaving, playdough/other malleable materials and fine motor activities. Begin to use one handed tools e.g. make snips in paper, hammer pegs (may need hand-over-hand support). Children pick up small objects between finger and thumb.	Fine Motor Threading, cutting, weaving, playdough and other malleable materials and fine motor activities. Beginning to hold a pencil in a more comfortable grip. Making large movements on paper-beginning to form circular shaped large movements Developing their pincer grip and finger strength.	Fine Motor Beginning to demonstrate some control in holding, using and manipulating objects Turns pages in a book sometimes several at once. May begin to show preference for dominant hand. Shows more skill and control when cutting.	Fine Motor Hold pencil effectively with a comfortable grip. Holds mark making tools with thumb and all fingers. Becoming increasingly independent when getting dressed- will pull up zip if adult starts the process. Creates lines and circles. Adds details to drawings	Fine Motor Threading, cutting, weaving, playdough and fine motor activities. Develop pencil grip and beginning to form some letter type shapes. Copies lines or shapes. Use one hand consistently for fine motor tasks. Holds a book correctly and turns pages independently.	Fine Motor Threading, cutting, weaving, playdough and fine motor activities. Develop the foundations of mark making using a range of resources. Draw circles and lines on both large and small scales.

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Literacy Comprehension	Enjoys looking at books on their own and with others Carefully considers and comments on illustrations in books Understands how to handle a book with care Begins to turn pages of thicker board books one at a time	Enjoys looking at books on their own and with others Carefully considers and comments on illustrations in books Understands how to handle a book with care Begins to turn pages of thicker board books one at a time	Shows increasing independence when selecting and looking at books Shares ideas about books and links these to their own experiences Joins in familiar rhymes Plays with familiar stories using props and puppets	Shows increasing independence when selecting and looking at books Shares ideas about books and links these to their own experiences Joins in familiar rhymes Plays with familiar stories using props and puppets	To finish sentences when adult pauses during familiar stories Asks and answers 'what' and 'where' questions Turns pages in a book one page at a time	To finish sentences when adult pauses during familiar stories Asks and answers 'what' and 'where' questions Turns pages in a book one page at a time
	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Begin to engage in conversation about stories Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to, for example: "That says mummy." Make marks on their picture to stand for their name. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Story maps	Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Recognise their own name Story maps	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. 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. Begin to write some of their name. Story maps	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. Understand print has meaning. Understands page sequencing. Ask questions about the book, make comments and share Write some or all of their name. Story maps	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. Understand print has meaning. We read English text from left to right and from top to bottom. Understands page sequencing. Write some or all of their name. Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary. Story maps	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. We read English text from left to right and from top to bottom. Understand print can have different purposes eg shopping lists, story, recipe etc. 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 Knows the names of the different parts of a book eg front cover, pages etc. Write some or all of their name Write some letters accurately. Writing messages in Father's Day cards Story maps

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Red Rose Phonics-	Aspect 1/2 – Environmental/ Instrumental sounds	Aspect 3 – Body percussion	Aspect 4 - Rhythm and Rhyme	Aspect 5 - Alliteration	Aspect 6 - Voice sounds	Aspect 7 – Oral Blending & segmenting
Children that have turned 3 will start on aspect 1 when they begin Nursery						

Writing opportunities						
	Clipboards. Variety of paper and notebooks. Squiggles. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Patterns in the sand/glitter/malleable materials. Pen Disco - dots	Writing messages in Christmas Day cards. Posting cards in Christmas post box. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Sensory mark marking. Chalking the pavement outside – Rangoli patterns. Using the whole body to make marks e.g. messy play, painting. A drawing to Santa. Pen Disco - rain	Shopping lists. Name writing - overwrite and copy write & transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Vertical mark making. Pen Disco - circles	Writing messages in Mother's Day cards. Name writing - overwrite and copy write & transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Planning their play on a clipboard e.g. construction area. Pen Disco – wavey lines	Letters sounds, vc, cvc words for those beginning phase 2. Making labels for plants and signs to keep plants safe. Name writing - write from memory. Adding names next to models on Model Table. Drawing shapes/pictures. Scribble using v shapes, loops and vertical lines. Mehndi patterns. Pen Disco – short horizontal/vertical lines	Lists of foods. Letters sounds, vc, cvc words for those beginning phase 2. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Name writing - write from memory. Adding names next to models on Model Table. Create and experiment with different symbols and marks. Begin to make marks that convey meaning. Pen Disco - crosses

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Red Rose-Mathematics *Children that have turned 3 will start on counting 3 when they begin Nursery*	<u>Counting</u> Count up to 3 items, moving or touching them in everyday contexts (1-1 correspondence). Understand that the last number said is the number in the set. Understand that objects can be counted in any order and the amount will be the same. Know that objects in a group can be rearranged without affecting the total. <u>Shape</u> Recognises two objects have the same shape. Chooses items based on their shape which are appropriate for the child's purpose. Enjoys participating and combining shapes to make new shapes 2D and 3D shapes. Shows awareness of shape similarities and differences between objects. <u>Space</u> Moves their bodies and toys around objects and explores fitting into spaces. Identifies patterns in the environment. Describes patterns in the environment. <u>Money</u> Under that money is used to pay for items. Understand that items have different prices. <u>Time</u> Beginning to understand some talk about immediate past and future and understand 'before' and 'after' language. Beginning to anticipate times of the day such home time.	<u>Counting</u> Subitise up to 3 items (in dice domino arrangements) Identify quantities of objects from 1 to 3 when arranged randomly. Join in with rote counting from 1 to 5. Rote count from 1 to 5. Use the words 'same' and equal' to indicate equivalence. <u>Shape</u> Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Makes simple constructions. Responds to both informal language and common shape names: talk about and explore 2D and 3D shapes. Know that shapes can appear in different ways and different sizes. <u>Space</u> In everyday situations understand and use the terms on top, under, in front of, behind, next to with support of gestures. Responds to some spatial and positional language. Understand position through words alone. <u>Money</u> Shows an interest in coins and notes. Identifies that coins, notes and plastic cards are used to pay for things. <u>Time</u> Know that days have names. Know some of the days of the week. Understand that the current day is known as 'today'. Understand that yesterday is the day before today.	<u>Counting</u> Count up to 5 objects emphasising the last number said. Count up to 5 objects, moving or touching them, emphasising the last number said. Count the number of fingers on one hand and know each hand has 5 fingers. Count and show the correct number of fingers for numbers up to 5. Understand and use conservation of number. <u>Number recognition</u> Recognise numerals 0 to 5. Identify a given number from a selection within the range 0 to 5. Select the numeral to match amounts from 0 to 5 when in order. <u>Space</u> Is interested in what happens next using pattern of everyday routines. Joins in and anticipates repeated sound and action patterns. Continues a repeating ABAB pattern. <u>Length</u> In meaningful contexts, finds the longer or shorter of two items. Find an object of similar length/width/height Make comparisons between objects relating to size, length and height. <u>Weight</u> In meaningful contexts finds the heavier or lighter of two items.	<u>Counting</u> Count up to 5 pictures, touching or marking as they are counted. Recognise familiar arrangements for numbers up to 5 when on a dice or domino. Identify quantities of objects up to 5 when placed in a dice or domino arrangement. <u>Number recognition</u> Select the numeral to match amounts from 0 to 5 when randomly arranged. Select the numeral to match amounts from a selection within 0 to 5. <u>Number graphics</u> Represent a given amount up to 5 using objects. Represent a given amount up to 5 using own marks and symbol. Explain what their marks and symbols represent. <u>Calculating</u> Understand the concept of addition as combining sets of objects. Know that one more is found by adding one object to an existing group of objects. Recognise that one more is the next number in the counting sequence (when counting in ones) <u>Space</u> Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.	<u>Counting</u> Count up to 5 actions. Count and show the correct number of fingers for numbers up to 5. Join in with rote counting back from 5-0. Rote count from 5 to 0. Join in with counting back rhymes using objects or fingers to represent how the numbers change. Know that when there are no objects this is represented by the word 'zero.' Understand the relationship between 'more' and 'fewer'. Compare groups by counting the objects including sets of different sized items. <u>Number sense</u> Recognise when groups of the same size have been made using different pairs of smaller groups. Partition a set of objects into two smaller groups. <u>Calculating</u> Understand the concept of subtraction as removing one amount from within another. Know that one fewer is found by removing/taking away one object from an existing group. Describe the number that is one fewer than one as zero and show this practically. <u>Sorting</u> Sort objects and say what features they have common. <u>Capacity</u> In meaningful contexts, finds the more/less full of two items. Makes comparisons between objects relating to capacity.	<u>Counting</u> Count reliably up to 5 in everyday contexts. Recite numbers past 5. Fast recognition of up to 3 objects, without having to count them individually. <u>Number sense</u> Partition a set of objects in different ways. Know that numbers greater than 1 can be made in different ways. <u>Number recognition</u> Begin to represent amounts from 0 to 5 using numerals. <u>Calculating</u> In real life contexts find one more and one less than 0. Count up to 5 objects, given number. Combine two groups of objects (total within 5) counting how many are there. Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. <u>Space</u> Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind.'
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Understand that tomorrow is
the day after today.

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Understanding of the World- History-Past & Present	Talk about members of family and community Compare same, difference and similarities – link to caring, attributes, abilities, appearance etc Organising events using basic chronology When I was a baby-similarities/differences. Houses-similarities/differences.	Comment on images of familiar situations in past and present-Christmas Joins in with the celebration of Diwali and Christmas. Notice differences between people. Asking family members questions to find out more information	Answer how and why questions Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Has a growing awareness of time e.g. now, next, then Talks about important things that have happened in the past Begins to understand that things now may look differently to in the past Transport-past and present.	Understand past through stories, settings, characters Organising events using chronology Talk about what they see, using a wide vocabulary. Begins to understand that things now may look differently to in the past	Look at a variety of different sources e.g. photos, books, internet to learn about the past. How do we know? Talk about what they see, using a wide vocabulary. Sequences up to 3 events. Shows curiosity towards objects from the past.	Remembers and explains significant events that have happened in their lives. Sequences up to 5 events. Explains why something might have happened. Explains differences between objects in the past and present.
Geography-People, Culture and Communities	Name and describe people who are familiar to them. Name places in local community. Talks about people who are special to them. Identifies members of their immediate family. Notice features of the everyday environment. Begins to name their friends.	Make comparisons with other families and cultures To name key features and immediate environment e.g. pond, garden, house etc. Compare with other environments in other countries. Talk about differences and similarities Understand how people celebrate in different ways and have different beliefs: Bonfire Night, Diwali, Hanukkah, Christmas	Understand changes to the environment/ world in the past to now e.g. dinosaur lands vs now – what has changed? Talk about what they see with increasing use of vocabulary. Show interest in different occupations Our town (Rossendale) To follow simple maps finding their house google maps. To create simple maps Finding out that there are other countries Animal habitats – hot and cold places Joins in with Chinese New Year.	Talk and describe different characters appearance, attributes, behaviour. Understand how and why we celebrate Easter. Talk about own belief Continue developing positive attitudes about the differences between people. Joins in with Easter and Holi Hindu-celebrations.	Understand things that are special to people, communities and why. Express own ideas and opinions. Talks about things that make them unique Shows an interest in different occupations and ways of life. Joins in with the celebration of Eid	Explains family traditions to a wider group. Knows that they live in the United Kingdom. Begins to explore a simple map. Explains some similarities and differences between places. Holidays Difference between land and sea
Technology	Begin to use the IWB.	Playing games on the IWB	Using iPad to take photos		How a Bee-Bot moves Eid	

Cultural Events	Harvest Festival	Bonfire Night, Diwali, Remembrance Sunday, Christmas, Hannukah	Chinese New Year	Pancake Day, Easter, Mother's Day, Holi Hindu Festival		Eid
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Science- The Natural World	Exploring environment using senses – talk about what see, hear, smell, taste, touch Understand season changes – Autumn Show curiosity Parts of the body.	Understand season changes – Winter. Compare contrasting environments – linking to own experiences. Explore different light sources and reflective materials through the light box and mirrors-light/dark. Use all their senses in hands-on exploration of natural materials. Talk about what they see.	Notice changes to materials/noticing changes to states of matter. How people care for our world. Investigates the world through simple experiments and observations e.g. ice melting Makes comments on seasonal changes e.g. the colour of autumn leaves.	Understand season changes – spring Ask and answer questions linked to nature. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Exploring forces – floating & sinking, magnets.	Understand life cycles and changes over time To identify different food and what are healthy for our bodies. Begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants. Seasons Different types of weather Mini-beasts	Understand season changes – summer Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Makes comments on animals and their habitats Uses the correct name for animals most of the time. Care for living things-plants, animals.
	<u>Humans-Senses, life cycle, of humans, self-care</u>	<u>Light-sources, shine light</u> <u>Sound-listen and make sounds</u>	<u>Forces-What can be felt, explore objects affected by forces</u> <u>Electricity-identify and use electrical and battery powered devices.</u>	<u>Materials including changing materials-properties, joining, heating/cooling</u>	<u>Plants and animals (excluding humans)-plant seeds, life cycle of plant and animals, respecting the environments, baby animals</u>	<u>Living things and their habitats-plant life cycle</u>

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Experiments	Gloop	Lava Lamps	Rain Clouds	Dish Soap Slime	Baking Soda Balloon	Bubble Foam Melting-chocolate/butter
RE Christian Value/SASA	Respect	Thankfulness	Hope	Love	Forgiveness	Faithfulness

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



Expressive arts and design	Self-portraits. Show different emotions in their drawings and paintings, like happiness, sadness, fear. Large scale drawings/paintings Mixing colours Drawing a person	Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make Explore colour and colour mixing Drawing to represent ideas like movement and loud noises- bonfire night Moulding clay/plasticine Firework pictures Diva lamps Christmas decorations, cards, calendars	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing Making collages Chinese lanterns	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing- water colours. Exploring painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Mother's Day cards Easter crafts	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Exploring painting on a range of different surfaces such as tin foil, cling film, sugar paper etc Observational drawings Junk modelling Printing	Join different materials and explore different textures. Explore colour and colour mixing. Exploring various painting techniques such as splatter painting, bubble painting, straw painting, printing etc Sun catchers Father's Day cards
Famous Artist-	Andy Goldsworthy-nature leaf man 	Kurt Schwitters-collage bonfire pictures Jackson Pollock-splatter painting 	Betty Woodman-clay art lantern 	Georges Seurat-pointillism stone egg 	Playing sound matching games Giuseppe Arcimboldo-fruit faces 	Vann Gough- Sunflowers 
DT Opportunities	Junk modelling Baking Structures: Houses Pumpkin soup Den making construction equipment	Papier mâché Making playdough/clay candle holders	Structures-Junk modelling – making vehicle -Making lanterns, Chinese writing, puppet making, Shadow Puppets	Traditional Tales – Building bridges Houses-straw, brick, wood Easter nests Materials to construct with.	Fruit salad	Baking Making soup Junk modelling-boats, sea creature
Famous ArtistDT		Chie Hitotsuyama-3D sculpture-Making planets 	Veronika Richterová-sculptures from bottles making the Earth 	Alma Woodsey Thomas-Mosaic inspired Art-pasta 	Derek Gores-Collages out of magazines-animal 	David Edgar-Recyclable waste-animal/marine life 
Music	Singing nursery rhymes: 5 Little Ducks				Explore instruments.	Create their own songs.

St Anne's Primary School Nursery Long Term Overview (Cycle 1)



	Humpty Dumpty Twinkle Twinkle Little Star Listening to a variety of instruments	Remember and sing entire songs Singing nursery rhymes: Hickory Dickory Dock Baa Baa Black Sheep 5 Little Speckled Frogs	Singing nursery rhymes: If You're Happy and You Know It Incy Wincy Spider	Listen with increased attention to sounds. Singing nursery rhymes: 5 Currant Buns Old McDonald Had a Farm 3 Blind Mice	Singing nursery rhymes: 5 Little Men in a Flying Saucer Jack and Jill Miss Polly Had a Dolly	Play instruments -express feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match') Singing nursery rhymes: 5 Little Monkeys Polly Put the Kettle On The Wheels on the Bus.
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