

Nursery Annual Overview 2020-2021

| | Personal Social and Emotional Development | Physical Development | Communication and Language | Literacy | Maths | Understanding the World | Expressive Arts and Design | RE |
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| <p>Autumn Topic: ME Nursery/my home</p> <p>Autumn in the Nature Area (Forest School)</p> <p>Autumn 2: Fireworks Nursery Rhymes Christmas</p> | <p>Settling in</p> <p>Understanding expectations of the setting</p> <p>Making relationships</p> <p>Being kind</p> <p>Confident to communicate with others - Chatterboxes</p> <p>Awareness of own and others' feelings</p> <p>Understanding that their actions affect others</p> | <p>Self-care – growing independence in toileting, dressing and hygiene.</p> <p>Clearly communicating needs</p> <p>Climbing confidently</p> <p>Mark making – Gross and fine skills through sensory play and using equipment</p> <p>Moving with confidence</p> <p>Spatial awareness</p> <p>Drawing lines and circles</p> <p>Pen grip</p> | <p>Growing attention, listening and speaking skills – Chatterbox presentations</p> <p>Understanding and responds to simple instructions</p> <p>Enjoying listening to stories</p> <p>Shows interests in songs and rhymes</p> <p>Joins in with stories and songs</p> <p>Phase 1 phonics activities.</p> <p>Using talk to explain experiences</p> | <p>Handles books carefully</p> <p>Beginning to ascribe meaning to the marks they make</p> <p>Phase 1 phonics activities</p> <p>Recognise words that rhyme</p> <p>Beginning RML phonics (Autumn 2)</p> <p>Exploring books, developing an awareness of print.</p> | <p>Recognising numbers of personal significance</p> <p>Uses number names in play</p> <p>Counting in everyday activities and play</p> <p>Developing an awareness of Numicon</p> <p>Identifying shapes in the environment</p> <p>Recites numbers in order to 10</p> <p>Comparing quantities – more/less</p> | <p>Has a sense of immediate family and relations – Chatterbox presentations and book</p> <p>Learns they have similarities and differences to others</p> <p>Seasons – Autumn/Winter. Observing changes in the environment.</p> <p>Asking questions about the natural world - Forest school</p> <p>Beginning to have an awareness of technology and use of equipment.</p> | <p>Experiments with colours, blocks and marks.</p> <p>Senses – exploring the different sounds that instruments make and a range of textures - collage</p> <p>Guided/modelled role play</p> <p>Autumnal artwork – exploring colour and creating different textures</p> <p>Sound hunt - senses</p> <p>Developing preference in forms of expression</p> | <p><u>God's World</u></p> <p>Talk about who loves us and how we show love</p> <p>Know that God loves us</p> <p>Understand that we need to look after God's world</p> <p>Why we are special</p> <p>Creation story</p> <p><u>God's Family</u> Understand the different families we belong to – school, home, God's family</p> <p><u>Nativity</u></p> <p>Retelling and role playing Nativity.</p> |

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| | | | | Fostering a love for reading Joining in with familiar stories | | Shows interest in different occupations and ways of life. | | |
| | Personal Social and Emotional Development | Physical Development | Communication and Language | Literacy | Maths | Understanding the World | Expressive Arts and Design | RE |
| Spring Topics: Spring 1: Transport & Emergency vehicles/ People who help us – occupations in the community Shape Trilogy | <p>Beginning to accept the needs of others</p> <p>Showing care and concern for others</p> <p>Can compliment and praise one another</p> <p>Can talk about themselves positively</p> <p>Taking steps to resolve conflict independently</p> <p>Beginning to be able to solve</p> | <p>Securing tripod grip</p> <p>Can copy some letters from their name</p> <p>Experiments with moving rhythmically</p> <p>Moves with confidence within a range of space and equipment</p> <p>Independence in self-care</p> <p>Understanding of healthy practices with regards to</p> | <p>Can connect ideas when retelling past events.</p> <p>Increasing vocabulary from experience and conversations with others</p> <p>Responding to 2-part instructions</p> <p>Listening to others in small group situations</p> <p>Questioning why things happen</p> <p>Explaining how things work</p> | <p>Practising letter formation</p> <p>Continuing and building on RML phonics knowledge and application</p> <p>Identifying initial sounds in words</p> <p>Attributes meaning to the marks they make</p> <p>Chooses favourite story</p> | <p>Beginning to recognise numerals 1-5</p> <p>Identifying shapes and using them for purpose</p> <p>Comparative language through play</p> <p>Ordering items by length</p> <p>Revising knowledge of number through songs</p> <p>Building on numericon skills –</p> | <p>Able to talk about Christmas experiences</p> <p>Shows care and concern for the environment – growing</p> <p>Talk about why things happen and how things work</p> <p>Shows interest in different occupations and ways of life – People Who Help Us</p> | <p>Christmas role play based on first hand experiences</p> <p>Making instruments</p> <p>Matching and comparing instrument sounds</p> <p>Easter artwork</p> <p>Chooses particular colours for purpose – People Who Help Us vehicles</p> <p>Understanding different media</p> | <p><u>Getting to know Jesus</u></p> <p>To understand that Jesus loved us all and we should respect each other</p> <p>To understand that Jesus showed he was God's Son through his miracles.</p> <p><u>Sorrow and Joy</u></p> <p>Begin to recognise our actions can upset others</p> |

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| Spring 2: Feelings Friendship Traditional Tales | problems independently Explains own understanding and asks relevant questions | diet, exercise and hygiene Understanding the need for safety, considering and managing risks when carrying out tasks | Able to follow a story without pictures or prompts | Know that print carries meaning Able to read a story using pictures cues Continues a rhyming string | understanding different representations of number – tens frames Counting objects (1:1 correspondence) Beginning to match numeral to quantity | Knows there are things that make them unique Can complete a simple programme on the computer | can be combined to create a new effect – collage (3 pigs) | To understand that we need to say sorry and forgive those who hurt us like Jesus did To think about ways that we can help others to feel happy. |
| | Personal Social and Emotional Development | Physical Development | Communication and Language | Literacy | Maths | Understanding the World | Expressive Arts and Design | RE |
| Summer Summer 1: Growing plants Robots & Aliens Summer 2: | Understanding expectations – relation to Reception Transition to Reception Dealing with change Explains own understanding and asks appropriate | Mastering tripod grip on a range of mark making tools Beginning to form recognisable letters – independently writing name on work. Able to make shapes using fingers and | Continuing to extend vocabulary Beginning to talk using a range of tenses. Introduces a storyline into play Uses talk to organise thoughts and ideas Listens and responds to ideas expressed | Linking sounds to letters Making books – helicopter stories Beginning to segment and blend cvc words. Independently ascribing | Recognising numerals 1-10 Counting objects 1:1 with accurate number names Finding total of 2 groups by counting on One more/less | Can talk about some things they have observed – growing Can complete a simple programme on the computer Using ICT hardware to activate software – Beebots | Creates movement in response to music – Let's move Sings to self and makes up songs Explorative artwork – creating robots Creating own helicopter stories | <u>New Life</u> Beginning to understand the Easter story. Understand that this story shows us that he truly was the Son of God. Beginning to understand the ascension story – Jesus said |

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| <p>Lifecycles – Caterpillar to butterfly</p> <p>My body</p> <p>At the Seaside</p> | <p>questions of others</p> <p>Confident to conduct themselves in new situations</p> <p>Initiates conversations and takes account of what others are saying</p> <p>Initiating play and offering others to join</p> | <p>equipment e.g. pen</p> <p>Nursery Sports Day</p> <p>Handles tools and objects with increasing control</p> <p>Negotiates space and equipment with skill</p> <p>Practices appropriate safety measures without direct supervision</p> | <p>by others – circle time</p> <p>Can formulate and answer 'why' questions</p> | <p>name to pieces of work</p> <p>Forming recognisable letters and forming cvc words</p> <p>Reviewing and continuing RML phonics</p> <p>Understanding story structure</p> <p>Able to predict the ending of a story</p> | <p>Beginning to estimate amounts</p> <p>Language related to : Time Money</p> <p>Beginning to solve a range of number problems</p> <p>Estimates how many objects they can see and checks by counting</p> | <p>Talks about specific events to them</p> <p>Knows information can be retrieved from computers</p> <p>Looks closely at patterns at similarities, difference, patterns and change – new life/lifecycles</p> <p>Comments and asks questions about the natural world – plants and lifecycles</p> | <p>Manipulates materials to achieve planned effect</p> <p>Can capture experiences with a range of media and materials</p> <p>Selects appropriate resources and adapts work where necessary.</p> | <p>goodbye to his friends.</p> <p><u>The Church</u></p> <p>Understand that everyone belongs to the Church – God's Family.</p> <p>Talk about the different features of Church.</p> <p>Understand that Sundays are special.</p> |
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