



Crumpsall Lane Primary School

Nursery Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic question/ Possible Key Texts NB: These texts are subject to change with children's interests	<p><u>Settling in</u> Starting school focus texts -Pete the Cat Starts School –Eric Litwin</p> <p>Variety of PSED based texts- I want a Friend- Tony Ross Say Sorry Sidney- Caryl Hart Too Shy for Show and Tell- Beth Bracken The Lion Inside- Rachel Bright Koala Who Could- Rachel Bright Only One You- Linda Kranz Lubna and Pebble –Wendy Meddour Where's Spot? – Eric Hill</p> <p>Families and stories about homes: The 3 Little Pigs Peace at Last –Jill Murphy The Large Family Books- 5 Minutes Peace- Jill Murphy</p>	<p><u>How do we celebrate good times?</u> Halloween: Room on the Broom- Julia Donaldson Kippers Birthday- Mick Inkpen Fireworks factual text Diwali- Factual text</p> <p>Christmas texts: Careful Santa! Dear Santa Father Christmas needs a wee!</p> <p>Nativity Story</p>	<p><u>What do we know about change?</u> Water into ice/ice into water changes- Link to a story book about ice Materials based texts: That's not my....book range –Fiona Watt Forces- Everyone shouted pull story (youtube)</p> <p>Texts based around the theme of change: The Teeny Tiny Tadpole- Sheriden Cain Oi Frog –Kes Gray The Little Duckling</p> <p>Texts based around plants: Jack and the Beanstalk Jaspers Beanstalk – Nick Butterworth</p> <p>Easter story- Mrs Honeys Hat Eid (based on time of celebration) Mothers day- I Love My Mummy- Giles Andreae</p>	<p><u>What is great about the great outdoors?</u> Father's day text The Gruffalo- Julia Donaldson 'Care for living things' based texts: Mad about Minibeasts – Giles Andreae What the Ladybird Heard-Julia Donaldson - COEL text Aaaargh Spider!- Lydia Monks The Hungry Caterpillar- Eric Carle</p> <p>Exploring different countries texts: We're going on a Bear Hunt- Michael Rosen COEL text The Lost and Found Cat- Amy Shrodes</p> <p>Commotion in the Ocean - Giles Andreae Shark in the Park –Nick Sharratt</p>		
Possible WOW experiences/ Enrichment Opportunities	'This is my box' EY2P 'This is our school' walk Nursery Rhymes Week Building large scale 3 pigs houses Halloween- Potion lab/ Pumpkins Diwali party Bonfire Night- Glow sticks Hanukah Christmas Stay and Play Elf on the shelf Christmas tree Christmas Party	Visit to the pond Planting Chinese New Year Valentine's Day Ducks from Liz Easter Bonnet Parade International Language Day World Book Day Mother's Day Stay and Play	Father's Day Stay and Play Caterpillars Wiggly Roadshow Mini-beast hunt around school A real life Bear Hunt! Beach Trip			
Communication and Language	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". 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. 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.		Sing a large repertoire of songs		Use longer sentences of four to six words.	
Personal, Social and Emotional Development	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 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. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important.	Do not always need an adult to remind them of a rule. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.	Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. Begin to understand how others might be feeling. Develop appropriate ways of being assertive. Develop their sense of responsibility and membership of community. Increasingly follow rules, understanding why they are important.			
	PSED is on-going depending on the individual needs of the children					

Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game of musical statues.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet. 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. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Make healthy choices about food, drink, activity and toothbrushing Start to eat independently and learning how to use a knife and fork Use a comfortable grip with good control when holding pens and pencils. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>
	Physical development will depend on the individual child's needs. Gross motor skills are developed before develop fine motor where children are showing poor fine motor control.		
Literacy	<p>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</p>	<p>Develop phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word 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; write 'm' for mummy</p>	<p>Recognise words with the same initial sound, such as money and mothers 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; write 'm' for mummy. Write some or all of their name. Write some letters accurately Engage in extended conversations about stories, learning new vocabulary.</p>
Name Writing	<p>Autumn 1 – Picture and name recognition and forming letter patterns. Autumn 2- Name (no picture) recognition and forming letter patterns.</p>	<p>Spring 1- Name puzzles and forming letter families Spring 2- Initial letters of name formation and continuing letter families</p>	<p>Summer- Name writing</p>
Phonics	Listening Games	Rhythm and Rhyme	Set 1 Sounds
Number	<p>Compares amounts, saying 'lots', 'more' or 'same.' Takes part in finger rhymes with number (SO) Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence Counts in everyday contexts, sometimes skipping numbers - '1,2,3,5' Select small amount from larger group up to 3 sub Interested in numbers Sorting into groups - by one attribute - colour, object. Reacts to changes of amounts in a group of up to three items</p>	<p>Recites numbers past 5 (SO) Knows that the last number reached when counting a small set of objects tells you how many there are in total Can show 'finger numbers' up to 5. Separates a group of three or four objects in different ways, recognising the total is still the same (composition) Is able to solve real world mathematical problems with numbers up to 5. Is experimenting with his/her own symbols and marks as well as numerals.</p>	<p>Can compare two groups of up to five objects, saying when there are the same number of objects in each group Can say one number for each item in order: 1,2,3,4,5 Begins to recognise numerals 0-10 Can link numerals and amounts e.g. showing the right number of objects to match the numeral, up to 5. Displays fast recognition of up to 3 objects, without having to count them individually (subitising) Can link numerals with amount up to 5 Is beginning to learn that numbers are made up (composed) of smaller numbers Is beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Is beginning to use understanding of number to solve practical problems in play and meaningful activities</p>

Numerical patterns	<p>Is able to compare sizes, weights etc using gesture and language, such as 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Moves their bodies and toys around objects and explores fitting into spaces</p> <p>Begins to remember their way around familiar environments</p> <p>Responds to some spatial and positional language</p> <p>Explores how things look from different viewpoints including things that are near or far away</p> <p>Chooses puzzle pieces and tries to fit them in</p> <p>Recognises that two objects have the same shape</p> <p>Makes simple constructions</p> <p>Joins in and anticipates repeated sound and action patterns</p> <p>Is interested in what happens next using the pattern of everyday routines</p> <p>Explores differences in size, length, weight and capacity</p> <p>Beginning to understand some talk about immediate past and future</p> <p>Beginning to anticipate times of the day such as mealtimes or home time</p>	<p>Can compare quantities using language such as 'more than', 'fewer than'.</p> <p>Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc</p> <p>Builds with a range of resources</p> <p>Combines objects like stacking blocks and cups. He/She puts objects inside others and takes them out again</p> <p>Climbs and squeezes himself/herself into different types of spaces</p> <p>Completes inset puzzles</p> <p>Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles.</p> <p>Beginning to select a shape for a specific space.</p> <p>Notices patterns and arranges things in patterns</p> <p>Joins in with simple patterns in sounds, objects, games and stories, dance and movement predicts what comes next in a story or rhyme</p> <p>Explores capacity by selecting, filling and emptying containers</p> <p>-enjoys filling and emptying containers</p> <p>Beginning to understand that things might happen now or at another time -becoming familiar with patterns in daily routines</p>	<p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids)</p> <p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing.</p> <p>Can describe a familiar route</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Can make comparisons between objects relating to size, length, weight and capacity</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc.</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper.</p> <p>He/She uses informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Recall a sequence of events in everyday life and stories</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf.</p> <p>Notices and corrects an error in a repeating pattern</p> <p>Shows an interest in size and weight</p>
Understanding the World	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work.</p>			
Expressive Arts and Design	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Join different materials and explore different textures</p> <p>Explore colour and colour-mixing.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>Create their own songs, or improvise a song around one they know.</p>
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Remember and sing entire songs 			