

## YEARLY OVERVIEW

For more detailed plans, please see subject specific documents

Nursery	Autumn 1 (7 weeks 2 days)	Autumn 2 ( 7 weeks)	Spring 1 ( 6 weeks)	Spring 2 ( 6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<i>Theme</i>	<b>This is us</b>	<b>It's all Ancient History</b>	<b>Every picture tells a story</b>	<b>The world around us</b>	<b>Into the Unknown</b>	<b>Fight for the right</b>
<i>TOPIC</i>	<b>Bright</b>	<b>Who am I?</b>	<b>Journeys</b>	<b>In the garden</b>	<b>Under the sea</b>	<b>People who help us</b>
<i>Experiences</i>		Charlton Library	Bus ride to the bus garage	Animal visitors Garden/Forest school/Local park		Walk around the local roads (road safety) Visits from: road crossing patrol, police officers, firefighters, nurse/doctor/paramedic/vet
<i>Key events</i>	Diwali	St Andrew's day (30 <sup>th</sup> November) Christmas	Chinese New Year	Easter St David's day (1 <sup>st</sup> March) St Patrick's day (17 <sup>th</sup> March) Mother's day Ramadan	St George's Day (23rd April) Eid	Father's day
<i>Key Texts</i>	Any by Rachel Bright	When I was a baby (Madeline Goodey)	Fly! (Mark Teague)	The Very Hungry Caterpillar (Eric Carle) Owl Babies (Martin Wadell)	The Rainbow Fish (Marcus Pfister)	Mog and the Vet (Judith Kerr)
<i>Poems/Rhymes</i>						
<b>C + L</b>	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Enjoy listening to longer stories and can remember much of	Start a conversation with an adult or a friend and continue it for many turns.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Pay attention to more than one thing at a time, which can be difficult. Be able to express a	Use a wider range of vocabulary. Use longer sentences of four to six words Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	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	Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or

	what happens.		point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Sing a large repertoire of songs.	themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	'hippopotamus'
<b>PSED</b>	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'	Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important.	Play with one or more other children, extending and elaborating play ideas.	Show more confidence in new social situations Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling	Develop their sense of responsibility and membership of a community. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth-brushing.
<b>PD</b>	Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl,	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Start taking part in some group activities which they make up for themselves, or in teams. 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.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up

	walk or run across a plank, depending on its length and width.					zips.
<b>UtW</b>	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	Begin to make sense of their own life-story and family's history. Explore how things work.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.	Continue developing positive attitudes about the differences between people.	Show interest in different occupations.
<b>EAD</b>	Explore different materials freely, to develop their ideas about how to use them and what to make.	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using	Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear,	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Show different emotions

		<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them. Listen with increased attention to sounds</p>	<p>etc Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>their thoughts and feelings.</p>	<p>in their drawings and paintings, like happiness, sadness, fear, etc.</p>
<b>M</b>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. 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'</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc... Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>

					like 'pointy', 'spotty', 'blobs', etc.	
L	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>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.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p>	<p>Write some or all of their name.</p>