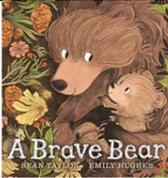
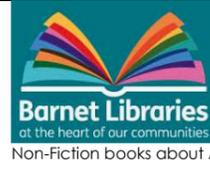


Nursery Overview

Autumn	Autumn 1							Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Text / Focus	 A Brave Bear by Sean Taylor			 A Great Big Cuddle by Michael Rosen				 Leaf Man by Lois Ehlert			 Non-Fiction books about Autumn				
Phonics	<ul style="list-style-type: none"> Settling in 							<ul style="list-style-type: none"> Set 1 sounds Set 1 teaches the most common sound-letter correspondences: m a s d t 							
Physical Development: Moving and Handling	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Turns pages in a book, sometimes several at once. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. 							<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Turns pages in a book, sometimes several at once. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. 							
Communication and Language	Listening and Attention	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 							<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 						
	Understanding	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 							<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 						
	Speaking	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). 							<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). 						
	<ul style="list-style-type: none"> Show interest in the words children use to communicate and describe their experiences. 														

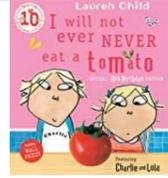
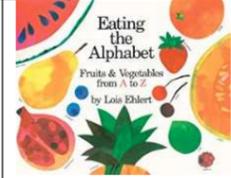


		<ul style="list-style-type: none"> Show interest in the words children use to communicate and describe their experiences. Help children expand on what they say, introducing and reinforcing the use of more complex sentences. 	Help children expand on what they say, introducing and reinforcing the use of more complex sentences.
Literacy	Reading	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
	Writing	<p>A Unique Child: observing what a child is learning 22-36 Mths</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. 	<p>A Unique Child: observing what a child is learning 22-36 Mths 30-50 Mths</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint.

Spring		Spring 1					Spring 2						
		Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Text / Focus		 Chocolate Cake by Michael Rosen					 The Three Little Pigs					 Traditional Tales	
Phonics		<ul style="list-style-type: none"> Set 1 sounds Set 1 teaches the most common sound-letter correspondences: i n p g o / c k u b 					<ul style="list-style-type: none"> Set 1 sounds Set 1 teaches the most common sound-letter correspondences: f e l h sh r 						
Physical Development: Moving and Handling		A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 						
Communication and Language	Listening and attention	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 						
	Understanding	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions 						
	Speaking	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. 						



		<ul style="list-style-type: none"> them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
Life rac y	Re adi ng	<p><u>A Unique Child: observing what a child is learning</u> 30-50 Mths</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p><u>A Unique Child: observing what a child is learning</u> 30-50 Mths</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.
	Writ ing	<p><u>A Unique Child: observing what a child is learning</u> 30-50 Mths</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p><u>A Unique Child: observing what a child is learning</u> 30-50 Mths</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

Summer		Summer 1					Summer 2					
		Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
Text / Focus		 Wow said the owl by Tim Hopgood					 I will not ever NEVER eat a tomato by Lauren Child			 Eating the Alphabet by Lois Ehlert		
Phonics		<ul style="list-style-type: none"> Set 1 sounds Set 1 teaches the most common sound-letter correspondences: j v y w 					<ul style="list-style-type: none"> Set 1 sounds Set 1 teaches the most common sound-letter correspondences: th z ch qu x ng nk 					
Physical Development: Moving and Handling		A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 					
Communication and Language	Listening and attention	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 					
	Understanding	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions 					
	Speaking	A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to 					A Unique Child: observing what a child is learning 30-50 Mths <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. 					



		<ul style="list-style-type: none"> them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
Literacy	Reading	<p>A Unique Child: observing what a child is learning 30-50 Mths</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p>A Unique Child: observing what a child is learning 30-50 Mths</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.
	Writing	<p>A Unique Child: observing what a child is learning 30-50 Mths</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>A Unique Child: observing what a child is learning 30-50 Mths</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.