

## Nursery Long term Overview 2023-24

|  | Half term 1 (7 weeks)<br>Ourselves and Autumn   | Half term 2 (8 weeks)<br>Celebrations   | Half term 3 (5 weeks)<br>Winter and Homes  | Half term 4 (6 weeks)<br>Journeys   | Half term 5 (6 weeks)<br>Nature and Growing  | Half term 6 (7 weeks)<br>Animals and Adventures  |
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| <b>Parental engagement</b>   | Home visits for new starters<br>Speech and Language parent workshop – done as a Stay and Play session?? (will depend on how well new children have settled in)  | Reading parent workshop –<br>Introduce Story Packs to go home<br>Christmas Crafts parent workshop<br>Nativity performances<br>Stay + Play sessions and home visits for Jan new starters   | Early Phonics parent workshop  | Mark making parent workshop (links to writing)<br>Stay + Play sessions and home visits for April new starters   | Maths parent workshop  | Summer Fayre<br>Sports Day ???<br>Stay + Play sessions and home visits for Sept new starters<br>Meeting for Sept F2s (organised by F2 staff)           |
| <b>Online Safety</b>   | A parent’s guide to screen time (Tiny Happy People link sent to parents)<br><a href="#">Screen time for kids - BBC Tiny Happy People</a>  | Ways devices can help pre-schoolers learning (Tiny Happy People link sent to parents)   | How to deal with a rise in screen time (Tiny Happy People link sent to parents)  | Using video calls to stay in touch and bond with grandchildren (Tiny Happy People link sent to parents)   | Ask the experts: should I stop using my phone around my baby? (Tiny Happy People link sent to parents)   | Online safety support leaflet for parents over the summer holidays   |
| <b>Educational Visit and Link to curriculum area</b>                                 | Autumn walk in school grounds<br>Walk to post box to post letters to Santa - December   |   | Winter walk in snow (weather depending)<br>Making a healthy snack – fruit salad, fruit kebabs<br>Easter egg hunt   |   | Graves Park trip – parents to come on trip with children - May   |  |
| <b>SEND</b>  | Regular conversations with SENDCo to discuss any children we are concerned about, possible referrals needed, SENDCo involvement requests<br>Invite SENDCo to Stay and Play sessions for new starters if additional needs are identified on admission forms<br>SEND support plans / extended support plans put in place as soon as possible after discussions with parents<br>Termly SEND reviews done with SENDCo<br>Liaise with S&L, 0-5 SEND, EP and any other agencies involved with individual children |   |  |   |  |  |
| <b>PSED</b><br><br><b>Online safety</b> covered throughout using responsive teaching | Support transition from home to Nursery<br>Show children how to use areas of provision<br>5Ks – Nursery rules (including not climbing on furniture, helping to tidy up, walking inside, telling a grown up if you need help)<br>Myself – what I like to do (include advice to make sure their adult knows what they are doing / watching)<br>My family – who I live with, who is special to me<br>Support to follow Nursery rules when playing in provision   | Staying safe – link to Halloween, Bonfire night (listening to your grown up, holding your grown up’s hand / not running off from them)<br>Feelings – happy, sad, angry<br>Playing alongside / with others, solving conflicts with adult support and beginning to make friends<br>Helping others<br>Sharing (with support)<br>Turn taking (with support) | Introduce Zones of Regulation – 1 main emotion for each colour<br>Being special + unique – appearance, likes/dislikes<br>Helping others<br>Being kind / unkind – saying and doing kind things (link from to 5Ks) | Being healthy (link to PD) – introduction to food, exercise (moving around), brushing teeth, washing hands, <b>screen time</b><br>Resilience – asking for help to solve a problem<br>Achieving a goal – zipping coat up<br>Revisit Zones of Regulation<br>Revisit sharing / turn taking if needed | Revisit Zones of Regulation<br>Revisit 5Ks<br>Revisit being healthy - food, exercise (moving around), brushing teeth, washing hands, <b>screen time</b><br>Revisit solving conflicts and playing with others | Revisit Zones of Regulation<br>Revisit solving conflicts<br>Transition – things that will stay the same and things that will be different in Reception |
| <b>Communication &amp; Language</b>  | ESCAL screenings of all new Sept starters<br>ESCAL tracker to be completed for children with very low ESCAL scores  |   | ESCAL screenings of all new Jan starters   |   | ESCAL screenings of all new April starters   |  |

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|                             | <p>LEAP baseline assessments for majority of children<br/>LEAP – 6 week intervention for the majority of children (split into small groups based on LEAP baseline scores)<br/>Play and Say intervention for children not doing LEAP<br/>LEAP outcome assessments for children who completed LEAP</p> <p>Focus stories, resources and activities in provision to be linked to LEAP topic vocabulary during these weeks – body parts, actions, clothes, food, animals, house</p> <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Opportunities to listen to stories, comment on these, answer simple questions (who, what, where), hear and use new vocabulary<br/>Opportunities to listen to and join in with Nursery rhymes / songs</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> |  | <p>LEAP – 6 week intervention for N2 children who need to repeat this or for children who did Play and Say intervention during Autumn term (split into small groups based on LEAP outcome scores from December)<br/>LEAP Spring outcome assessments for children who completed LEAP</p> <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Opportunities to listen to stories, comment on these, answer simple questions (begin to introduce ‘how’ and ‘why’ questions), hear and use new vocabulary, begin to retell familiar stories using puppets (with adult support)</p> <p>Opportunities to listen to and join in with Nursery rhymes / songs, filling in gaps and spotting mistakes in familiar rhymes</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> | <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Opportunities to listen to stories, comment on these, answer questions (focus on ‘how’ and ‘why’ questions), hear and use new vocabulary, retell familiar stories using puppets (with adult support)</p> <p>Opportunities to listen to and join in with Nursery rhymes / songs, filling in gaps and spotting mistakes in familiar rhymes</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> |  |   |
| <p><b>Focus Stories</b></p> | <p>The Little Red Hen (returning children only)<br/>Maisy Goes to Nursery<br/>When A Dragon Goes to School<br/>Simple version of ‘The Gruffalo’ story<br/>From Head to Toe (body parts vocab)<br/>Postman Bear (action word vocab)</p>   | <p>Fox’s Socks (clothes vocab)<br/>Maisy Goes Shopping (food vocab)<br/>Brown Bear, Brown Bear (animal vocab)<br/>Where’s Spot (house vocab)<br/>The Gingerbread Man<br/>Snowman’s Party<br/>That’s Not My Santa</p> | <p>Well Done, Mummy Penguin (or similar text)<br/>The Three Little Pigs<br/>Goldilocks and the Three Bears</p>  | <p>The Train Ride<br/>We All Go Travelling By<br/>Jack and the Beanstalk<br/>Baby Goz</p>   | <p>The Enormous Turnip<br/>The Very Hungry Caterpillar<br/>The Three Billy Goats Gruff</p>   | <p>We’re Going on a Bear Hunt<br/>If I had a Dinosaur<br/>Shark in the Dark</p> |
| <p><b>Literacy</b></p>      | <p><b>Comprehension</b><br/>Opportunities to listen to stories, comment on these, answer simple questions, hear and use new vocabulary, begin to join in with repeated phrases.<br/><br/>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p>  |  | <p><b>Comprehension</b><br/>Opportunities to listen to stories, comment on these, answer questions (begin to introduce ‘how’ and ‘why’ questions and model appropriate answers), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next (when given choices / scaffolds), begin to retell familiar stories using puppets (with adult support)<br/><br/>Stories – introduce title, author, illustrator, front cover, page<br/>Introduce some fact books (linked to UW themes) – purpose to tell you information</p>  |   | <p><b>Comprehension</b><br/>Opportunities to listen to stories, comment on these, answer questions (more emphasis on ‘how’ and ‘why’ questions for some children, continue to model appropriate answers), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next (when given choices / scaffolds), retell familiar stories using puppets (with adult support)<br/><br/>Stories - title, author, illustrator, front cover, page</p> |   |






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|   | <p><b>Reading</b><br/>Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed<br/>Story Packs available for parents to take home if they choose<br/>Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Drawing and pencil grip progression grids used to support individual next steps</p> | <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><b>Reading</b><br/>Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed<br/>Story Packs available for parents to take home if they choose<br/>Words have meaning, read from L-R (introduce towards end of Spring 2)<br/>Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Drawing and pencil grip progression grids used to support individual next steps<br/>Adults model writing in continuous provision and begin to do this during carpet sessions</p> | <p>Fact books (linked to UW themes) – contents page, purpose to tell you information</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><b>Reading</b><br/>Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed<br/>Story Packs available for parents to take home if they choose<br/>Words have meaning, read from L-R<br/>Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children<br/>RWI. picture cards</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Drawing and pencil grip progression grids used to support individual next steps<br/>Adults model writing in continuous provision and during carpet sessions<br/>Daily name writing for <b>some</b> of the children going to Reception in September, name cards to go home<br/>RWI. sounds displayed in writing area in continuous provision</p> |
| <p><b>Phonics</b><br/>Launchpad for Literacy used to support progression in each strand</p> | <p><b>Environmental sounds</b> – inside and outside<br/><b>Auditory attention and discrimination activities</b> e.g. sound bingo (choice of 4 pictures each time), voice sounds, identifying 1 sound from a choice of 4<br/><b>Instruments</b> – playing with these and exploring the different sounds they can make<br/><b>Keeping a steady beat</b> e.g. clapping, marching, claves<br/><b>Rhyme</b> – learning and joining in with Nursery rhymes</p> <p><b>Rhythm</b> – Beat Baby</p> <p><b>Rhythm</b> – copy simple rhythms of 1,2 and 3 beats</p>  | <p><b>Environmental sounds</b> – inside and outside<br/><b>Auditory attention and discrimination activities</b> e.g. sound bingo, voice sounds<br/><b>Instruments</b> – playing with these and exploring the different sounds they can make<br/><b>Rhythm</b> – Beat Baby</p> <p><b>Rhythm</b> – copy simple rhythms of 1,2 and 3 beats<br/><b>Syllable clapping</b> – 1,2 (including compound words) and 3 syllable words<br/><b>Auditory discrimination</b> – identifying sounds from objects / instruments from a choice of 4, then 6</p>  | <p><b>See Spring activities</b></p> <p><b>Auditory discrimination and sequential auditory memory</b> - identifying 2 sounds from objects / instruments from a choice of 6, copying these in order<br/><b>Syllable clapping</b> – counting syllables, clapping up to 5 syllable words<br/><b>Auditory blending</b> – 3 syllable words, onset and rime (when onset is a long phoneme e.g. shark, then when onset is short phoneme e.g. park), 4 syllable words, cvc words (with long phonemes e.g. soap, then short phonemes e.g. cat)<br/><b>Rhyme</b> – identify rhyming words when given a choice, add to a rhyming string</p>  |

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|              | <p><b>Syllable clapping</b> – 1,2 (including compound words) and 3 syllable words</p> <p><b>Sequential Auditory memory</b> – shopping list game</p>  |  | <p><b>Rhyme</b> – filling in gaps in familiar Nursery rhymes, spotting mistakes</p> <p><b>Alliteration</b> – stories and songs, move on to alliterative strings (link to initial sounds in names) if ready</p> <p><b>Auditory blending</b> – begin with compound words, then 2 syllable words, move on to 3 syllable words if ready</p> <p><b>Sequential Auditory memory</b> – shopping list game, follow body percussion sequence of 2, then 3 in correct order</p> <p><b>Rhyme</b> – mention when reading stories or singing nursery rhymes (not to be done separately during an input)</p> |   | <p><b>Alliteration</b> – identifying odd one out in alliterative string</p> <p><b>Phoneme identification</b> - sorting by initial sound</p> <p>Begin RWI. – teach set 1 sounds and oral blending. Only do this if the majority of the class are ready for this</p>  |  |
| <b>Maths</b> | <p>Sequencing events – introduce visual timetable, simple sequencing strips around the classroom to help children carry out tasks e.g. making a drink, drawing a person</p> <p>Reciting numbers, finger numbers, cardinal principle up to 5</p> <p>Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Positional language (covered in LEAP sessions) – in, on, under</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p> | <p>Reciting numbers, finger numbers, cardinal principle up to 5</p> <p>Subitising up to 3</p> <p>Weight (heavier / lighter)</p> <p>Shape</p> <p>Size (little / small/ big / large)</p> <p>Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Sequencing events (covered when retelling Gingerbread Man story in Literacy and when baking gingerbread men) – first, then, next, finally / last</p> <p>Positional language (covered in LEAP sessions) – in, on , under</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p> | <p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups</p> <p>Reciting numbers, finger numbers, cardinal principle up to 5</p> <p>Subitising up to 3</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>  | <p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups</p> <p>Model 1:1 counting up to 5</p> <p>Cardinal principle</p> <p>Subitising up to 3, extend to 4 and 5 if appropriate</p> <p>Height (taller / shorter)</p> <p>Introduce numerals 1-5</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p> | <p>Capacity (full / empty)</p> <p>Length (longer / shorter)</p> <p>Symbols / marks / numerals</p> <p>Repeating patterns (ABAB)</p> <p>Routes (in front of, behind, next to)</p> <p>Simple number problems up to 5</p> <p>Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p> | <p>Model 1:1 counting up to 5</p> <p>Numerals 1-5</p> <p>Capacity (full / empty)</p> <p>Simple number problems up to 5</p> <p>Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p> |

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| <p><b>Understanding The World</b></p>                         | <p>Using information from home visits (and photographs if provided) to support children to understand:<br/>             Myself – what I like to do<br/>             My family – who I live with, who is special to me</p> <p>Exploring natural materials – using resources in investigation area and outside<br/>             Autumn (introduction) – weather, leaves falling off trees and changing colour<br/>             Birthdays (link to focus text) – how they can be celebrated – decorations, clothes, family/friends, presents, cards, food<br/>             Jobs (linked to focus text) - postman</p> | <p>Halloween, Bonfire night, Christmas celebrations – how these can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food<br/>             Changes (baking gingerbread men) – can you eat dough not cooked? Can you eat the gingerbread men when they have been cooked?</p> <p>Jobs (linked to focus texts and walk to post box) – shop assistant, farmer, zoo keeper, postman</p> | <p>Floating + sinking experiment<br/>             Changes (ice melting) – water freezers when it is very cold, ice melt when it gets hotter<br/>             Differences between people – commenting on self, adult making comparisons e.g. you have brown hair, your friend has ginger hair – you have different colour hair to your friend<br/>             Chinese New Year celebration – how this can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food<br/>             Winter – weather, clothes we wear</p> | <p>Materials (link to forces – stretchy) – sorting objects into stretchy / not stretchy<br/>             Being different / unique – revisit similarities and differences between peers (emphasise that you can be friends with people who look different and like different things to you)<br/>             Jobs / occupations (link some to focus stories and jobs children will be familiar with) – bus/train/tram driver, teacher, nurse/doctor, vet, hairdresser, shop worker, builder (these are things you could do when you are older)<br/>             Simplified linear life cycle of a goose and chicken (egg – gosling/chick – goose/chicken)<br/>             Spring – flowers, baby animals</p> | <p>Eid – how this can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food<br/>             Simplified linear life cycle of a plant (seed/bulb – seedling – grows taller – leaves/flowers appear) (time lapse clips)<br/>             Planting seeds / bulbs and looking after these – need water, sunlight to grow<br/>             Minibeasts – looking at ones we have found in our playground and commenting on what they see, where they live, what they eat<br/>             Simplified linear life cycle of a butterfly (eggs - live caterpillars – cocoon – butterfly)</p> <p>Materials – if not covered in provision during the year</p> | <p>Animals and habitats (bears, wild animals, sea creatures, dinosaurs) – choose some animals linked to the focus stories to learn where they live, what they eat, who they live with<br/>             Different countries (show children on world map) - family that live in other countries, pictures of what these countries look like, weather, clothes, food, animals from different countries<br/>             Decay – comparing fresh snack food and old left out snack food<br/>             Introduction to shadows – commenting on these outside, drawing around shadow versions of each other/objects<br/>             Summer – weather, clothes</p> |
| <p><b>Expressive Arts and Design</b></p>                      | <p>Opportunities and resources in continuous provision for children to take part in small world play linked to animals and people, home corner role play, large and small block and construction play, observational drawing, painting and colour mixing.<br/>             Skills learnt and practised to support making and craft activities as children move through school – cutting, using glue spreaders, masking tape, glue sticks, fastening using paperclips</p>  |  |  |  |  |   |
| <p><b>Expressive Arts and Design - Music</b></p>              | <p>Singing Nursery rhymes<br/>             Experimenting playing instruments<br/>             Learning songs linked to Nativity performance</p>   | <p>Singing Nursery rhymes + learning a few new topic specific songs, filling in gaps and spotting mistakes in familiar rhymes<br/>             Experimenting playing instruments<br/>             Pitch match<br/>             Change words to familiar rhymes – additional verses to some songs</p>   | <p>Singing Nursery rhymes + learning new topic specific songs<br/>             Experimenting playing instruments<br/>             Pitch match<br/>             Change words to familiar rhymes<br/>             Listening to different instruments, music from other countries / cultures, different genres – expressing their feelings</p>  |  |  |   |
| <p><b>Expressive Arts and Design – Focus piece of art</b></p> | <p>‘Mona Lisa’ by Leonardo Da Vinci</p>    | <p>‘Number 8’ by Jackson Pollock</p>    | <p>‘Plum Blossom’ by Qi Baishi</p>   | <p>‘Viva la Vida, Watermelons’ by Frida Kahlo</p>   | <p>‘The Snail’ by Henri Matisse</p>   | <p>‘Sunflowers’ by Irma Stern</p>    |

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| <b>PD – indoor hall session</b>         | <p>Parachute games<br/>         Marching to a steady beat<br/>         Beginning to move in different ways<br/>         Pom poms – copying movements to support gross motor development, opposite arms moving in the same direction / opposite direction / crossing the midline</p> |                              | <p>Refining moving in different ways<br/>         Ribbons - copying movements to support gross motor development<br/>         Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap<br/>         Baby yoga? – copying movement and balancing using a range of body parts</p> |                        | <p>Parachute games<br/>         Refining moving in different ways<br/>         Ribbons - copying movements to support gross motor development<br/>         Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap<br/>         Making up team games (outside) e.g. throwing a ball at a target, passing a ball to each other<br/>         Simple obstacle courses<br/>         Baby yoga? – copying movement and balancing using a range of body parts</p> |   |
| <b>PD – outdoor activities / skills</b> | <p>Opportunities and resources in continuous provision for children to take part in pedalling, scooting, kicking, throwing, catching and hitting balls, running, climbing, making obstacle courses, digging, sweeping, pouring, large mark making and dancing</p>                   |                              |   |                        |  |   |
| <b>Whole school events</b>              | <p>Parents evening<br/>         Autumn fayre???</p>   | <p>Nativity performances</p> |   | <p>Parents evening</p> |  | <p>Summer Fayre???<br/>         Transition days / sessions???</p> |