

Nursery Long term Overview 2024-25

	Half term 1 (8 weeks) Ourselves and Autumn	Half term 2 (7 weeks) Celebrations	Half term 3 (6 weeks) Winter and Homes	Half term 4 (5 weeks) Journeys	Half term 5 (6 weeks) Nature and Growing	Half term 6 (7 weeks, 2 days) Animals and Adventures
Parental engagement	Settle new starters in and liaise with parents on hours Speech and Language LINGO parent resources and nursery rhyme booklet to go home at parents evening	Reading parent workshop – Introduce Story Packs to go home, bedtime story leaflet Christmas Crafts parent workshop Nativity performances Stay + Play sessions and home visits for Jan new starters	Settle new starters in and liaise with parents on hours	Early Phonics parent workshop – leaflet to go home Fine and gross motor activity leaflet to go home at parents evening Stay + Play sessions and home visits for April new starters	Settle new starters in and liaise with parents on hours Maths parent workshop – leaflet to go home Name writing resources to go home with N2s	Summer Fayre Sports Day ??? Stay + Play sessions and home visits for Sept new starters Meeting for Sept F2s (organised by F2 staff) Book Bingo game to go home
Online Safety	A parent's guide to screen time (Tiny Happy People link sent to parents) A parent's guide to screen time - CBeebies - BBC	Ways devices can help pre-schoolers learning (Tiny Happy People link sent to parents) Can screen time be good for kids? - BBC Tiny Happy People	How to deal with a rise in screen time (Tiny Happy People link sent to parents) How is the rise in screen time affecting children? - BBC Tiny Happy People	Using video calls to stay in touch and bond with grandchildren (Tiny Happy People link sent to parents) Video chats with kids: Ideas for games over video calls and tips for video calls for grandparents - BBC Tiny Happy People	Ask the experts: should I stop using my phone around my baby? (Tiny Happy People link sent to parents) Should I stop using my phone around my baby? - BBC Tiny Happy People	Keeping under 5s safe online Keeping under fives safe online Childnet
Educational Visit and Link to curriculum area	Autumn walk in school grounds Walk to post box to post letters to Santa - December		Winter walk in snow (weather depending) Easter egg hunt Spring Walk in school grounds		Graves Park trip – parents to come on trip with children – May Summer walk in school grounds	
SEND	Regular conversations with SENDCo to discuss any children we are concerned about, possible referrals needed, SENDCo involvement requests Invite SENDCo to Stay and Play sessions for new starters if additional needs are identified on admission forms SEND support plans / extended support plans put in place as soon as possible after discussions with parents Termly SEND reviews done with SENDCo Liaise with S&L, 0-5 SEND, EP and any other agencies involved with individual children Planned integrated reviews with HV for some children					
PSED Online safety covered throughout using responsive teaching	Support transition from home to Nursery Show children how to use areas of provision 5Ks – Nursery rules (including not climbing on furniture, helping to tidy up, walking inside, telling a grown up if you need help) Myself – what I like to do (include advice to make sure their adult	Staying safe – link to Halloween, Bonfire night (listening to your grown up, holding your grown up's hand / not running off from them) Feelings – happy, sad, angry Playing alongside / with others, solving conflicts with adult support and beginning to make friends	Introduce Zones of Regulation – 1 main emotion for each colour Being special + unique – appearance, likes/dislikes Helping others Being kind / unkind – saying and doing kind things (link to 5Ks)	Being healthy (link to PD) – introduction to food, exercise (moving around), brushing teeth, washing hands, screen time Resilience – asking for help to solve a problem Achieving a goal – zipping coat up Revisit Zones of Regulation	Revisit Zones of Regulation Revisit 5Ks Revisit being healthy - food, exercise (moving around), brushing teeth, washing hands, screen time Revisit solving conflicts and playing with others	Revisit Zones of Regulation Revisit solving conflicts Transition – things that will stay the same and things that will be different in Reception

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	<p>knows what they are doing / watching)</p> <p>My family – who I live with, who is special to me</p> <p>Support to follow Nursery rules when playing in provision</p>	<p>Helping others</p> <p>Sharing (with support)</p> <p>Turn taking (with support)</p>		<p>Revisit sharing / turn taking</p>		
Communication & Language	<p>ESCAL screenings of all Nursery children</p> <p>ESCAL tracker to be completed for children with very low ESCAL scores</p> <p>LEAP baseline assessments for majority of children</p> <p>LEAP – 6 week intervention for the majority of children (split into small groups based on LEAP baseline scores)</p> <p>Play and Say intervention for children not doing LEAP or children with vocabulary score less than 35/50</p> <p>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&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</p> <p>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>Introduce sorting by function or location e.g. things you eat, things you can wear, things you find in a wardrobe. After LEAP intervention has been completed and using pictures from this</p>		<p>ESCAL screenings of all new Jan starters</p> <p>LEAP – 6 week intervention for N2 children who need to repeat this or for children who weren't ready to access it during the Autumn term (split into small groups based on LEAP outcome scores from December)</p> <p>LEAP Spring outcome assessments for children who completed LEAP</p> <p>Let's Play L+A 7 week intervention (may do during summer term depending on staffing and children)</p> <p>Targeted 1:1 support for children with Communication Plans from S&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>Introduce negatives e.g. who is not standing up, who is not wearing a coat?</p> <p>Sorting by function or location e.g. things you eat, things you can wear, things you find in a wardrobe</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>ESCAL screenings of all new April starters</p> <p>Let's Play L+A 7 week intervention (may have already done during Spring term depending on staffing and children)</p> <p>Targeted 1:1 support for children with Communication Plans from S&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>Introduce negatives e.g. who is not standing up, who is not wearing a coat?</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>	
Focus Stories	<p>The Little Red Hen (returning children only)</p> <p>Dear Zoo (simple familiar story)</p> <p>Maisy Goes to Nursery</p> <p>When A Dragon Goes to School</p> <p>Simple version of 'The Gruffalo' story</p>	<p>Maisy Goes Shopping (food vocab)</p> <p>Brown Bear, Brown Bear (animal vocab)</p> <p>Where's Spot (house vocab)</p> <p>The Gingerbread Man</p> <p>Snowman's Party</p> <p>That's Not My Santa</p>	<p>Well Done, Mummy Penguin (or similar text)</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p>	<p>The Train Ride</p> <p>We All Go Travelling By (1 week)</p> <p>Jack and the Beanstalk</p> <p>Baby Goz (do as reading for pleasure story this year due</p>	<p>The Enormous Turnip</p> <p>The Very Hungry Caterpillar</p> <p>The Three Billy Goats Gruff</p>	<p>We're Going on a Bear Hunt</p> <p>If I had a Dinosaur</p> <p>Shark in the Dark</p> <p>Revisit favourite focus text from the year for weeks 7 and 8)</p>

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	<p>From Head to Toe (body parts vocab) Postman Bear (action word vocab) Fox's Socks (clothes vocab)</p>			<p>to it only being a 5 week half term)</p>		
<p>Literacy</p>	<p><u>Comprehension</u> Opportunities to listen to stories, comment on these, answer simple questions, hear and use new vocabulary, begin to join in with repeated phrases. Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><u>Reading</u> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose 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><u>Writing</u> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Drawing and pencil grip progression grids used to support individual next steps</p>	<p><u>Comprehension</u> 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) Stories – introduce title, author, illustrator, front cover, page Introduce some fact books (linked to UW themes) – purpose to tell you information Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><u>Reading</u> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose Words have meaning, read from L-R introduce towards end of Spring 2 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><u>Writing</u> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Drawing and pencil grip progression grids used to support individual next steps Adults model writing in continuous provision and begin to do this during carpet sessions</p>	<p><u>Comprehension</u> 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) Stories - title, author, illustrator, front cover, page Fact books (linked to UW themes) – contents page, purpose to tell you information Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><u>Reading</u> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose Words have meaning, read from L-R 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 RWI. picture cards</p> <p><u>Writing</u> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Drawing and pencil grip progression grids used to support individual next steps Adults model writing in continuous provision and during carpet sessions</p>			







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					Daily name writing for some of the children going to Reception in September, name cards to go home RWI. sounds displayed in writing area in continuous provision	
<p>Phonics</p> <p>Launchpad for Literacy used to support progression in each strand</p>	<p>Environmental sounds – inside and outside Auditory attention and discrimination activities e.g. sound bingo (choice of 4 pictures each time), voice sounds, identifying 1 sound from a choice of 4 Instruments – playing with these and exploring the different sounds they can make Keeping a steady beat e.g. clapping, marching, claves Rhyme – learning and joining in with Nursery rhymes</p> <p>Rhythm – Beat Baby</p> <p>Rhythm – copy simple rhythms of 1,2 and 3 beats Syllable clapping – 1,2 (including compound words) and 3 syllable words Sequential Auditory memory – shopping list game</p>	<p>Environmental sounds – inside and outside Auditory attention and discrimination activities e.g. sound bingo, voice sounds Instruments – playing with these and exploring the different sounds they can make Rhythm – Beat Baby</p> <p>Rhythm – copy simple rhythms of 1,2 and 3 beats Syllable clapping – 1,2 (including compound words) and 3 syllable words Auditory discrimination – identifying sounds from objects / instruments, 1 from a choice of 4, then 6 Rhyme – filling in gaps in familiar Nursery rhymes, spotting mistakes Alliteration – stories and songs, move on to alliterative strings (link to initial sounds in names) if ready Auditory blending – begin with compound words, then 2 syllable words, move on to 3 syllable words if ready Sequential Auditory memory – shopping list game, follow body percussion sequence of 2, then 3 in correct order</p> <p>Rhyme – mention when reading stories or singing nursery rhymes (not to be done separately during an input)</p>	<p>See Spring activities</p> <p>Auditory discrimination and sequential auditory memory - identifying 2 sounds from objects / instruments from a choice of 6, copying these in order Syllable clapping – counting syllables, clapping up to 5 syllable words Auditory blending – 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) Rhyme – identify rhyming words when given a choice, add to a rhyming string Alliteration – identifying odd one out in alliterative string Phoneme identification - sorting by initial sound</p> <p>Begin RWI. Summer 2 – teach set 1 sounds and continue oral blending. Speak to Justine before starting it</p>			
<p>Maths</p>	<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 Reciting numbers, finger numbers, cardinal principle up to 5 Introduce number rhymes Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Positional language (covered in LEAP sessions) – in, on, under</p>	<p>Reciting numbers, finger numbers, cardinal principle up to 5 Number rhymes Subitising up to 3 Weight (heavier / lighter) Shape Size (little / small/ big / large) Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Sequencing events (covered when retelling Gingerbread Man story</p>	<p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups Reciting numbers, finger numbers, cardinal principle up to 5 Subitising up to 3</p> <p>Sequencing events (covered throughout the year in Literacy sessions when</p>	<p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups Model 1:1 counting up to 5 Cardinal principle Subitising up to 3, extend to 4 and 5 if appropriate Height (taller / shorter) Introduce numerals 1-5</p> <p>Sequencing events (covered throughout the year in Literacy sessions when</p>	<p>Capacity (full / empty) Length (longer / shorter) Symbols / marks / numerals Repeating patterns (ABAB) Routes (in front of, behind, next to) Simple number problems up to 5 Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when</p>	<p>Model 1:1 counting up to 5 Numerals 1-5 Capacity (full / empty) Simple number problems up to 5 Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when</p>

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	Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities	in Literacy and when baking gingerbread men) – first, then, next, finally / last Positional language (covered in LEAP sessions) – in, on , under Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities	retelling familiar stories) – first, then, next, finally / last Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities	retelling familiar stories) – first, then, next, finally / last Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities	retelling familiar stories) – first, then, next, finally / last Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities	retelling familiar stories) – first, then, next, finally / last Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities
Understanding The World	Using information from home visits (and photographs if provided) to support children to understand: Myself – what I like to do My family – who I live with, who is special to me Exploring natural materials – using resources in investigation area and outside Autumn (introduction) – weather, leaves falling off trees and changing colour Birthdays (link to focus text) – how they can be celebrated – decorations, clothes, family/friends, presents, cards, food Changes – baking (dairy free) birthday cake (linked to focus text) Jobs (linked to focus text) - postman	Halloween (this year do before half term), Bonfire night, Hanukkah?, Christmas celebrations – how these can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food Changes (baking gingerbread men) – can you eat dough not cooked? Can you eat the gingerbread men when they have been cooked? Jobs (linked to focus texts and walk to post box) – shop assistant, farmer, zoo keeper, postman Diwali text – Dival’s Diwali (do Mon 4 th Nov) Christmas text – A Festive Feast	Floating + sinking experiment Changes (ice melting) – water freezers when it is very cold, ice melt when it gets hotter 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 Chinese New Year celebration – how this can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food Winter – weather, clothes we wear	Materials (link to forces – stretchy) – sorting objects into stretchy / not stretchy 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) 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) Simplified linear life cycle of a goose and chicken (egg – gosling/chick – goose/chicken) Spring – flowers, baby animals Eid – how this can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food	Simplified linear life cycle of a plant (seed/bulb – seedling – grows taller – leaves/flowers appear) (time lapse clips) Planting seeds / bulbs and looking after these – need water, sunlight to grow Minibeasts – looking at ones we have found in our playground and commenting on what they see, where they live, what they eat Simplified linear life cycle of a butterfly (eggs - live caterpillars – cocoon – butterfly) Materials – if not covered in provision during the year	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 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 Decay – comparing fresh snack food and old left out snack food Introduction to shadows – commenting on these outside, drawing around shadow versions of each other/objects Summer – weather, clothes

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				Eid text – Rameena’s Ramadan		
Expressive Arts and Design	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. 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					
Expressive Arts and Design - Music	Singing core Nursery rhymes Experimenting playing instruments Learning songs linked to Nativity performance (Autumn 2)		Singing core Nursery rhymes + learning a few new topic specific songs, filling in gaps and spotting mistakes in familiar rhymes Experimenting playing instruments Pitch match Change words to familiar rhymes – additional verses to some songs Will be done in Spring 2		Singing Nursery rhymes + learning new topic specific songs Experimenting playing instruments Pitch match Change words to familiar rhymes and spotting mistakes Listening to different instruments, music from other countries / cultures, different genres – expressing their feelings	
Core Nursery rhymes and ring games	Core Nursery rhymes (begin to introduce during Autumn 1 and sing throughout the whole year – except Autumn 2 when children will learn songs linked to a Nativity performance) Twinkle Twinkle Little Star Incy Wincy Spider Baa Baa Black Sheep Humpty Dumpty Wind the Bobbin Up Wheels on the Bus 1 2 3 4 5 Once I Caught a Fish Alive Old MacDonald Row row row your boat 3 little ducks 5 current buns			Ring games / Large action rhymes done outside (begin to introduce during Autumn 1 and sing throughout the whole year) Heads Shoulders Knees and Toes Hokey Cokey Farmers in the Den The Grand Old Duke of York Wind the Bobbin Up (big actions) Teddy Bear, Teddy Bear		
Expressive Arts and Design – Focus piece of art	‘Mona Lisa’ by Leonardo Da Vinci 	‘Number 8’ by Jackson Pollock 	‘Plum Blossom’ by Qi Baishi 	‘Viva la Vida, Watermelons’ by Frida Kahlo 	‘The Snail’ by Henri Matisse 	‘Sunflowers’ by Irma Stern 
PD – indoor hall session	Parachute games Marching to a steady beat Beginning to move in different ways		Refining moving in different ways Ribbons - copying movements to support gross motor development Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap		Parachute games Refining moving in different ways Ribbons - copying movements to support gross motor development	

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	Pom poms – copying movements to support gross motor development, opposite arms moving in the same direction / opposite direction / crossing the midline	Baby yoga? – copying movement and balancing using a range of body parts	Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap Making up team games (outside) e.g. throwing a ball at a target, passing a ball to each other Simple obstacle courses Baby yoga? – copying movement and balancing using a range of body parts	
PD – outdoor activities / skills	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			
Whole school events	Parents evening	Nativity performances	Parents evening	Summer Fayre??? Transition days / sessions???