

## Sythwood Primary and Nursery School Nursery Overview

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that practitioners have the flexibility to respond to individual needs interests and cultures when appropriate.

YEAR GROUP: Nursery						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN THEME	<b>All about me</b> Do we all look the same?	<b>Seasons and Change</b> Autumn leaves Animals Materials- wood Fire The great Fire of London	<b>Once upon a time</b> Castles Princess Jack and the Beanstalk Dragons Chinese New Year	<b>Splish, Splash, Splosh</b> Weather Incy winsy Spider rainbows	<b>Where should we go?</b> Travel Whatever Next Naughty Bus	<b>Our World</b> Animals Farm Dear Zoo The sea
Main Text	<b>Dipals Diwali</b>	<b>The very helpful hedgehog</b>  <b>Non fiction: The Great Fire of London</b>	<b>Jack and the Beanstalk</b> <b>Jaspers Beanstalk</b>  <b>Non fiction: The Bean Diary</b>	<b>Aaaarrgghh Spider</b>  <b>Non fiction: Weather</b>	<b>Whatever Next</b> <b>Naughty Bus</b>  <b>Non fiction: Transport</b>	<b>Dear Zoo</b> <b>Commotion in the ocean</b>  <b>Non Fiction: Animals</b>
<b>AREAS OF LEARNING</b>						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. Circle time is then focused on the needs of the children and events that happen within the nursery.					
PHYSICAL DEVELOPMENT	<b>Teaching Skills Supported:</b> Put on and hang up coat Take off shoes and put on wellies Carpet Skills Blowing own nose Toileting Try new foods Wash and dry hands Tidy up time  Hand-eye coordination activities Develop control over mark making tools Threading Funky fingers	<b>Teaching Skills Unsupported:</b> Put on and hang up coat Take off shoes and put on wellies Carpet Skills Blowing own nose Toileting Try new foods Wash and dry hands Tidy up time  Hand-eye coordination activities Develop control over mark making tools threading Funky fingers	<b>Teaching Skills Supported:</b> Fasten coat More responsible with taking shoes on and off Carpet skills with increased learning behaviours Full independence for toileting Full independence for snack time Full independence during child initiated activities  Use one-handed tools with increased control e.g. pencil, scissors Funky fingers	<b>Teaching Skills Unsupported:</b> Fasten coat More responsible with taking shoes on and off Carpet skills with increased learning behaviours Full independence for toileting Full independence for snack time Full independence during child initiated activities  Draw lines and circles using gross motor skills Funky fingers	<b>Teaching Skills Supported:</b> Independence choosing right clothing to suit weather conditions Preparation for reception  Draw lines and circles using gross motor skills Funky fingers	<b>Teaching Skills Unsupported:</b> Independence choosing right clothing to suit weather conditions Preparation for reception  Manipulates objects with good fine motor skills Uses writing as a means of communicating to audience Funky fingers  Gross motor skills: ways to travel

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	Gross motor skills: walking up stairs			Gross motor skills: Large ball games		
<b>COMMUNICATION AND LANGUAGE</b>	All aspects of developing C&L are considered throughout daily classroom practice, continuous provision and sessions such as circle time. It is also focused on through clear classroom rules and routines. Observations, next steps and target setting, support the development of individuals. Intervention programmes such as Wellcomm and Early Years Speech and Language pack are designed to support children who are not making the expected progress.					
<b>LITERACY</b>	<p><b>Reading:</b> Book Talk Traditional Stories Picture/Name Recognition With support: Coat peg/water bottle</p> <p><b>Phonics: Phase 1</b> Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme</p> <p><b>Writing:</b> Develop a spoken language Hand-eye coordination activities Develop control over mark making tools Show interest in pictures and print in books Recognise environmental print</p>	<p><b>Reading:</b> Book Talk Christmas Stories Picture/Name Recognition Unsupported: Coat peg/water bottle</p> <p><b>Phonics: Phase 1</b> Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds</p> <p><b>Writing:</b> Develop a spoken language Hand-eye coordination activities Develop control over mark making tools Show interest in pictures and print in books Recognise environmental print</p>	<p><b>Reading:</b> Book Talk Favourite stories With support: Name Recognition</p> <p><b>Phonics: Phase 1</b> Environmental sounds: different volumes, sound lotto games Instrumental sounds: Remember and repeat a rhythm link with volumes Body Percussion: With varied speeds Rhythm and rhyme: Moving time Alliteration: Modelling through stories and rhymes Voice sounds</p> <p><b>Writing:</b> Understand the concept of a word Use one-handed tools with increased control Ascribe meaning to marks</p>	<p><b>Reading:</b> Book Talk Favourite stories Unsupported: Name Recognition</p> <p><b>Phonics: Phase 1</b> Environmental sounds: sounds behind a screen Instrumental sounds: Play an instrument to describe an action Body Percussion: Use voice to make slow, fast, loud, quiet, short sounds Copy a sequence Rhythm and rhyme: Rhyming objects Alliteration: Voice sounds</p> <p><b>Writing:</b> Recognise rhythm in spoken words Draw lines and circles using gross motor skills Reads back own mark making</p>	<p><b>Reading:</b> Shared reading activities Traditional stories Unsupported: Name Recognition Key words</p> <p><b>Phonics: Phase 2</b> Rhythm and rhyme: Rhyming bingo Alliteration: Sort objects beginning with the same sound Voice sounds Oral blending and segmenting: Sound talk segmented words</p> <p><b>Writing:</b> Show awareness of rhyme and alliteration Hears and discriminates general sounds, speak sounds and patterns Knows print carries information</p>	<p><b>Reading:</b> Shared reading activities Traditional stories Unsupported: Name Recognition Key words</p> <p><b>Phonics: Phase 2</b> Rhythm and rhyme: Continue a rhyming string Alliteration: Look at an object and recognise the initial sound Voice sounds: Oral blending and segmenting: Sound talk segmented words</p> <p><b>Writing:</b> Extend spoken vocabulary Manipulates objects with good fine motor skills Uses writing as a means of communicating to audience</p>
<b>MATHEMATICS</b>	<p><b>Numbers:</b> Distinguish between quantities when a group of objects is more than one Show awareness of 1:1 correspondence through practical everyday experience</p> <p><b>Shape, Space and Measures</b> Sorting for object, size,</p>	<p><b>Numbers:</b> Begin to make comparisons between quantities Use some number language such as “more” “a lot”</p> <p><b>Shape, Space and Measures</b> Use language such as circle to describe the shape and size of a flat shape</p>	<p><b>Numbers:</b> Appreciate that numbers can identify how many objects are in a set Count up to 5 objects by touching each object Know that the last number in the count is the total</p> <p><b>Shape, Space and Measures</b></p>	<p><b>Numbers:</b> Represent numbers up to 5 using fingers Recognise groups with 1 2 or 3 objects Match groups with the same number of objects (1 – 3)</p> <p><b>Shape, Space and Measures</b></p>	<p><b>Numbers:</b> Represent numbers up to 10 using fingers Count reliably to 10 objects including those that cannot be moved Count actions or sounds</p> <p><b>Shape, Space and Measures</b></p>	<p><b>Numbers:</b> Count out a small number of objects (6) from a large group Match and compare the numbers of objects in 2 sets recognising when the sets contain the same number of objects</p>

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	<p>colour Positional language: up, down Shape recognition: basic 2D shapes</p>	<p>Model use of positional language</p>	<p>Encourage children to talk about the shapes in everyday objects Now use the language e.g. circle, bigger to describe the shape Model the use of size language such big, little and heavy, light Use everyday words to describe capacity</p>	<p>Encourage children to talk about the shapes in everyday objects Now use the language e.g. circle, bigger to describe the shape Model the use of size language such big, little and heavy, light Size, length and weight</p>	<p>Encourage children to order items by size, length and weight Develop mathematical ideas and methods to solve practical problems</p>	<p>Move around, or partition and recombine small groups up to 4 objects, and recognise that the total is still the same  <b>Shape, Space and Measures</b> Develop mathematical ideas and methods to solve practical problems Use everyday words to describe capacity</p>
<p>UNDERSTANDING THE WORLD</p>	<p><b>Communities / World:</b> Autumn Talking about home and family, friends Love All about me Change / Autumn walk Role Play – home corner  <b>Technology:</b> IWB nursery rhymes, Autumn Ipad Home corner equipment</p>	<p><b>Communities / World:</b> Autumn People who help us and keep us safe Significant Events: Bonfire night, Remembrance, Christmas, Birthdays, Diwali  <b>Technology</b> IWB: Nursery Rhymes, Bonfire night, Remembrance day, ipad Home corner equipment</p>	<p><b>Communities / World:</b> Winter Significant Events: New Year, Chinese New Year, Pancake Day, Snow and ice Making maps and plans Different types of transport Instructions and directions Explorers  <b>Technology:</b> IWB ipad</p>	<p><b>Communities / World:</b> Spring Significant Events: Easter, Mothers Day Spring walk Recognising colours, colour mixing Exploring different materials Rainbows and weather  <b>Technology:</b> Spring on IWB iPad</p>	<p><b>Communities / World:</b> Spring Significant Events: The Queen’s Birthday, Plants and animals How life has change – dinosaurs  <b>Technology:</b> iPad Using technology for a purpose</p>	<p><b>Communities / World:</b> Summer Significant Events: Transition Summer walk  <b>Technology:</b> iPad Summer on IWB Using technology for a purpose</p>
<p>EXPRESSIVE ARTS AND DESIGN</p>	<p><b>Exploring and Using Media and Materials</b> Learning new songs Simple construction Using simple tools Familiar role play  <b>Being imaginative:</b> Role Play – home corner Small world</p>	<p><b>Exploring and Using Media and Materials</b> Moving to music Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play  <b>Being Imaginative:</b> Role Play – home corner, Small world</p>	<p><b>Exploring and Using Media and Materials</b> Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expressive in art/drama/dance  <b>Being imaginative:</b> Role Play – home corner Small world</p>	<p><b>Exploring and Using Media and Materials</b> Creating different textures Selecting a wider range of tools Explore colours and begin to differentiate between colours. Role play based on own first hand experiences Use available resources to create props to support role play  <b>Being imaginative:</b> Role Play – home corner Small world</p>	<p><b>Exploring and Using Media and Materials</b> Tap out simple repeated rhythms and make some up Explore and learn how sounds can be changed Imitate and create movement in response to music Develop a repertoire of actions by putting a sequence of movement together Engage in imaginative play and role play based on own first hand experiences  <b>Being imaginative:</b></p>	<p><b>Exploring and Using Media and Materials</b> Sing to themselves and make up simple songs Create 3D structures Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces recognise repeated sounds and sound patterns and match movements to music  <b>Being imaginative:</b> Role Play – home corner Small world</p>

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					Role Play – home corner Small world	
ASSESSMENT	Baseline Learning Journeys Long observations Short Observations Pencil Control	End of term- Pupil Asset Learning Journeys Long observations Short Observations Pencil Control	Learning Journeys Long observations Short Observations Pencil Control	Pupil Asset Learning Journeys Long observations Short Observations Pencil Control	Pupil Asset- end of year data Learning Journeys Long observations Short Observations Pencil Control	Learning Journeys Long observations Short Observations Pencil Control
ASSESSMENT SHARED WITH PARENTS	Learning Journeys Parent Meeting	Learning Journeys	Learning Journeys Parent Meeting	Learning Journeys	Learning Journeys	Learning Journeys End of year report
TRANSITION	Home visits Adjustments made to childrens hours’ dependent on settling in Lunch Hall	Lunch Hall	Lunch Hall	Lunch Hall	Lunch Hall Transition sessions to Reception	Lunch Hall Transition sessions to Reception
EXPERIENCES	<b><u>Memorable Experience</u></b> Home visits  Stay and Play – Settling	<b><u>Memorable Experience</u></b> Christmas sing song Christmas Craft Christmas Diwali	<b><u>Memorable Experience</u></b> New Year Chinese New Year Pancake day	<b><u>Memorable Experience</u></b> Easter Mothers Day collection	<b><u>Memorable Experience</u></b> Writing a letter to say happy birthday to the Queen	<b><u>Memorable Experience</u></b>  Meet the new teacher / Transition
PARENTAL ENGAGEMENT	Home visits  Stay and Play – Settling  Tour Reception	Parents meeting  Christmas Craft  Christmas fayre		parents meeting		Annual school report  Summer fayre