

 "Toddington St George CoE Primary School - Yearly Overview For Year Nursery"										
	Project	Communication and Language Literacy- Comprehension, word reading and writing			Maths	Understanding the world	Physical development	Expressive Arts and Design	Personal, Social and Emotional Development	Extra curricular activities
Term and Weeks										
Autumn 1	It's all about me	Talk about themselves and their family. Develop listening skills with support from adults. Follow simple directions. Use talk in their play. Retell a simple past event. Understand and respond to some questions (yes/no). Ask questions -who, what, when, how. Increase their vocabulary. Use talk in pretending that objects stand for something else in play. Listen and respond to a simple instruction. Start to say or express how they are feeling, using words as well as actions. Start to develop conversation. Develop pretend play. Listen to simple stories and understand what is happening with the help of the pictures. Understand and act on longer sentences. Understand simple questions - who, what and where. Develop their communication. Sing a large repertoire of familiar songs/nursery rhymes. To talk about the different characters in stories and what they are doing. Hold a conversation, jumping from topic to topic	Take part in mark making activities. Fill in missing word or phrase in a known rhyme, story or game, e.g. "heads, shoulders, knees &....?" Listen and join in with stories. Join in with repeated refrains. looks at a range of books/print e.g. Picture books/popup/non-fiction/fiction/magazines/leaflets	little wandle sounds s a t p i n	Recite some number names in sequence. Use number names and number language spontaneously. Use some language of quantities. Begin to categorize objects by shape and size. Begin to use the language of size. Use some number names accurately in play. Recite numbers in order to 5. Realise anything can be counted, e.g. claps, jumps etc. Show an interest in representing numbers. Asks questions/ makes comments about numbers. Show an interest in shape and space by making arrangements with objects.	Show an interest in the lives of familiar people. Recognise and describes special times for family or friends. Know some of the things that make them unique know that information can be retrieved from computers/tablets etc. Can talk about some of the similarities and differences in relation to family and friends. Show interest in technological toys and real life objects, e.g. cameras and phones. Show skill in making toys work by pressing parts/ lifting flaps etc. Christmas songs	Hang up own coat and bag on pegs. Draw lines and circles using gross motor movements. Move to music in different ways. Attempt to put on own coat/wellies/shoes. To tell an adult when hungry or tired. Wash and dry own hands with some reminders. Develop independence with toileting. Negotiate space Balance -be able to stand on one foot for a few seconds. Turns pages in a book, sometimes several at once To run, jump, climb and begin to use stairs independently. To sit on push-along toys, scooters and trikes. To develop their manipulation and control, explore different tools and materials.	Enjoys joining in with dancing and ring games. Notice what adults do and imitates when adult is not there. Explore colour and how colours can be changed. Imitate movement in response to music. Sings a few familiar songs. Engage in imaginative role-play. Use available props to support role play. Capture experiences and responses with a range of media.	Establish some class rules and learn to follow them. Learn about St George's school Values. Begin to show, Be Ready, Be Respectful, Be Safe Speak about own home and community. Form good relationships with friends and adults. Play together cooperatively, taking turns and sharing. Manage and adapt own behaviour with support from an adult. During changes in routine. Can select and use activities	Christmas play and christmas activity day Mr Piccolo christmas show
Autumn 2	Celebrations									
Spring 1	Pets	Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary Sing a large repertoire of songs Develop their communication	Understand that print can have different purposes Develop their phonological awareness so that they can recognise words with the same initial sounds such as money and mother Engage in extended conversations about stories, learning new vocabulary 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 write some letters accurately	Little wandle sounds m d g o c k e u r h b f l j	Solve real world mathematical problems with numbers up to 5 Talk about and identifies the patterns around them. for example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty' 'blobs' Begin to describe a sequence of events, real, or fictional, using words such as 'first' 'then' Recite numbers past 5	Talk about what they see, using a wide vocabulary Show interests in different occupations Explore how things work Explore and talk about different forces they can feel Plant seeds and care for growing plants	Skip, hop, stand on one leg and hold a pose for a game like musical statues Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks Use a comfortable grip with good control when holding pens and pencils Be increasingly independent Be increasingly independent as they get dressed, for example, putting coats on and doing up zips	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 small world equipment like animal sets, dolls, and dolls houses Explore different materials freely to develop their ideas about how to use them and what to make Remember and sing entire songs	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 Play with one or more other children, extending and elaborating play ideas Develop appropriate ways of being assertive	Mothers day tea Easter church trip
Spring 2	Spring Time	Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions Start a conversation with an adult or a friend and continue it for many turns								
Summer 1	Vehicles	Understand 'why' questions like: 'why do you think the caterpillar got so fat?' Pay attention to more than one thing at a time, which can be difficult Understand a question or instruction that has two parts such as 'Get your coat and wait at the door' Develop their communication Develop their pronunciation but may have problems saying some sounds and multisyllabic words	Understand print has meaning Write some or all of their name Develop their phonological awareness so they can count or clap syllables in a word. Spot and suggest rhymes Develop their phonological awareness so they can count or clap syllables in a word. Spot and suggest rhymes Write some letters accurately	Little wander sounds v w y z qu ck x sh th ng nk	Make comparisons between objects relating to size, length, weight and capacity Discuss routes and locations, using words like in front of and behind Develop fast recognition of up to 3 objects, without having to count them individually Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tell you how many there are in total. Show 'finger numbers' up to 5 Link numerals and amounts for example showing the right number of objects to match the numerals, up to 5	Begin to understand the need for respect and care for the natural environment and living thing Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 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 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	Go up steps and stairs, or climb up apparatus, using alternative feet Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width 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 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Use one-handed tools and equipment for example making snips in paper with scissors Use large-muscle movements to wave flags and streamers, paint and make marks	Draw with increasing complexity and detail, such as representing face with a circle and including detail. Explore colour and colour mixing Develop own ideas and then decide which materials to use to express them Remember and sing entire songs	Show more confidence in new social situations Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Become more outgoing with unfamiliar people, in the safe context of their setting. Find solutions to conflicts and rivalries Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Sports day Fathers day End of term family picnic and show Animals encounters
Summer 2	Summer / Tranisiton									