Clayton St John C of E Primary School
Long Term Overview
Nursery

7ytArea of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/ interests/lines of enquiry	My Friend Bear	Let's Celebrate Together	Down on the Farm	New Life Is Everywhere	All Around the World	Everyday Superheroes.
	Rosh Hashanah Black History Harvest Festival	Diwali Bonfire Night Remembrance Christmas and C around the World	New Years Chinese New Year Valentines Day	Shrove Tuesday & Lent Holi Mothers Day Easter	Ramadan St George's Day Eid	Pride Queen's Birthday Father's Day Eid
	This is the Bear We're Going on a Bear Hunt It's a Bear!	The Light in the Night Poppy and the Blooms Princess Poppy We're going on a sleigh ride	Squash and a Squeeze What the Ladybird Heard A farmers life for me	Jaspers beanstalk The Very Hungry Caterpillar The Enormous Turnip Festival of colours	The Water Princess My Granny went to market Non fiction – Welcome to our world	A Superhero Like You Emergency! Non fiction (Everyday superheroes) You cant call an Elephant in an Emergency.
Communication and language	Can shift from one task to another when asked. "We need to stop playing and tidy up'. May need adult support. Will ask simple questions to gain information- What's your name? Understands/ follows simple instructions with three key words, "Can you wash dolly's face?" Can sit and listen to simple stories showing some understanding of what is happening. Can link up to 5 words together-may not be a grammatically correct sentence-' I go toilet', 'I tired.' Uses Pronouns me, him, she Uses some plurals correctly Uses prepositions such as in, under and on. Understands when asked to point at certain things. "Who is jumping in the story?" Child can point to the picture. Understands and responds to simple questions (who, what and where - NOT why) Asks simple questions Holds a conversation but may jump topic.		Will stop and follow an instruction from an adult. Sits and listens to a story. Asks a wider range of questions. Beginning to recognise and join in with repeated refrains in stories. Listens and joins in with singing time - not always accurate. Joins in with repeated refrains in stories. Enjoys joining in with known rhymes/ songs with increased confidence. Is becoming more confident in explaining their reasoning in response to how and why questions. Can remember and retell familiar stories Using more complex sentences structures when speaking. Has an increasingly control of tense but will still make mistakes such as 'runned'. Asks lots of questions, when is it snack? Where is the...,Why is that dog barking? Can explain some of their actions and process using 'because'.		Can pay attention to more than one thing at once and switch their focus when prompted. Enjoys listening to longer stories and is showing a good understanding of what is being read when questioned. Understands that some instructions have more than one part - can follow two part instructions. Can answer some why questions, drawing on their own knowledge and experiences. Can verbalise their opinion. Can start their own conversations. Can link between 4 and 6 words mostly grammatically correct. Their vocabulary reflects their breath of experiences to date. Uses talk when role playing and playing in provision - even if playing alone.. 'let's go on the bus now...' Can use past and futures tenses mostly correctly. Can answer simple questions and will offer explanations. Holds a conversation 1:1.	

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		Can retell using the past tense almost correctly - I went down the slide, I saw a bird. Has a developing vocabulary - can reuse new topic words in context.	
Personal social and emotional development	Shows a range of emotions and will sometimes need help regulating. Can name some emotions... I feel sad, etc. With support, can follow instructions May get frustrated when faced with a situation- waiting for a turn or wanting something someone has - may lash out. Uses the toilet but may need support at times. May need reminding to wash hands. Recognises when they need to use the bathroom. Understands that actions have consequences. Recognises that they can make their own choice - makes choices based on their own thoughts and ideas. Is aware of the rules and will follow the lead of adults in order to follow them. Will leave their adult with some support. Enjoys the company of other children. Seeks a Nursery adult for comfort/ support.	Has an increased vocabulary when talking about emotions. Can listen for increasing periods of time on the carpet. Will stop and follow instructions from an adult even when they are busy playing - stop and tidy up etc. Uses the toilet with increased independence, dressing themselves and hand washing. Aware of differences and similarities between themselves and others. Sees that they are part of a group peer/ class. Understands that there are rules in Nursery. Can comment on the rules we have in Nursery. Will play alongside other children and begins to spend more time playing with one or more children. Happily comes to Nursery and feels safe and secure with the staff there. Managing their impulses more when faced with a challenge, waiting their turn more readily. Can explain some of the rules in Nursery and why we should follow them Beginning to understand healthy and unhealthy food choices if given a choice.	Can describe some feelings and say why they feel that way. Is beginning to find their own ways of regulating their behaviour - will seek adults for support. Can follow the familiar routines of Nursery independently. Independently accesses the toilet and washes hands well. Reacts to praise showing pride in achievements. Developing in confidence and is beginning to take more risks. Is increasingly resilient when faced with a challenge. Can comment on healthy food choices and the types of food we might eat. Can follow rules without the need for reminders. Plays with a range of familiar children confidently. Is beginning to think about others feelings during play. Takes turns, shares with other children and understands yours and mine with adult guidance at times. Seeks other children to play with and joins in their play. Shows a sense of belonging- enjoys feeling part of a social group Enjoys praise which includes collective praise. Is showing an increased ability to sit and engage during adult led sessions. Follows instructions with increased independence.
Physical development	Runs safely. Shows some control when pouring something. Climbs up and downstairs with confidence - two feet on each step. Climbs to a comfortable height. Kicks a ball. May show preference of dominant hand. Turns pages in a book. Holds marking making tools in a fist grip. Use adapted scissors with support to make snips in paper	Walks across a plank independently. Jumps from a safe height holding an adult's hand Uses a knife to cut up fruit. Goes up and down steps using alternate feet. Climbs with confidence. Can control their own speed and type of movement - jumping, hopping, etc. Carries larger items such as blocks to a desired position/ location. Can collect very small objects and move them with accuracy - beads etc. Dominant hand obvious. Marks makes with increased accuracy and control. Use scissors with support to cut along a straight line.	Goes up and down steps using alternate feet. Balances for longer periods of time. Climbs with confidence. Can control their own speed and type of movement - jumping, hopping, etc. Carries larger items such as blocks to a desired position/ location. Skips. Beginning to use a tripod grip with support. Attempts to fasten up own coat zip/ buttons. Marks makes with increased accuracy and control. Attempts to fasten up own coat zip/ buttons. Use scissors with increasing independence to cut along a straight line

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Literacy	To be able to turn the pages correctly in a book. Listens to and joins in with stories and poems, when reading one-to-one Shows interest in illustrations in books and digital print May show preference of dominant hand.	Handles books and touch screen technology carefully and the correct way up with growing competence To repeat words or phrases from familiar stories. They may recognise familiar letters (such as their capital letter). Can begin to differentiate between the marks they make.	Begins to be aware of the way stories are structured, and to tell own stories Spots rhymes in familiar stories and poems. Children may be able to form some recognisable letters. Some children will be able to copy letters from their name. Some children will be able to write their name.	To understand that we read English text from Left to Right and from Top to Bottom. Talks about events and principal characters in stories and suggests how the story might end To begin to hear the initial sounds in words. To recognise their name on a name card. All children will be able to hold a pencil or other writing equipment. Some children will be able to write their name	To name some of the different parts of a book e.g. cover, author, page no, words Begin to orally blend CVC words. Most should be able to hold a pencil using tri-grip Talks about events and principal characters in stories and suggests how the story might end To begin to hear the initial sounds in words.	To understand that we read English text from Left to Right and from Top to Bottom. To name some of the different parts of a book e.g. cover, author, page no, words Begin to orally blend CVC words. To recognise their name on a name card. All children will be able to hold a pencil or other writing equipment. Some children will be able to write their name Uses some of their print and letter knowledge in their early writing. Writes some letters accurately.
Maths	Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Explore and play with shapes	Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3 Begin to count actions Say number names in order Begin to recognise that anything can be counted.	Make simple pattern arrangements Show an interest in patterns and shape Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3	Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-one correspondence Match simple shapes	Join in fully with sequences and songs Sing rhymes independently Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows	Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to 5 Begin to count 5 objects with one-to-one correspondence Continue AB patterns Create their own AB patterns

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	Show interest in simple differences between shapes Put shapes and blocks into position Select shapes for a reason Begin to explore and describe natural shapes and objects Look for collections of large and small objects Listen to repeats in songs and stories Start to join in songs with repeats Start to join in with repeats from stories Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers. Hear some number names Join in saying some number names	Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3" Copy "I see 1, 2, 3" Point to 1, 2, 3 Look for collections of large and small Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Look for collections of large Respond to simple language of position Arrange blocks in a chosen position	Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Look for collections of large and small amounts Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1,2,3 Explore shape resources	Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around a simple route Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Recognise 1, 2, and 3 in different arrangements Notice when two collections are the same	Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Look for collections of large and small Match dot patterns Be introduced to subitising games Play subitising games	Notice an error in a pattern Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Look for collections of large and small amount Compare up to 5 different objects Compare by matching

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	Model saying number names in order Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards	Select shapes for a space Recognise when 2 objects are the same shape Explore and describe shapes and objects Look for collections of large and small amounts	Explore more complex inset jigsaws Talk about simple positions Move into simple positions Move through positions Follow simple small-world routes Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects	Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Make collections the same using large and small objects Sort and talk about their own collections		
Understanding the World	**Science** Make observations about the environment	**Science** Make simple observations about the environment –	**Science** Comment about plants in the environment	**Science** Know that humans need food to keep healthy	**Science** Begin to understand the need to respect and care	**Science** Identify main parts of a plant- leaf and flower

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	Make simple observations about a range of materials – indoor and outdoor, with support Observes the immediate world around them **History** Know that everyone has birthdays Asks questions about people in their family Show an interest in pictures of events in their lives **Geography** Explores the local area – adults talking about different parts e.g. park, shop Know that Father Christmas lives in the North Pole Make observations about the environment	animals and people Make simple observations about the environment – weather **History** Notice simple differences between people of different ages with support Talks about pictures of familiar situations with support Talks about pictures of people significant to children: parents, grandparents etc **Geography** Can identify pictures of different types of places in books - fiction and non-fiction / photographs Know that the North Pole is cold Make independent observations of basic features in the local environment	Name and identify animals Know which animals make common pets Identify different weathers **History** Know that their grandparents are older Show an interest in what they have seen in pictures and books Show an interest in pictures of familiar situations Recall a recent birthday whilst looking at pictures **Geography** Know the name of their school Know that there are different countries in the world Begin to identify some seasonal changes with support. Shows an interest in simple maps and globes with an adult	Make accurate observations with support Make simple observations about a range of materials – indoor and outdoor Explores cause and effect but changes a variable e.g. Floating and sinking - will it float if there is more water? **History** Retell an event from their past that their parents have told them with prompts Talk about what they do as a family Show an interest in some events in their own lives that parents have told them about Know about adults significant to children: parents, grandparents etc. **Geography** Know that school is in the local area Investigate places on a globe	for the natural environment and all living things. Identify a healthy snack with support Make simple observations of the local environment Observes something with interest **History** Know that their birthday is an event in their past Answer simple questions about what they have seen in pictures and books with support Begin to be able to comment on pictures of familiar situations Show an interest in different occupations, naming some of them **Geography** Know and talk about the place where they live Talk about the similarities and differences between pictures of places with support	Make observations about the environment and seasonal change with support Make observations of different materials and identify their properties with support **History** Retell an event from their past that their parents have told them Know about their birthday and other events that are important in their lives Begin to know how their family is made up Know about some events in their own lives that parents have told them about using words such as a long time ago Know that Jesus was alive a long time ago Know that some things looked different along time ago e.g. cars. **Geography** Know the names of some of the different buildings

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				Begin to understand some basic positional language	Begin to identify some simple seasonal changes independently Begin to show an interest in simple maps and globes	from stories e.g. house, cottage, castle Understand what maps and globes show with support Draw a simple map or plan linked to story with support
Expressive arts and Design.	ART Name colours when prompted Attach materials together using glue with support Explore colour mixing Explore playdough moving through as sequence of skills: Pressing Pinching Cutting Rolling Balling Explore printmaking with objects (eg sponge shapes) MUSIC Sing a range of well-known nursery rhymes and songs	ART Sort colours Draw lines and shapes Explore paint in different forms and on different surfaces Paint with a brush to create lines and shapes MUSIC Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Remember and sing an entire simple song Play simple percussion instruments with increasing control (loud, quiet, fast, slow)	ART Identify colour Attach materials together using glue independently Paint lines and closed shapes giving meaning to marks Explore playdough moving through as sequence of skills: Pressing Pinching Cutting Rolling Balling MUSIC Sing a selection of simple songs and nursery rhymes	ART Draw lines and closed shapes giving meaning to marks Create shapes with dough using cutters Explore printmaking with wider variety of objects (e.g sponge shapes, vegetables) MUSIC Copy a steady beat using body parts	ART Paint with more than one colour Describe sketches. Experiments with colour mixing – no intention to make a certain colour. To attach junk modelling items together Create a collage with prepared paper collage materials by gluing. MUSIC Show a greater awareness of melody when singing some familiar songs.	ART Identify a wider range of colours Describe paintings Use a given skill to manipulate playdough to make a given shape Print with deliberate placement MUSIC Listen to some music and express my thoughts and

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	Join in singing a song for the Christmas concert DT Use glue to join materials randomly together	DT Use glue to join materials randomly together Select materials from a limited range that meet a simple design criteria prompted by an adult, i.e. shiny Use adapted scissors with support to make snips in paper Explore playdough moving through as sequence of skills: Pressing Pinching Cutting Rolling Balling	Sing songs and nursery rhymes copying pitch DT Respond to an adult's suggestion of what to make Use glue to join materials together with increasing independence Rebuild something when playing to improve it if it falls down or doesn't work	Name some of the percussion instruments Copy a simple rhythmic pattern using a percussion instrument DT Has an idea of what to build before they begin Use scissors with support to cut along a straight line. Use a large plastic needle to sew with support	Use simple percussion instruments to express simple feelings and ideas with support. DT Discuss what I want to make when I am playing Use tape to join things together with support Attempt the thread a large plastic needle.	feelings about what I have heard with support Create a new song similar to one that I already know DT Explore ideas by rearranging materials Use scissors with increasing independence to cut along a straight line Discuss what has been made naming some of the resources and simple techniques used with support