









Nursery Yearly Overview
Knowledge, Understanding and Skills Progression



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes – I am a superhero 	Colour My World 	Once upon a time 	Journeys 	Pets, plants and ponds 	Wild Things 
Possible ideas/lines of enquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination. Phonically decodable - levelled books	All about me - Ourselves Healthy bodies Senses – super powers My family/differences Real life superheroes - people who help us Skeletons Celebrating differences	Seasons Birthdays Special events – Baptism Bonfire Night- firework safety. Diwali Celebrating Differences Investigating pumpkins. Christmas	Castles - homes in the past Traditional tales Planting seeds - Jack and the Beanstalk. Materials - the best material for building a castle Children will celebrate Chinese new Year and Shrove Tuesday	Growth and change Local area- Where do I live, Where do I go? How do I get there? Road Safety	Taking care of pets Plants and gardening Farming Growing our sunflowers Edible gardening Mini beasts Life cycle - caterpillars	Planet Savers/looking after the environment – recycling/ WWF Animals from different habitats – different weather types. Wild animals
Experiences	Autumn welly walk	Food tasting from different cultures	Chinese New Year activities	Spring welly walk Road safety	Gardener/Eco Council visit	Visit from a member of staff to talk about

	<p>Making their own fruit salads</p> <p>Harvest festival</p>	<p>Henna painting</p> <p>Advent activities</p> <p>Pantomime</p> <p>Christmas Nativity</p> <p>Santa visit</p> <p>Diwali - celebrations</p> <p>Christmas carols</p>	<p>Building a snowman</p>	<p>Making/tasting pancakes for Shrove Tuesday</p> <p>Prayer stations</p>	<p>Sunflower competition</p> <p>Grow caterpillars</p> <p>Fruit tasting</p>	<p>recycling/link eco council.</p> <p>Litter picking in the school grounds.</p> <p>Junk modelling using recycled materials</p>
<p>Parental involvement</p>	<p>Meet the teacher</p> <p>Parents to share photos of families</p> <p>Parents to cook with children at home a healthy meal.</p> <p>Autumn welly walk</p>	<p>Attend Christmas Nativity</p> <p>Home Visits for new starters</p>	<p>Winter welly walk</p>	<p>Spring term welly walk</p> <p>Parents to take children on a walk around the local area and photograph their journey.</p> <p>Parents Meetings.</p> <p>Home Visits for new starters</p>	<p>Help child to look after the sunflower</p> <p>Help child to look after family pet</p> <p>Parents pop in and play</p>	<p>Summer welly walk</p> <p>Home Visits for new starters</p> <p>Sports day</p> <p>Graduation</p>

<p>PRIME AREAS - Communication and Language</p>	<p>Superheroes – I am a superhero!</p> <ul style="list-style-type: none"> • N/F My Body • Maisie’s Bathtime • Spot books • Owl Babies • Titch <p>Children will experience a range of genres: fiction, non-fiction, poems, rhymes and songs. They will actively engage in these texts and join in repeated refrains and build up new vocabulary.</p>	<p>Colour My World</p> <ul style="list-style-type: none"> • Bonfire Night Safety Poster • Diwali – Rama and Sita • Brown Bear, Brown Bear what do you see? • Whatever Next • The Christmas Story. <p>Children can sometimes pay attention to more than one thing at a time.</p> <p>Children are able to follow a one-step instruction.</p>	<p>Once upon a time...</p> <p>Selection of Traditional Tales:–</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears. • The Three Little Pigs. • The Three Billy Goats Gruff. <p>Children are beginning to build their repertoire of songs –</p> <ul style="list-style-type: none"> • Humpty Dumpty • Twinkle Twinkle, Little Star • Row, Row, Row Your Boat • The Wheels on the Bus 	<p>Journeys</p> <ul style="list-style-type: none"> • The Gingerbread Man • We’re Going on a Bear Hunt <p>Children are building up their experiences of high-quality texts.</p> <p>Children will speak in full sentences.</p> <p>Children understand ‘why’ questions.</p> <p>Children will join in with repeated phrases and rhymes. They will be sensitively corrected for any misconceptions e.g. oncesuppona time.</p>	<p>Pets, plants and ponds</p> <ul style="list-style-type: none"> • The Very Hungry Caterpillar • Oliver’s Fruit Salad <p>Children can take part in back-and-forth interactions with another child in the class.</p> <p>Children can take part in back-and-forth interactions with a trusted adult.</p> <p>Children are playing with other children. They are starting to use vocabulary linked to the game played. The children will begin to organise themselves and their play through language, e.g.</p>	<p>Wild Things</p> <ul style="list-style-type: none"> • Dear Zoo • Rumble in the Jungle • Polar Bear, Polar Bear what do you hear? <p>Children will experience a range of genres: fiction, non-fiction, poems, rhymes and songs. They will actively engage in these texts and join in repeated refrains and build up new vocabulary.</p> <p>Children will be able to retell some stories they have been immersed in all term.</p> <p>Children will use the correct tense, when speaking, most of the time, e.g. run – ran (not runned)</p>
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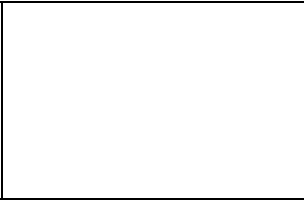
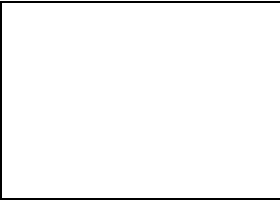
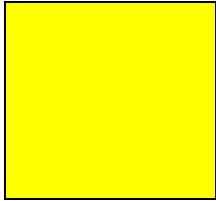
		Children will begin to use social phrases, e.g. 'good morning'	Children are beginning to listen carefully to their peers and trusted adults. They will know why listening is important. Children can echo back, to a trusted adult, modelled vocabulary and sentence structure.		'Let's go in a car. I will be the driver and you can sit here...'	Children will be able to start a conversation with a peer or an adult and then take turns speaking.
<p>PRIME AREAS – PSED</p> <p>Separate PSHE lessons are taught weekly following the SCARF scheme of work.</p>	<p>Me and My Relationships</p> <p>Marvellous me! Children will be able to:</p> <p>Share their likes and dislikes with their friends and adults in their classroom</p> <p>Name the different features of their face and parts of their body.</p> <p>Use their senses to explore the</p>	<p>Valuing difference</p> <p>Me and my friends Children will be able to:</p> <p>Talk about the similarities and differences amongst their peers.</p> <p>Talk about the things they and their friends are good at.</p> <p>Spot similarities and differences in nature.</p>	<p>Keeping myself safe</p> <p>People who help me and keep me safe Children will be able to:</p> <p>Name key relatives/care givers at home and those who care for them in their education settings.</p> <p>Recognise a 'funny tummy' feeling when</p>	<p>Rights and responsibilities</p> <p>Looking after myself Children will be able to:</p> <p>Talk about how healthy food and keeping clean can help our bodies.</p> <p>Name some healthy foods.</p> <p>Try new experiences.</p>	<p>Being my best</p> <p>What does my body need? Children will be able to:</p> <p>Name what their bodies need for energy (food, water, exercise, sleep).</p> <p>Describe how they feel when they don't have enough food, water, exercise or sleep.</p>	<p>Growing and changing</p> <p>Growing and changing in nature Children will be able to:</p> <p>Describe seasonal changes.</p> <p>Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot.</p> <p>Describe the life cycle of an animal.</p> <p>When I was a baby</p>

	<p>world around them.</p> <p>I'm special Children will be able to:</p> <p>Speak positively about themselves.</p> <p>Name different feelings and possible causes.</p> <p>Name some key adults who can help them when feeling sad/worried/scared.</p> <p>People who are special to me Children will be able to:</p> <p>Talk about their families and special people.</p> <p>Name those who care for them and keep them safe.</p>	<p>Friends and family Children will be able to:</p> <p>Understand that having differences between us is a good thing.</p> <p>Notice and talk about differences in nature.</p> <p>Recognise the differences within and amongst families.</p> <p>Including everyone Children will be able to:</p> <p>Explore and use different materials.</p> <p>Show kindness by including their friends.</p> <p>Talk about how to help those who are in need.</p> <p><i>Develop their sense of responsibility and</i></p>	<p>something feels wrong or unsafe and say what to do.</p> <p>Talk about what makes them feel safe.</p> <p>Safety Indoors and Outdoors Children will be able to:</p> <p>Name potential dangers, both inside and outside; and how to avoid getting hurt.</p> <p>Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules.</p> <p>Talk about how to keep their bodies safe.</p> <p>What's safe to go into my body</p>	<p>Looking after others Children will be able to:</p> <p>Name some activities that they can do to help out at home.</p> <p>Talk about how they can look after other members of their family.</p> <p>Talk about how they can look after their friends.</p> <p>Looking after my environment Children will be able to:</p> <p>Show care and responsibility for their home and learning environments.</p> <p>Talk about what is special within</p>	<p>Make healthy choices independently, in their home or education setting.</p> <p>I can keep trying Children will be able to:</p> <p>Explain how people might feel if they find something hard.</p> <p>Suggest ways to encourage others to keep going.</p> <p>Have a go at challenging themselves.</p> <p>I can do it! Children will be able to:</p> <p>Develop skills in planning, reviewing applying a trial and error approach.</p> <p>Explore activities that they wouldn't normally try,</p>	<p>Children will be able to:</p> <p>Talk about how babies change as they grow.</p> <p>Explain what babies need and how this changes as they grow.</p> <p>Share their own experiences and listen to those of the others.</p> <p>Girls, boys and families Children will be able to:</p> <p>Talk about the similarities and differences between the males and females.</p> <p>Begin to play inclusively with their friends, regardless of their sex (if not already doing so).</p> <p>Think differently and more openly about</p>
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	<p>Describe the different types of homes. Select and use activities and resources, with help when needed.</p> <p><i>Children enjoy carrying out small tasks for a trusted adult.</i></p> <p><i>Children will ask for help with the task if needed.</i></p> <p><i>Children are able to use the toilet independently. They may require some assistance with wiping.</i></p>	<p><i>a membership of a community.</i></p> <p><i>Become more outgoing with unfamiliar people in the safe context of their setting.</i></p> <p><i>Increasingly follow rules, understanding why they are important.</i></p> <p><i>Children are beginning to be confident in new social situations – they are making friends with the new children in the class.</i></p> <p><i>Children are starting to know about and understand St. James' Rules. They are supported with working towards these.</i></p> <p><i>Children will be able to wash their own hands at appropriate times. They understand</i></p>	<p>Children will be able to:</p> <p>Know which products in the home are to be used only by adults.</p> <p>Sort items according to their use and purpose.</p> <p>Explain who can give medicine to children and why.</p> <p><i>Show more confidence in new social situations.</i></p> <p><i>Play with one or more other children, extending and elaborating play ideas.</i></p> <p><i>Children will be able to select tools and resources that they need to complete a task</i></p>	<p>the natural world.</p> <p>Name some ways in which they can help their world. <i>Help to find solutions to conflicts and rivalries.</i></p> <p><i>To follow rules independently without adult support.</i></p> <p><i>Children are more outgoing with new adults in the classroom, including trusted school visitors.</i></p> <p><i>Children are beginning to find a resolution to a problem, e.g. sharing, understanding that not everyone can wear a princess dress at once. They can do this with adult support.</i></p>	<p>pushing the boundaries of their comfort zone.</p> <p>Communicate with others by sharing with and listening to each other's ideas.</p> <p><i>Develop appropriate ways of being assertive.</i></p> <p><i>Talk with others to solve conflicts.</i></p> <p><i>Begin to understand how others might be feeling.</i></p> <p><i>Children are able to listen to another child and to act upon what has been said. Children listen to a trusted adult and act on what has been said.</i></p> <p><i>Children do not give up when a</i></p>	<p>what a family may look like.</p> <p><i>Talk about their feelings using words like happy, sad, angry or worried.</i></p> <p><i>Children can talk about their feelings. Some children will need this modelled by a trusted adult. Children will be able to talk about these emotions:</i></p> <ul style="list-style-type: none"> ● Happy ● Sad ● Upset ● Angry <p><i>Children will read a variety of books about feelings throughout the year.</i></p> <p><i>Children begin to understand that it is ok to feel the way that they feel. They begin to understand that their thoughts and opinions are valid.</i></p>
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<p>PRIME AREAS - Physical Development</p> <p>FMS – Fundamental Movement Skills</p>	<p><u>Gross Motor Skills</u></p> <p>Children are showing a preference for a dominant hand.</p> <p>Children clap and stamp to music.</p> <p>Children build independently with a range of appropriate resources.</p>	<p><u>Gross Motor Skills</u></p> <p>Children walk, run, jump and climb – and start to use the stairs independently.</p> <p>Children gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, resources.</p>	<p><u>Gross Motor Skills</u></p> <p>Children fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p><u>Gross Motor Skills</u></p> <p>Children spin, roll and independently use ropes and swings</p> <p>Children sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p><u>Gross Motor Skills</u></p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Children enjoy starting to kick, throw and catch balls.</p>	<p><u>Gross Motor Skills</u></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children can skip, hop and stand on one leg</p>

	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Fine Motor Skills</u></p> <p>Children develop manipulation and control.</p> <p>Children explore different materials and tools.</p> <p>Children show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>rolling, crawling and walking.</p> <p><u>Fine Motor Skills</u></p> <p>AS PREVIOUS...PLUS:</p> <p>Children can use one handed tools and equipment, e.g. making snips in paper with scissors.</p>	<p>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.</p> <p>Choose the right resources to carry out their own plan.</p> <p><u>Fine Motor Skills</u></p> <p>AS PREVIOUS...PLUS:</p> <p>Children use a comfortable grip when holding pens and pencils.</p> <p>Children use large and small motor skills to do things independently,</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><u>Fine Motor Skills</u></p> <p>AS PREVIOUS...PLUS:</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Children are developing their movement, balancing, riding and ball skills.</p> <p>Children can walk up and down stairs, or climb on apparatus, using alternate feet.</p> <p><u>Fine Motor Skills</u></p> <p>AS PREVIOUS...</p>	<p>for a small amount of time.</p> <p>Children can remember some sequences of movements which are related to music and rhythm.</p> <p><u>Fine Motor Skills</u></p> <p>AS PREVIOUS...PLUS:</p> <p>Children will start eating independently, using a knife and a fork.</p>
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for example
manage buttons
and zips, and
pour drinks.

