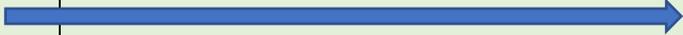




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	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Themes	Starting School/All about Me		How do we get to where we want to go? (Transport and Travel themes)
English (Texts) Nursery rhymes	 Super Duper You  The Colour Monster Wobble Bear Wears... Brown Bear, Brown Bear	 THE WIND BLEW The Wind Blew Traditional Tales	 Three Little Pigs The Train Ride Handa's Surprise Jasper's Beanstalk Jack and the Beanstalk
Literacy skills	Print has meaning Print has different purposes Early writing – for example, writing a pretend shopping list Nursery rhymes/nursery songs	Count or clap syllables in a word Reading l - r Names of different parts of a book Sequencing a story Sequencing Early writing – making a map	Count or clap syllables in a word Spot or suggest rhymes Recognise words with same initial sound Sequencing a story Early writing – writing cards Writing a 'm' for mammy Writing some/all of their name Writing some letters accurately
Science Knowledge and skills	Use all senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different materials and begin to learn new vocabulary introduced by the adult. Listen to 'That's not my...series of book'. Explore floating and sinking Designing tests With adult guidance use a range of everyday items to investigate. Reporting findings and evaluating With adult support and modelling talk about what they see in the world using an introduced vocabulary	 Explore the outdoor environment looking at what is happening to the weather in the context of snow and ice. Explore the changes they notice and talk about what is happening. Explore and talk about forces they can feel (push and a pull) – context of natural forces such as the wind as well as investigating through play activities Talk about the differences between materials and changes they notice – cooking eggs for Easter (comparing uncooked and hardboiled eggs in a Humpty Dumpty investigation) Planning an enquiry /test With help investigate what happens to ice.	Understand the key features of the life cycle of a plant or an animal With adult help plant seeds and care for growing plants Begin to understand the need to care for the environment and living things Talk about the differences between materials and changes they notice (melting chocolate, making jelly) Planning an enquiry Help children to select toys that they can move. Designing tests



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	<p>With adult support talk about the differences between materials and changes they notice - floating and sinking</p>	<p>Use a range of everyday items to investigate pushes and pulls. Gathering and recording data Use non-standard units to measure and compare (the school day). Use numbers on a number track to 10 or marks of our own to record that are age appropriate (pushing prams across the yard or cars down a ramp, how far can I push a tyre). Reporting findings and evaluating With adult support talk about the changes they notice (snow/ice) Talk about what that I notice during activities when we explore pushes and pulls</p>	<p>Follow short demonstration and spoken instructions (help). Use a range of everyday items to investigate. Gathering and recording data Use non-standard units to measure and compare (how tall is my bean or my sunflower) With adult help begin to think about what a plant needs to grow Use prepared pictograms to record my observations. Reporting findings and evaluating With adult support begin to talk about changes that I observe during activities such as growing plants.</p>
<p>History Knowledge and Skills</p>	<p>Begin to make sense of their own life story (when I was little...) My Family Take family photos on stay and play visits to enable talk about who is in my family. Display photos on family tree. Thinking about 'when I was little'. Comparing pictures (then as a baby and now) Create a chatterbox to bring to into school. With adult support and modelling, talk about photos and memories. Encourage children to retell what their parents told them about their life story and family.</p>	<p>Begin to make sense of their family's history by referring back to photos and the family tree. Who is in my family? Who lives in my house? Who is special to me? Language of the past – yesterday/last week. What jobs do people I know do? Encourage children to retell what their parents told them about their life story and family. Using artefacts such as the 'poss tub' to compare life now and life in the past. Visit Beamish – the town and the farm</p>	<p>Talk about photos and memories: my nursery year (reflecting on what has happened over the course of the year) When I came to Nursery, now ...</p>



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Geography Knowledge and Skills	My School Knowing where things belong in nursery. Knowing where they are in the school. Through adult modelling, children to understand and use vocabulary relating to where things are in the classroom (tidy up time locations) With help children use the language of location/direction for example up the stairs when travelling around school.	My World Continue developing positive attitudes about differences between people Explore resources (things for the kitchen, clothes people wear) that reflect the diversity of life in modern Britain. Answer their questions and encourage discussion. Talk about different appearances, skin colours and hair types. Show interest in different occupations (Invite people from a range of occupations such as a plumber, a farmer, a vet, a member of the emergency services or an author). Consider opportunities to challenge gender and stereotypes. With help, children to talk about the differences they notice between people (including jobs – a visit from the vicar, community police officer, caretaker in school, builder), whilst also drawing their attention to similarities between different families and communities Be introduced to new vocabulary related to occupations and with help be able to use it in their speech and play. Children can talk about how things (eg cooking utensils Children with support can talk about different appearances, skin colours and hair types.or clothing) can be the same or different. Linear mapping with adult support – a journey I make for example how we get to the sandpit	My World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos With help children make books and displays about families (or their families) around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions With support, children look at and talk about similarities and differences between places in the world and people and animals that live there. With help, begin to know there are different places that people live in/different countries. Children, using photos and pictures talk about the places they have been or holidays they have been on. When talking about different places, with help children can say how some places are the same and some places are different. Look at the globe to see where places are. Linear mapping in relation to stories (eg Handa's journey in Handa's surprise, or the train journey in The Train Ride)
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<p>ICT Knowledge and Skills</p>	<p>Help children explore and make sense of their new 'world' - coming to school. Children learn to find their way around the classroom and with help around school. Begin to identify devices around school and home they can control.</p>	<p>Boats Ahoy Activities</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Understand and use ipad (with support) or a keyboard/mouse in their play. Begin to sort (for example in maths), classify or group various objects progressing from practical activities to the use of ICT, for example, practically sorting fruit into colours, types or shapes, and then on-screen.</p>	<p>Busy Bodies</p> <p>Understand the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places (visit to the church/seaside), technology and the environment. Use commands to move themselves and electronic toys. Use several commands Pupils produce simple pictograms with help.to achieve an outcome I.e. microwave, till. Begin to use ICT to sort and sequence objects on a screen or interactive whiteboard. Practical sorting , then sorting on screen for example sorting animals into the places they live -hot and cold Using the microwave in DT or cooking activities – melting chocolate or making jelly</p>
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<p>Personal, Social and Emotional Development Knowledge and Skills</p>	<p>Exploring a sense of belonging at home and at school. Early Years Framework characteristics of effective learning – three strands: Playing and Exploring; Active Learning; Creativity and Critical Thinking Aspects of PSED Area of Learning: Self-regulation Managing self Building relationship Help children to learn each other’s names modelling correct pronunciation Can settle to some activities for a while? Play alongside others Take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) SCARF ‘I’m special’. Text: The Colour Monster</p>	<p>Name and describe people who are familiar to them (people who help us) Take part in other pretend play with different roles – being the Gruffalo, for example? Generally, negotiate solutions to conflicts in their play Manage their own needs.</p> <hr style="border: 2px solid blue; width: 100%;"/> <p>Sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <hr style="border: 2px solid blue; width: 100%;"/> <p>SCARF ‘Growing and changing’ ‘What does my body need?’</p>	<p>Exploring how people, families, communities and cultures can be the same or different. Exploring similarities and differences from around the world.</p> <hr style="border: 2px solid blue; width: 100%;"/> <p>SCARF ‘Elmer and Differences’ ‘Me and my friends’</p>
<p>Art Knowledge and Skills</p>	<p>Use drawing to represent ideas such as loud noise or movement (Squiggle/Write dance) Mondrian inspired artwork Use hands, fingers (and other body parts?) to make marks using a variety of sensory media (gloop, sand, salt, shaving foam, mud) Learn colour names Paint and crayon lines and blocks of colour</p>	<p>Explore colour and colour mixing – Jackson Pollock splatter painted Easter eggs Begin to mix colours and talk about the results Learn different techniques for applying paint Use a variety of tools to apply paint with control (eg glue spreader, washing-up brush, sponge, cotton bud, fingers) Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p>	<p style="text-align: center;">What can I see?</p> <p>Draw with increasing complexity and detail (eg a face) – portraits (from photographs) Show diff emotions in drawings and paintings in response to music or stories Use a camera to take a photo of a friend’s face Create a portrait using appropriate colours and detail Create a portrait using collage</p>



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<p>Design and Technology Knowledge and skills</p>	<p>Explore different materials freely in order to develop ideas about how to use them Explore different materials freely.</p>	<p>Explore different materials freely in order to develop ideas about how to use them and what to make Develop ideas about how to use different materials and what to make.</p>	<p>Explore how things work Join different materials and explore different textures Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>
<p>Music Knowledge and Skills</p>	<p>Learn own nursery rhyme and those of the other children in Nursery. Learn songs for Christmas time. Rhythm and keeping to a simple beat. - Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Learn new songs including some from around the world Introduce melody (call and response songs) Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Remember and sing entire songs Sing the melodic shape of familiar songs Create own songs or improvise from a familiar one Play instruments with increasing control to express feelings and ideas Play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know.</p>
<p>Religious Education Knowledge & Skills Non-stat for N (following some FS2 themes where approp)</p>	<p>The importance of belonging Belonging is an important element in the life of faith communities Concept Progression: Self – belonging and how to say thank you Recognise that people have different beliefs and celebrate special times in different ways such as Christmas, Divali Learn the Christmas story by performing a nativity play. Understand the concept of belonging within their own experience.</p>	<p>That saying 'thank you' to God is an important element of some religious celebrations including harvest and other festivals such as Easter Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) Celebrate and value cultural, religious and community events and experiences Know about the main features of Christian festivals.</p>	<p>Being helpful and kind. Finding out about how Jesus was that Jesus was a real human being who had a family and friends and who helped people by listening to stories. Know that Jesus was a real human being who had a family and friends. Know that Jesus chose special friends - disciples - to help him Retell simply stories about Jesus and his disciples and about his meetings with children. Know that Jesus offered friendship to all people.</p>



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<p>Physical Development Knowledge and Skills</p>	<p>Show children how to move safely around the environment (both indoors and outdoors) and around the school. Model and support children in using one handed tools and equipment. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Play games such as musical statues, action rhymes and ring games so children can learn how to skip, hop, jump and balance. Introduce sticky kids as a group activity. Children learn how to remove socks and shoes and put back on. Model and support children with pencil grip. Support children in putting on and fastening coats and encouraging independence with clothing and toilet times. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>In PE play some simple games where children need to work in a group, taking turns and sharing equipment. Practicing for sports day activities. Musical movement activities in PE. Discuss how to be healthy with eating and drinking and model and support children with eating their lunch using a knife and fork. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Modern Foreign Languages Knowledge and Skills</p>	<p>Spanish is not taught as a discrete subject in EYFS. Children are introduced to language conventions in Nursery for example hello, goodbye, please and thank you. They would hear the word leche in the context of milk time routine.</p>		
			<p>Speaking Children use some simple Spanish words (language conventions) in the context of daily routines.</p>