



## East Stour Yearly Overview for Nursery



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Optimistic</b>	<b>Resilient</b>	<b>Supportive and Trustworthy</b>	<b>Tolerant and Understanding</b>	<b>Ambitious and Successful</b>	<b>Empowered</b>
<b>Value Vocab/phrases</b>	Be happy, Have a smile, Believe you can, Good things happen	Keep on trying, Don't give up, Smile even when it is tricky, Be brave, Love a challenge	Keep a promise, Helping out, Looking after others, Tell the truth	It's good to be different, I can wait and take my turn, Be Kind	Tricky challenges are good challenges, Do your best	I can do this myself, Make your own choices
<b>Topic</b>	<b>Superhero me!</b>	<b>Look behind you</b>	<b>Dinosaurs</b>	<b>Planet Earth</b>	<b>5 4 3 2 1</b>	<b>How will we get there?</b>
<b>Hook/s</b> <i>Inc. stunning starts, school trips x 3 yr.</i>	. What did you do in the summer? What superpowers do you want?	Do any of our parents play an instrument? Can they come in and share? what they look like, how they are played, what they sound like, etc.	Dino eggs with hidden dinosaurs. Who has left them? Where did they come from?  Mind map to see how much they know and any questions they might want to find out about	Season walk to look for plants and mini beast.  Scavenger hunt	Whatever next – cardboard box and reacting the story	<b>Going on a bear hunt reacting the various environments</b>  <b>Trip to Park</b> <b>Trip to Shop</b>
<b>Fabulous Finish</b> <i>Outcome/s inc. parental engagement x 3 yr.</i>	Garden visits and 1:1 meetings  Play and stay	Nativity Christmas fair Panto	Class information book about dinosaurs  To be shared with parents if possible	Mother's Day craft  Songs performed to the parents e.g. tiny, little caterpillar	Share a story workshops	Picnic in the park Sports day Father's day activity
<b>Literacy Communication and Language</b>  <i>Core texts and writing focuses</i>	You Choose  Just Imagine  The Colour Monster –PSHE  Pip and Posy –sharing  Little Rabbit Foo Foo – being kind to other, thinking others  Speech and language talking about rules and routines	Jack and the Beanstalk.  Cinderella  Snow white  Dressing up reacting familiar stories  Princess song  Retelling stories using puppets and other resources	Dinosaur fiction books  Harry and his bucket of dinosaurs-literacy shed!  Goldilocks and the three dinosaurs  Dinosaurs in the supermarket  Introduce children to RWI- begin set one sounds.	What the Ladybird heard  The Hungry Caterpillar  Ugly Duckling  Oi frog  Growing frogs  Non-fiction books about animals  Matching baby and adult animals. Add labels.	The Dinosaur who Pooped a Planet  Whatever Next  Roaring Rockets  Non-fiction  The Smeds and the Smoos  Race to the Moon and Back  Rhyming games and activities	Kippers Balloon  Transport non- fiction texts  The Snail and the Whale  Oh the Places you will Go  Rosie's Walk  Going on a Bear Hunt  Drawing a simple map



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				Sequencing a simple lifecycle with pictures		
<b>Maths</b> <i>Based on White Rose and Maths progression Document</i>	Number Songs Number Blocks Understanding 1,2,3 Counting 4 objects	Number Songs Number Blocks Understanding 1,2,3 Counting 4 objects	Recognising numbers 1-5 Number walks Ordering 1-5 Value of numbers Recognising small groups of objects	Patterns Finding patterns in nature Making patterns from nature	Positional language Building rockets with blocks	Numbers Writing numbers Counting backwards More and less
<b>Physical Development</b>	Moving in different ways  Write Dance	Focus on using 1 handed tools (EA&D, scissors, hole punches, etc. Literacy – Mark making tools) Continue with write dance in PE Nativity – Dances for specific roles.	Creating shapes with body and moving in different ways  Dinosaurs dance	Moving like different animals Watch Andy's Wild workouts Can you Put Together a dance to describe the life cycle of a butterfly?		
<b>Understanding the World</b>  <b>Science</b> <i>Based on Science progression map.</i>	<b><u>Ongoing Skills</u></b>					
		<b>Objects and Seasons</b> Similarities and differences of fruit and veg, dough and cooked bread, big/small shadows, floating and sinking	<b>Places</b> Similarities and differences between the seaside and Ashford.	<b>Materials</b> Similarities and differences between waterproof and not waterproof, strong and weak, recyclable and not recyclable, which	<b>Animals</b> Similarities and differences between different animal habitats, body parts of familiar animals, what owls and other birds eat, nocturnal animals, adult	<b>Plants</b> How plants grow with light, water, soil and air. Know the lifecycle of a plant and name roots, shoots, stem, leaves, buds and flower.



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		Forest School- Introduce seasons and how they change.		materials melt in the sun and which do not.	and baby animals, pet shop animals, how animals move, lifecycles of animals.  Deadly 60, Andy's Wildlife Adventures, Bug hunt, pets, animals and their young, Lifecycle of a butterfly / chick / frog.	
<b>Understanding the World</b>  <b>History</b> <i>Based on History Progression Map</i>	<b>Ongoing Skills</b>					
	<b>Understanding the World: Early Learning Goal for People and Communities:</b> <i>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i>					
	<b>Communication and Language: Early Learning Goal: Speaking</b> <i>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i>					
<b>Understanding the World</b>  <b>Geography</b> <i>Based on Whole School Overview- OLI's on prog.map.</i>	<b>Ongoing Skills</b>					
	<b>ELG:</b> Children will know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one to another.					
		<b>How Things Work</b> 30-50: Talk about why things happen and how things work	<b>Places</b> Explore outside environment. Talk about likes, dislikes and make comparisons with other localities, Use maps to look up local familiar places. Explore different types of worlds e.g. hot /cold wet/dry 30-50: To talk about my home and the places that I know like the park, the shops and the library. 40-60: To talk about how things like flowers or building look the same or different, To talk about the pattern in the things I see around me.	<b>Changes</b> 30-50: To develop an understanding of growth, decay and changes over time. 40-60: To talk about how things change.	<b>Animals</b> 30-50: to ask questions about the animals I see, to talk about animals that interest me. To talk about how animals change.	<b>Plants</b> 30-50: to ask questions about the plants I see, to talk about the plants that interest me and to show care and concern for living things and the environment.



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<p><b>Expressive Art and Design</b></p>	<p>Self Portraits Mixing Colours <i>Superhero dances</i> <i>Superhero vehicle models</i> <i>Sing songs, make music and dance</i> <i>Use range of materials, tools, techniques.</i> <i>Experiment with colour, design, texture, form and function.</i> <i>Represent ideas, thoughts and feelings through DT, art, music, dance role play and stories</i></p>	<p>Junk modelling – focus on making musical instruments for our junk modelling orchestra (what materials would work best &amp; why?) Helicopter stories – Create a stage area, look at making own props for story telling Art focus on Mondrian (linked to maths with squares and rectangles)</p>	<p>Dinosaur skeleton creations  Dinosaur bark tree rubbings  Foot print dinosaur pictures  Dance like a dinosaur!  ICT- purple mash dinosaur photos  Music- compose music in response to a dino scene</p>	<p>Literacy/Being Imaginative</p>	<p>Cardboard box fish tank Animal Masks Lifecycle of a butterfly dance</p>	<p>Sand art. Pirate hat making. Shell pattern painting.</p>
<p><b>Computing</b> <i>Based on Computing Progression Document</i></p>	<p><b>Ongoing Skills</b></p> <p><b>E-Safety:</b> Understand what to do if they become worried when using technology <b>Technology in Our Lives:</b> Children recognise that a range of technology is used in places such as home and school. 30-50: shows an interest in technological toys. ELG: Children Recognise that a range of technology is used in places such as home and school. <b>Multimedia:</b> 30-50: Knows that information can be retrieved from computers. 40-60: Use ICT hardware to interact with age appropriate computer software. ELG: They select and use technology for particular purposes. <b>Programming:</b> 30-50: Knows how to operate simple equipment. Shows skill in making toys work. 40-60: Completes a simple programme on a computer.</p>					
<p><b>P.S.H.E.</b> <i>and British Values</i></p>	<p>Balloon Fairy .</p>	<p>Balloon Fairy</p>	<p>Setting of class rules – develop trust that we will</p>		<p>Noah's Arc</p>	
	<p><b>E-Safety (ongoing)</b> -I can ask for help when using technology. -I know who to ask if I need help.</p>	<p>Using ICT to capture experiences such as visits in the local environment. Children to share and talk about these. Being safe on computers – chicken Clicken <b>Technology in our Lives</b> -I can access a range of technology. -I can talk about technology at home and in my local area.</p>		<p><b>Multimedia</b> -I know that I can find out information by using google as well as books. -I can ask for help to find out information from a computer. -I can use a range of technology to complete a game or activity. -I can choose technology and use it for a specific objective. I.e. camera for a photo, leap reader pens to read a story, etc.</p>	<p><b>Programming</b> <b>30-50:</b> Knows how to operate simple equipment. Shows skill in making toys work. <b>40-60:</b> Completes a simple programme on a computer. -I can know how to operate technological toys. -I can use technological toys appropriately. I can complete a simple activity when using a technological device.</p>	



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		Listening to different music styles- how does it make you feel?	follow rules and respect each other. Agree logical consequences as class. People who help us KM Messenger Mum activity			
<b>Music</b> <i>Based on Progression Map</i>	Exploring Sounds Keeping Beats singing familiar nursery rhymes  <b>Charanga Units Me!</b>	Listening to different music styles- how does it make you feel?  <b>My Stories</b>	Chinese music It's a wonderful world Louis Armstrong Around the World – Daft Punk  <b>In the Groove</b>	<b>Round and Round</b>	Record yourself singing a song, All creatures great and small ,The animals went in 2 by 2, Walking through the Jungle, The Lion sleeps tonight, Let's go to the zoo , Animal fair  <b>Your Imagination</b>	<b>Reflect, Rewind, Replay</b>
<b>Cultural Capital</b> <i>linked artists, musicians, literature, sportspersons, key events etc</i>	Harvest Term Song- Me by Taylor Swift Mona Lisa, Girl with a Pearl Earring, Van gough Classical Music	Focus of Nativity Looking at different traditions – what do you and your family do?  Art focus on Mondrian (linked to maths with squares and rectangles)  Explore music from around the world	Chinese New year Chinese music  Look at paintings from different cultures e.g. aboriginal art, Japanese art, sand art Tasting food from different countries	aesop's fables.  Fairy tale art -		Hamilton, Banksy, Rowling and Hemsworth
<b>Key Events</b>	Stay and Plays Meeting Families	Christmas Nativity Show Diwlai 14.11.20	Chinese New year	Science Week	World Book Day	Sports Day
<b>Diversity</b> Countries represented by our children: Syria, Pakistan, Bangladesh, Afghanistan, France, Poland, Nepal, Nigeria, Ghana, Carribean, Vietnam,  Disability: deafness	Explore similarities and differences.  Introduce how people look different but can have similarities such as likes and dislikes.  Through similarities and differences explore deafness, blindness, physical disability. (teach cued articulation)	Dance show Create a dance from another country. Listen to music from around the world. Make simple traditional costumes or accessories  Diwali - 14th November 20	Tasting food from other countries  Children to bring an artefact from home that represents their culture.  Invite parents in to talk about their culture. share traditional dress.	Awareness of other languages. Encourage our bilingual children to share some words from their language.  Traditional tales from the cultures represented by the cohort  Disney Characters that represent different cultures, Pocahontas, Princess Tianna, Moana	Eid - 13th&14th May 21  Learn about the different countries' habitats and the animals found there.  Do some animals hold special significance in other cultures?	



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