

**Newton Leys Primary School and Nursery**  
**Nursery Long Term Overview – 2023-24**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>MARVELLOUS ME!</b> Autumn All about me / Family	<b>LET'S CELEBRATE</b> Autumn Bonfire Night Diwali Christmas/Father Christmas story Christmas around the world St Andrews Day Hanukkah World Nursery Rhyme Week	<b>LET'S GO ON AN ADVENTURE</b> Winter Chinese New Year St Patricks Day St David's Day Valentine's day	<b>LETS IMAGINE!</b> Pancake Day Easter Planting/Gardening/Spring St Georges Day	<b>WILDERNESS EXPLORERS</b> Life cycles – Frog/butterfly/plant Local Area	<b>OUR WONDEROURS WORLD</b> Summer holidays (past and present) Hot places
T4W Texts		Twinkle Twinkle  Elf Poem.	Penguin by Polly Dunbar,  Polar Bear, Polar Bear what do you see? By Eric Carle	Dear Zoo  We're going on a bear hunt by <a href="#">Michael Rosen</a> ,	The Very Hungry Caterpillar  Jasper's Beanstalk	Barry the fish with fingers  The Train Ride
Possible Texts to Share	<i>I'm Sticking with You – Smriti Prasadam-Halls</i> <i>Be You! – Karl Newson</i> <i>All Kinds of People – Emma Damon</i>	<i>The Most Exciting Eid – Zeba Talkhani</i> The Nativity Story Owl Babies – Martin Waddell Happy Birthday Moon – Frank Asch Julian at the Wedding – Jessica Love Bobo and the New Baby – Rebecca Minhusai Huang	The Snowy Day – Ezra Jack Keats Mr Wolf Pancakes – Jan Fearnley You Choose – Pippa Goodhart The Gruffalo – Julia Donaldson The Gruffalo's Child – Julia Donaldson	<i>The Tiger Who Came to Tea – Judith Kerr</i> <i>There's a Bear in my Chair – Ross Collins</i> <i>We're Going on an Egg Hunt – Laura Hughes</i> <i>What People do all Day? – Richard Scarry</i> <i>Dr Ranj – Superhero Like you</i> <i>How a Recycling Truck Works - Usbourne</i>	<i>Snail Trail – Ruth Brown</i> <i>What the Ladybird Heard – Julia Donaldson</i> <i>Superworm – Julia Donaldson</i> <i>The Lazy Ladybird – Isobel Finn</i> <i>Mad About Minibeasts – Giles Andreae</i>	<i>Come to School Too, Blue Kangaroo – Emma Chichester Clark</i> <i>Starting School – Allan Ahlberg</i> <i>I love you, Blue Kangaroo – Emma Chichester Clark</i> <i>Commotion in the Ocean – Giles Andreae</i> <i>The Colour Monster Goes to School – Anna Llenas</i>
Communication and Language	<ul style="list-style-type: none"> <li>Using adventurous language within everyday practise (modelling)</li> <li>Sharing increasingly longer stories</li> <li>Singing a variety of songs</li> <li>Nursery rhyme of the week</li> <li>Modelling longer sentences</li> <li>Support turn taking, particularly when conversing</li> </ul>		<ul style="list-style-type: none"> <li>Using adventurous language within everyday practise (modelling)</li> <li>Sharing increasingly longer stories</li> <li>Singing a variety of songs</li> <li>Nursery rhyme of the week</li> <li>Modelling longer sentences</li> <li>Support turn taking, particularly when conversing</li> <li>Multi step instructions</li> <li>Understanding 'why' questions</li> <li>Starting a conversation with an adult or friend, continuing the conversation</li> <li>Developing pronunciation of multisyllabic words</li> </ul>		<ul style="list-style-type: none"> <li>Using adventurous language within everyday practise (modelling)</li> <li>Sharing increasingly longer stories</li> <li>Singing a variety of songs</li> <li>Nursery rhyme of the week</li> <li>Modelling longer sentences</li> <li>Support turn taking, particularly when conversing</li> <li>Multi step instructions</li> <li>Understanding 'why' questions</li> <li>Starting a conversation with an adult or friend, continuing the conversation</li> <li>Developing pronunciation of multisyllabic words</li> <li>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.</li> <li>Using talk to organise themselves</li> </ul>	
<i>Skills can be developed as and when a child is showing they are ready, this is very individualised – they are broken down in terms as rough guide on how we may see the progression throughout the year.</i>						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Supported play</li> <li>Self help skills</li> <li>Building and sustaining relationships</li> <li>Feelings and emotions</li> <li>Taking turns and sharing</li> <li>Self regulation</li> <li>Nursery rules and routines</li> <li>WOW Stars</li> </ul>		<ul style="list-style-type: none"> <li>Supported play</li> <li>Self help skills</li> <li>Building and sustaining relationships</li> <li>Feelings and emotions</li> <li>Taking turns and sharing</li> <li>Self regulation</li> <li>Nursery rules and routines</li> <li>WOW STARS</li> </ul>		<ul style="list-style-type: none"> <li>Supported play</li> <li>Self help skills</li> <li>Building and sustaining relationships</li> <li>Feelings and emotions</li> <li>Taking turns and sharing</li> <li>Self regulation</li> <li>Nursery rules and routines</li> </ul> <p>WOW Stars</p>	
Physical Development	<ul style="list-style-type: none"> <li>Parachute games</li> <li>Dough gym/funky fingers</li> <li>Eating independently – knife and fork</li> <li>Ring games</li> <li>Toileting</li> </ul>		<ul style="list-style-type: none"> <li>Parachute games</li> <li>Dough gym/funky fingers</li> <li>Ring games</li> <li>Toileting</li> <li>Self help skills – own buttons/coat etc.</li> </ul>		<ul style="list-style-type: none"> <li>Parachute games</li> <li>Dough gym/funky fingers</li> <li>Sequenced movements – dancing, action songs</li> <li>Using scissors, pens and pencils</li> <li>Toileting</li> </ul>	

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	<ul style="list-style-type: none"> <li>Self help skills – own buttons/coat etc.</li> <li>Travelling safely – begin to ride a scooter/trike</li> </ul>	<ul style="list-style-type: none"> <li>Travelling safely – confidently ride a scooter/trike</li> </ul>	<ul style="list-style-type: none"> <li>Self help skills – own buttons/coat etc.</li> <li>Travelling safely – begin to ride balance bike</li> <li>Making healthy choices about food, drink, activity and toothbrushing</li> </ul>			
<b>Literacy</b>	<p><b>Comprehension</b> The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children's interests.</p>	<p><b>Comprehension</b> The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children's interests.</p>	<p><b>Comprehension</b> The children will listen to longer stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will know many rhymes. Pupils will be able to talk about familiar books, and be able to tell a long story.</p> <p>Class Teacher to choose stories/songs/rhymes based upon children's interests.</p>			
	<p><b>Writing</b> Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print can have different meanings</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of different parts of a book</li> <li>Page sequencing</li> </ul> <p>Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.</p>	<p><b>Writing</b> Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print can have different meanings</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of different parts of a book</li> <li>Page sequencing</li> </ul> <p>Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.</p>	<p><b>Writing</b> Through daily story lessons, small group teaching and child-initiated learning:</p> <p>The children will understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print can have different meanings</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of different parts of a book</li> <li>Page sequencing</li> </ul> <p>Through stories children will develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. They will use some of their newly acquired knowledge of print and letter knowledge in their early writing. They will learn to write some or all of their name and begin to write letters accurately.</p>			
<b>Phonics</b>	<p>The children will develop an understanding of general sound discrimination. They will be able to identify everyday sounds. They will begin to use a wider range of vocabulary.</p> <p>General sound discrimination Environmental sounds.</p>	<p>The children will develop an understanding of general sound discrimination, focusing on instrumental sounds. They will be able to identify and describe instrumental sounds. They will begin to use a wider range of vocabulary to describe instrumental sounds.</p> <p>General Sound Discrimination Instrumental Sounds</p>	<p>The children will develop an understanding of general sound discrimination, focusing on body percussion. They will be able to identify and apply body percussion. They will be able to identify and apply body percussion to familiar rhymes/songs. They will begin to use a wider range of vocabulary to describe body percussion. They will be able to clap/stamp to music.</p>	<p>The children will be able to join in with songs and rhymes, copying sounds, rhymes, tunes and tempo.</p>	<p>The children will learn to recognise words with the same initial sound such as mat and monkey.</p> <p>Alliteration</p> <p>The children will learn to distinguish between the differences in vocal sounds, including oral blending and segmenting.</p>	<p>The children will learn to distinguish between the differences in vocal sounds, including oral blending and segmenting.</p>
			<p>RWI Set 1 General Sound discrimination</p> <p>Rhythm and Rhyme</p>	<p>RWI Set 1</p> <p>Body percussion</p>	<p>RWI Set 1</p>	
<b>Mathematics</b>	<p>The children will require a deep understanding of numbers to 3. They will learn about the composition of each number. They will learn to subitise (recognising without counting) to three.</p> <ul style="list-style-type: none"> <li>Subitising to 3</li> <li>Numicon recognition</li> <li>Number recognition to 3</li> <li>Counting groups of objects with increasing accuracy to three</li> <li>Counting by rote to three</li> <li>Counting actions and sounds</li> <li>Number songs</li> <li>Number recognition of personal significance</li> </ul>	<p>The children will require a deep understanding of numbers to 4. They will learn about the composition of each number. They will learn to subitise (recognising without counting) to four.</p> <ul style="list-style-type: none"> <li>Subitising to 4</li> <li>Numicon recognition</li> <li>Number recognition to 4</li> <li>Counting groups of objects with increasing accuracy to four</li> <li>Counting by rote to four</li> <li>Counting actions and sounds</li> <li>Number songs</li> <li>Number recognition of personal significance</li> </ul>	<p>The children will require a deep understanding of numbers to 5. They will learn about the composition of each number. They will learn to subitise (recognising without counting) to five.</p> <ul style="list-style-type: none"> <li>Subitising to 5</li> <li>Numicon recognition</li> <li>Number recognition to 5</li> <li>Counting groups of objects with increasing accuracy to five</li> <li>Counting by rote to five</li> <li>Counting actions and sounds</li> <li>Number songs</li> <li>Number recognition of personal significance</li> </ul>			

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<p><b>Understanding the World</b></p>	<p>The children will learn to make connections between the features of their family and other families. They will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people. The children will explore different occupations.</p> <ul style="list-style-type: none"> <li>• Ourselves (A1)</li> <li>• Family – who lives in my house? (A1)</li> <li>• Body part awareness (A1)</li> <li>• Birthdays (A2)</li> <li>• Diwali – brief background, diwa lamps &amp; simple patterns (A2)</li> <li>• Gardening – Autumn</li> <li>• Seasonal changes</li> </ul> <p><b>*A1 – autumn 1, A2 – autumn 2</b></p>		<p>The children will know that there are different countries in the world that are different in many ways. They will talk about the differences that they have experienced or seen in photographs. The children will learn to identify a variety of animals that live in different parts of the world (interest dependent). The children will explore different occupations.</p> <ul style="list-style-type: none"> <li>• Animals of the children's interest – across both hot and cold countries (Sp1)</li> <li>• Freezing and melting (Sp1)</li> <li>• Occupations (Sp1)</li> <li>• Lunar New Year – dressing up, food tasting, lanterns, dancing to traditional music (Sp1)</li> <li>• Whatever Next – moon &amp; stars – day/night (Sp1)</li> <li>• Exploring wider environment – school grounds (Sp1)</li> <li>• Dear Zoo – what animal would you be? (Sp2)</li> <li>• People Who Help Us – introduce key people, dress up (Sp2)</li> <li>• Who helps you in Nursery? (Sp2)</li> <li>• Let's be an artist – Vangogh, Sunflowers (Sp2)</li> <li>• Cooking and baking</li> <li>• Gardening – Spring</li> <li>• Seasonal changes</li> </ul> <p><b>*Sp1 – spring 1, Sp2 – spring 2</b></p>		<p>The children will learn to identify a variety of animals that live in the garden. They will use all of their senses, hands on exploration of natural materials and animals. They will explore the natural materials in the outdoor environment, to investigate and talk about, to create a suitable habitat for garden mini-beasts. The children will explore growth and decay over time; this will be linked to plants in the garden. They will talk about the differences between materials and changes they notice.</p> <ul style="list-style-type: none"> <li>• Mini beast exploration</li> <li>• Caterpillars – butterfly life cycle</li> <li>• Gardening – planting &amp; blooming, harvesting (cress, broad beans and herbs)</li> <li>• Seasonal changes</li> <li>• Growth, decay and changes over time – seed, seedling, plant, decay</li> <li>• Local area and different homes</li> <li>• Investigate beebots</li> <li>• Seaside, rockpools</li> <li>• Sun and water safety</li> </ul>	
	<p>Computers and technology are part of everyday life – free access to iPads including cameras, interactive boards, electronic toys, voice recorders, calculators &amp; beebots.</p>					
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Drawing</li> </ul> <p>The children will express their ideas and feelings through making marks and sometimes give a meaning to the marks they make. They will explore using a variety of tools to make marks. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative Art Activities</li> <li>• Self Portraits/Family</li> <li>• Representing through drawing</li> <li>• Representation</li> <li>• Role Play/ Imaginative Play</li> <li>• Action songs – head, shoulder, knees and toes.</li> </ul>	<ul style="list-style-type: none"> <li>• Printing &amp; simple patterns</li> </ul> <p>The children will be encouraged to make marks in different ways: printing. The children will learn a variety of songs and will move to the music/song. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative Art Activities</li> <li>• Printing using different media</li> <li>• Percussion Instruments</li> <li>• Role Play/Imaginative Play</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> </ul> <p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will be provided with a wide range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings.</p> <p>The children will learn a variety of songs and will move to the music/song. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative Art Activities</li> <li>• Facilitate exploring texture and vocab associated</li> <li>• Representation</li> <li>• Percussion instruments</li> <li>• Role play/imaginative play</li> <li>• Lunar New Year - dance</li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> </ul> <p>The children will be encouraged to make marks in different ways: painting. The children will create closed shapes with continuous lines and begin to use these shapes to represent objects. The children will learn a variety of songs and will move to the music/song. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative art activities</li> <li>• Van Gogh – sunflower painting as inspiration</li> <li>• Free painting</li> <li>• Introduce and encourage experimental colouring mixing</li> <li>• Percussion Instruments</li> <li>• Role play/Imaginative Play</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpting</li> </ul> <p>The children will explore different textures: dough. They will learn to manipulate and sculpt with dough using both hands and tools. They will learn to twist, nip, pinch, push etc. the children will learn to make simple models to express their ideas. The children learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative art activities</li> <li>• Sculpting – playdough, construction,</li> <li>• Percussion instruments</li> <li>• Role play/imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles</li> </ul> <p>The children will explore different textures: textiles. The textiles will be used to stimulate the children's interest in modelling. The children will explore how to join materials together. The children will learn a variety of songs and will move to the music/songs. The children will be able to explore and use percussion instruments through phonic acquisition and free exploration.</p> <ul style="list-style-type: none"> <li>• Creative art activities</li> <li>• Textiles available for experimental art, modelled &amp; supported by adults</li> <li>• Percussion instruments</li> <li>• Role play/imaginative play</li> </ul>
	<p>*Rhyme of the week &amp; songs shared throughout the year</p>					