



# HAYES MEADOW PRIMARY SCHOOL OVERVIEW FOR NURSERY



Term	Unit of Learning	PSED	Communication and Language	Physical Development	Maths	Literacy	Understanding the World	Expressive Arts and Design
Autumn 1	All about me and my family.	<p>Find ways to calm themselves.</p> <p>Settling In Rules/routines and expectations. Find ways to manage transitions from parent to teacher.</p> <p>Making new friends – engage with others through gestures, gaze and talk.</p> <p>Building relationships with adults</p> <p>How to make their needs known. Express preferences and decisions.</p>	<p>Who is in my family My likes and dislikes</p> <p>To develop their listening and attention during story times.</p> <p>To develop good listening and talking strategies. To explore a variety of stories, rhymes, poems and non-fiction.</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Copy teacher’s gestures and words.</p>	<p>Pass things from one hand to the other hand.</p> <p>Clap and stamp to music.</p> <p>Enjoy starting to kick, throw and catch balls.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Combine objects – putting objects inside others and taking them out.</p> <p>Take part in finger rhymes with numbers.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Phase 1 phonics</p> <p>Notice sounds around them. Recognise that different objects make different sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Enjoy drawing freely.</p>	<p>Make connections between the features of their family and other families.</p> <p>Repeat actions that have an effect.</p> <p>Talk about yesterday and today.</p>	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>The children will engage in daily singing and nursery rhymes.</p>
Autumn 2	A time to celebrate!	<p>Look back as they independently walk away from adult for reassurance. Speaking with confidence to adults and friends</p> <p>Sharing toys</p> <p>Asking for help To play along side other children</p>	<p>To engage in daily shared book time.</p> <p>To extend their vocabulary exploring unfamiliar words. Use intonation pitch and changing volume when ‘talking’. Make themselves understood.</p> <p>Use speech sound p,b,m,w.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb. use stairs</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>React to changes of amount in a group of up to 3 items.</p> <p>Compare amounts saying ‘lots’, ‘more’ or ‘same’</p>	<p>Phase 1 phonics</p> <p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds.</p> <p>Have favourite books and seek them out to share with others.</p> <p>Enjoy drawing freely.</p>	<p>Seasons Explain what they see, hear and feel outside.</p> <p>Explore natural materials, indoors and outside.</p>	<p>The children will remember entire Christmas songs and actions.</p> <p>Start to make marks intentionally.</p> <p>Explore paint using fingers, brushes and</p>

			<p>Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words To develop good sitting and listening strategies</p> <p>Children will perform Christmas songs.</p>	independently.				<p>other tools.</p> <p>Develop pretend play.</p>
Spring 1	Our wonderful community!	<p>Thrive as they develop self-assurance.</p> <p>Show sensitivity to others needs.</p> <p>Play with increasing confidence on their own and with other children.</p> <p>Sharing and taking turns</p> <p>Developing relationships further with friends and adults.</p>	<p>They will become familiar with a wide variety of books, songs, rhymes.</p> <p>To follow one step instructions</p> <p>To engage in a variety of storytelling activities.</p> <p>Developing effective listening skills Use speech sound p,b,m,w. Pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words</p> <p>Understand simple one step simple instructions.</p> <p>Recognise and point to objects if asked about them.</p> <p>Start to develop their conversations.</p> <p>Develop pretend play.</p>	<p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy to strengthen core muscles.</p> <p>Use large and small motor skills to do things independently – buttons, zips, pouring.</p> <p>Show an increased desire to be independent.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1,2,3,4,5’</p> <p>Compete inset puzzles.</p>	<p>Phase 1 phonics Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences.</p> <p>Have favourite books and seek them out to share with others. Repeat words and phrases from familiar stories.</p> <p>Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.</p>	<p>Explore and respond to different natural phenomena in their setting.</p> <p>Notice differences between people.</p>	<p>The children will learn a variety of songs and will move and actions to the music/songs.</p> <p>Express ideas and feelings through making marks sometimes give a meaning to the marks.</p>
Spring 2	Seasons	How to deal with emotions appropriately.	<p>Talk about pets/animals that they are familiar with. Link up to 5 words</p>	<p>Start eating independently using a knife and</p>	<p>Nursery scheme of learning NCETM, nrich,</p>	<p>Phase 1 phonics Join in with songs and rhymes.</p>	<p>Observe and respond to similarities and</p>	<p>To explore musical instruments to</p>

		<p>Ask for help</p> <p>To develop confidence during carpet and circle times.</p> <p>Begin to show 'effortful control' – waiting for a turn, not snatching.</p> <p>Learn to use the toilet with help and then independently.</p>	<p>together.</p> <p>Continue to become familiar with a wide variety of books, stories, songs and rhymes.</p> <p>Extending vocab. Developing effective listening skills</p> <p>Generally focus on an activity of their own choice.</p> <p>Start to say how they are feeling.</p> <p>Listen to others with interest but still easily distracted.</p>	<p>fork.</p> <p>Develop manipulation and control – mark making.</p> <p>Explore different materials and tools.</p> <p>Catch and throw a large ball.</p> <p>Develop hand strength – pincer grip, playdough.</p>	<p>Whiterose</p> <p>Climb and squeeze themselves into different spaces.</p> <p>Build with a range of resources. Combine objects – putting objects inside others and taking them out.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Recognise familiar rhythms and rhymes. Copy and keep a simple beat.</p> <p>Join in and copy breaking words into syllables with a beat. Have favourite books and seek them out to share with others. Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>differences in their environment.</p> <p>Seasons Explain what they see, hear and feel outside.</p> <p>Look at themselves now and baby photos.</p>	<p>express feelings and to tap and clap out rhythms and pulses to music.</p> <p>Make simple models which express their ideas.</p> <p>Join in with songs and rhymes. Make rhythmical and repetitive sounds.</p>
Summer 1	Minibeasts	<p>Know how to care for others and living things</p> <p>To care for others and animals.</p> <p>Notice and ask questions about differences.</p> <p>Sharing and turn taking.</p> <p>Further develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Manners</p> <p>Learn to use the toilet</p>	<p>Children to engage confidently in back-and – forth interactions with adults.</p> <p>Understand and act on longer sentences.</p> <p>Use simple questions about who, what and where.</p> <p>Start to say how they are feeling.</p> <p>To develop their conversations. Link up to 5 words together. Using pronouns – me, him, she.</p> <p>Develop pretend play.</p>	<p>Start eating independently using a knife and fork.</p> <p>Develop manipulation and control – mark making.</p> <p>Explore different materials and tools.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Shape &amp; Space – shapes triangle, square, circle and rectangle</p> <p>Compare sizes, weights etc using gesture and language – 'bigger/little/smaller', 'high/low', 'tall, heavy'</p>	<p>Phase 1 phonics Explore initial sounds of words. Select objects with a given initial sound from a choice of two.</p> <p>Explore different mouth movements and sounds. Say speech clearly. Share lilac books</p> <p>Ask questions about a book. Make comments and share their own ideas. Develop play around favourite stories using props. Notice some print.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Compare home and school – talk about confidently.</p> <p>Observe and talk about minibeasts and animals.</p>	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Notice patterns with strong contrasts.</p> <p>Join in with songs and rhymes, making some sounds.</p>

		with help and then independently.						Explore a range of instruments and sound makers.
Summer 2	Let's go on holiday!	<p>To express their feelings and interests appropriately</p> <p>To deal with changes in a positive way Changes in routine (getting ready for Preschool)</p> <p>Talk about their feelings in more elaborated ways.</p> <p>Learn to use the toilet with help and then independently.</p>	<p>Talk about holidays. Developing vocabulary.</p> <p>Listen attentively and respond appropriately during story time and adult led time</p> <p>Follow instructions with 3 key words – wash dolly's face.</p> <p>Understand and act on longer sentences.</p> <p>Use simple questions about who, what and where.</p>	<p>Start eating independently using a knife and fork.</p> <p>Develop manipulation and control – mark making.</p> <p>Explore different materials and tools.</p>	<p>Nursery scheme of learning NCETM, nrich, Whiterose</p> <p>Develop counting like behaviour.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1,2,3,4,5'</p> <p>Compare amounts saying 'lots', 'more' or 'same'.</p>	<p>Phase 1 phonics Choose the correct object when hearing the word broken into single sounds.</p> <p>Share lilac books Ask questions about a book. Make comments and share their own ideas.</p> <p>Develop play around favourite stories using props. Notice some print.</p>	<p>Notice and talk about similarities and differences between home and school.</p> <p>Seasons Explain what they see, hear and fee outside.</p> <p>Make connections between themselves, their family and other children and families.</p>	<p>Use their imagination as they can do with different materials – space ships.</p> <p>Make simple models which express their ideas.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p>

Celebrations and Festivals	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• Halloween (Oct 31<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night (Nov 5<sup>th</sup>)</li> <li>• Remembrance Day (Nov 11<sup>th</sup>)</li> <li>• Hanukah</li> <li>• Christmas (Dec 25<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• New Year (Jan 1<sup>st</sup>)</li> <li>• Chinese New Year</li> <li>• Valentine's Day (Feb 14<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake Day (</li> <li>• World Book Day</li> <li>• Mother's Day</li> <li>• Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• National Pet Month</li> <li>• Eid</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> </ul>
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