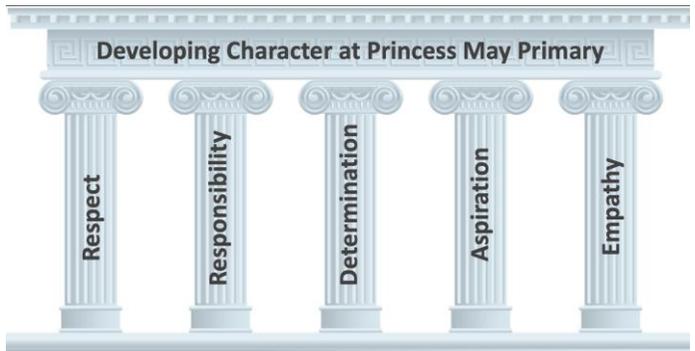




Princess May Primary Nursery Overview

	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		Project Outcome: <i>KS1 Black History Month Project</i>		Project Outcome: <i>Community Cookbook</i>		Project Outcome: <i>Community clear-up scheme</i>
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our five pillars of character. 			We use the 'Agents' to reflect on our learning behaviours and develop a Growth Mindset. 		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children through talk and to talk. We focus on teaching the following skills across the curriculum areas:					
	Physical Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture 	Linguistic Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions 	Cognitive Justify an opinion with an Explanation. Ask a relevant question 	Social & Emotional Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking 		
	In the EYFS, we also use Nuffield Early Language intervention and Hackney Education's Launch Pad for Language to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.					

Nursery	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests/ Lines of enquiry	Settling in curriculum / Ourselves	Celebrations Autumn	Winter and traditional tales	Transport and Journeys Easter/Spring	In the garden Growing/change	People who help us Seaside /summer
Core books	Books which focus on starting school and friendship – Rainbow fish -Marcus Pfister Owl babies _ Martin waddell The colour monster -Anna Llenas The little red hen Oliver’s vegetables – Vivian French Information books - Harvest	Information books – Autumn/Diwali Christmas books/ stories Nativity Story Handa’s Surprise Eileen Browne Other texts from children’s interests	Information books – winter Goldilocks and the three bears The Gingerbread man 3 Little pigs	Going on a bear hunt Michael Rosen Naughty bus Mr Gumpys boat John Burningham Mr Gumpys motor car – John Burningham Peep inside how an aeroplane works – lara Bryan The Train ride – June Crebbin We’re going on an Easter hunt – Laura hughes and martha Mumford 10 seeds Ruth brown	The hungry caterpillar – Eric carle The bad-tempered ladybird - Eric Carle Superworm – Julia Donaldson Jasper’s beanstalk – Nick butterworth From egg to chicken – Dr Gerald Legg Information books about farm animals	Lucy and Tom go the seaside – Shirley Hughes 10 friendly fish – Deby Tarbett Who’s hiding at the seaside? Katherin McEwen Emergency! Margaret mayo/Alex Ayliffe Information books Under the sea and Emergency services
Communication and Language Listening, Attention and Understanding Speaking	Understand how to listen carefully and why listening is important. Engage in story times. To use vocabulary focussed on objects and people important to them. To listen and respond to ideas expressed by others in conversation/discussions To follow simple instructions.	To use talk to sequence and clarify thinking Use language to recall past experiences Continue to develop vocabulary through experiences.	Engage in non-fiction text. Participate in small group, class and one-to-one discussion – beginning to offer their own ideas using recently introduced vocabulary. Extend vocabulary by grouping and naming and exploring the sounds of new words.	Begin to use different tenses to develop communication and extend vocabulary. Ask questions to find out more and check understanding. Begin to use connectives to extend speaking in sentences. Sing a repertoire of songs and rhymes. Begin to be able to talk about familiar books.	Listen to and talk about stories to build familiarity and understanding Engage in non- fiction books To extend vocabulary by grouping and naming and exploring the sounds of new words. Understand a two-part question or instruction.	To use new sounds to begin to segment and blend CVC words using objects to support To continue to extend vocabulary through experiences contexts. Begin to develop own narratives by connecting ideas.
Ongoing throughout the year – all 3 in each half term	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.
Personal, Social and Emotional Development Self-Regulation Managing self Building Relationships	To separate from main carer with confidence To manage own personal needs Shows concern for others Select and use resources with support Ongoing learning focus Building Relationships Self-regulation Managing Self	Shows a range of feelings through behaviour and play Work and play together, taking turns Children begin to manage their own personal needs Ongoing learning focus Building Relationships Self-regulation Managing Self	To play cooperatively, using the language of negotiation. To promote caring of the environment and others. To describe self in positive terms and talk about abilities; confident to try new activities. Attempt challenges by beginning to show resilience and perseverance Ongoing learning focus Building Relationships Self-regulation Managing Self	To work as part of a group or class, taking turns and sharing fairly; taking account of own and others feelings. To talk about their own feelings. Ongoing learning focus Building Relationships Self-regulation Managing Self	Show sensitivity to others needs and feelings. To describe self in positive terms Be confident to try new activities Use the language of negotiation to solve conflicts and begin to think about the perspectives of others. Explain the reasons for rules Ongoing learning focus Building Relationships Self-regulation Managing Self	Develop appropriate ways of being assertive and solving conflicts showing sensitivity to others needs and feelings. Ongoing learning focus Building Relationships Self-regulation Managing Self

Physical Development Gross Motor Skills Fine Motor Skills	Hold pencil with pincer grip to mark make. Negotiate space to avoid obstacles. To use tools to support development of fine motor skills. To manage own basic hygiene. Turn the pages of a book	Negotiate space to avoid obstacles. To handle tools safely and effectively, including writing tools. To use a variety of tools to continue to develop fine motor skills – holding pencil correctly, using scissors ,paint brushes etc	To continue to develop and refine gross motor skills in a range of ways, safely negotiating space and developing overall body strength, balance, coordination and agility. To continue to develop fine motor skills by handling tools, objects, construction and malleable materials safely and with increasing control.	To continue to develop and refine fine/gross motor skills in a range of ways; developing overall body strength, balance, coordination and agility. Use a range of tools to promote motor skills; skipping ropes, ribbons etc. Encourage children to draw freely – inside/outside To begin to know how to keep their teeth healthy	Skip, hop, stand on one leg, use alternative feet to climb apparatus. To handle tools, objects, construction and malleable materials safely and with control Increasingly be able to remember sequences and patterns of movements. Combine different movements with ease and fluency.	Begin to use core muscle strength to achieve a good posture when sitting at the table and on the floor To move confidently in a range of ways, safely negotiating space. To handle tools, objects, construction and malleable materials safely and with increasing control. Confidently and safely use a range of large and small apparatus
Physical – PE	Introduction to PE	Fundamentals	Ball skills	Gymnastics	Dance	Games
Mathematics Number Numerical Pattern	Begin to say numbers in order and count on fingers. Compare and recognise changes in numbers and shapes Begin to recognise numerals of personal significance. To order and sequence familiar events. To sort and match objects Change calendar, recite days of the week - daily.	Recite numbers to 10 Accurately count objects 1:1 Show ‘finger numbers’ up to 5 Show an interest in shapes Begin to look at pattern within Diwali celebrations Recognise familiar patterns To introduce 2D shapes Change calendar, recite days of the week - daily.	Recognise/order number 0-6 and beyond To begin to understand concept of one more/less Begin to recognise numbers 0-6 within the environment – number hunt Choose familiar objects and natural objects to create repeating AB patterns Change calendar, recite days of the week - daily.	Recite numbers to 10 and beyond Recognises 2D shapes within objects/ construction In practical activities and discussion begin to use the vocabulary involved in addition and subtraction to solve mathematical problems with numbers up to 5 Introduce spatial/positional language Change calendar, recite days of the week - daily.	Compare/recognise numbers and begin to experiment using symbols Begin to problem solve by experimenting with measure To begin to recognise and use 2D and some 3D shapes To use different coins in the role play shop. Change calendar, recite days of the week - daily.	Make comparisons between objects related to size, length, weight and capacity To find one more/less from a given number to 5 To use the language of position. Describe a familiar route. Change calendar, recite days of the week - daily.
Literacy Comprehension Word Reading, Writing	To hear and say sounds in words. To show awareness of how books are structured. To attempt to write own name. Begin to mark make in preparation for writing recognisable letters	Give meaning to marks they make. Use language to imagine and begin to develop own narrative and vocabulary Mark make using different media. Begin to anticipate an event in a story	Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books Begin to write some letters in own name	Engage in extended conversations about stories and understand the sequence of a story. To begin to write own name on entry	RWI Set 1 introduction continue to write own names on entry Count and clap syllables in their name and other words Use and understand recently introduced vocabulary during discussions about stories, nonfiction. Reinforce The five key concepts about print.	RWI Set 1 Reinforce/consolidate Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books Begin to write some letters in own name. Reinforce the five key concepts about print.
Understanding the World Past and Present People, Culture and Communities	Begin to make sense of their own life story and family history. Black history month Use torches to explore light and dark	Explore the natural world around them, changes and seasons Celebrate/identify special times – Diwali, Remembrance Day, Hannukah and Christmas Using digital microscopes to explore natural objects	Talk about the differences between materials and changes they notice. Celebrate Chinese new year and Shrove Tuesday Projector to explore dark and light - shadows	Explore the natural world around them, changes and seasons. Plant seeds and care for growing plants. Know that there are different countries in the world. Celebrate Easter Using digital microscopes to explore natural objects	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Celebrate Eid To know that information can be retrieved from digital devices.	Show interest in different occupations Explore and talk about different forces they can feel Find out about the Natural World.

<p>Expressive Arts and Design Creating with materials Being Imaginative and Expressive</p>	<p>To explore what happens when colours are mixed. Begin to investigate painting techniques. Sing a range of well-known nursery rhymes and songs</p>	<p>To sing songs, make music and dance introducing their own rhythms. Independent paint mixing. Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>To use available materials to make props from their own interests Select tools and techniques needed to shape, assemble and join. Independent paint mixing. Explore and engage in music making. Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>To begin to create collaboratively To use available materials to make props to support role play area. To create and sing songs, make music and dance. Explore colour and colour mixing. Experiment different materials freely, developing their own ideas.</p>	<p>Draw with increasing complexity and detail. Listen attentively and respond to what they have heard, also moving to music. To use available materials to make their own creations. Safely use and explore a variety of materials tools and techniques.</p>	<p>. Invent and adapt for a clear purpose in mind. Recount narratives and stories.</p>
<p>Cultural capital/key experiences</p>	<p>Harvest food collection</p>	<p>Autumn Walk in the community Looking for signs of Autumn Divali workshop</p>	<p>Cooking gingerbread men? Chinese Dragon procession in garden</p>	<p>Bus Journey to Dalston Eastern Curve Garden Looking for signs of spring</p>	<p>Hatching chicks Caterpillars/butterflies hatching Visit to the farm</p>	<p>Visit from the Fire service/ fire engine Community police officer visit Visit to the seaside or London aquarium</p>