



Nursery Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bentley Heath's long term plan displays a progression of knowledge and skills throughout the year.</p> <p>Outcomes for knowledge are taken from Birth to 5 Matters and Development Matters with the ELG as the end point for the year.</p> <p>Progression from Nursery, to Reception, into Year 1 have been considered when planning overviews to ensure curriculum coverage to guarantee that each child thrives on their individual learning journey.</p>					
Topic	All About Me	My family and friends	My community	Growing and New life	Traditional Tales	Animals and new beginnings
Key Texts	<p>Family and Me - Michaela Dias-Hayes</p> <p>Little Why – Jonny Lambert</p> <p>Owl Babies - Martin Waddell</p> <p>My Shadow is purple – Scott Stuart</p> <p>The Dot – Peter Reynolds</p> <p>Ruby's Worry – Tom Percival</p> <p>(Supporting Texts - Only One You, Big Feelings-Alexandra Penfold, Super Duper You)</p>	<p>Room on the Broom – Julia Donaldson</p> <p>Kipper's toy box – Mick Inkpen</p> <p>Let's Celebrate Diwali</p> <p>Little Owl and the Star</p> <p>Tiger who came for Tea - Judith Kerr</p> <p>(Supporting Texts – Paper Dolls –Julia Donaldson)</p>	<p>The Hospital Dog- Julia Donaldson and Sara Ogilvie</p> <p>The Blue Balloon – Mick Inkpen</p> <p>George's dragon goes to school – Claire Freedman and Russell Julian</p> <p>Zog – Julia Donaldson</p> <p>Ruby's Chinese New Year – Vickie Lee</p> <p>A Superhero Like You – Dr Ranj</p> <p>(Supporting Texts - People who help us at school – Emeline Barrea, Going to the dentist for a check-up – Marion Cocklico,Peppa Pig goes to the Dentist)</p>	<p>We're Going on a Bear Hunt – Michael Rosen</p> <p>Superworm- Julia Donaldson</p> <p>Errol's Garden – Gillian Hibbs</p> <p>Simon The Sock – Sue Hendra and Paul Linnet</p> <p>The Lion Inside – Rachel Bright and Jim Field</p> <p>How to Catch the Easter Bunny – Adam Wallace and Andy Elkerton</p>	<p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>The Three Billy Goats Gruff</p> <p>(Supporting Texts – Alternative versions)</p>	<p>Giraffes Can't Dance- Julia Donaldson</p> <p>Tiddler – Julia Donaldson</p> <p>Nothing – Mick Inkpen</p> <p>Rain before Rainbows – Smriti Halls and David Litchfield</p> <p>A Little Bit Brave – Nicola Kinnear</p> <p>(Supporting Texts - Topsy and Tim Start School, Starting School – Janet and Allan Ahlberg)</p>



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Maths	<ul style="list-style-type: none"> • Can match coloured objects • Can recognise colour • Recognises that two objects have the same shape • Chooses puzzle pieces and tries to fit them in • Begins to remember their way around a familiar environment • Moves their bodies and toys around objects and explores fitting into spaces. 	<ul style="list-style-type: none"> • Beginning to notice numerals • Begins to say numbers in order, some of which are in the right order • Beginning to compare and recognise changes in things, like more, less, same. • Beginning to count on their fingers • Shows awareness of shape similarities and differences between objects. • Makes simple constructions • Responds to some spatial and positional language • Joins in and anticipates repeated sound and action patterns 	<ul style="list-style-type: none"> • Shows awareness of shape similarities and differences between objects. • Beginning to count on their fingers • Explores how different things look from different viewpoints including things that are near or far away • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate the times of day such as 	<ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond 	<ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Compares two groups of up to five objects in each group • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language and may 	<ul style="list-style-type: none"> • Compares two groups of up to five objects in each group • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language and may show fascination with large numbers • Beginning to use understanding of number to solve practical problems in



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		<ul style="list-style-type: none">Is interested in what happens next using the pattern of every day routines	<p>mealtimes or home time.</p> <ul style="list-style-type: none">Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	<ul style="list-style-type: none">Creates their own spatial patterns showing some organisation or regularityExplores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	<p>show fascination with large numbers</p> <ul style="list-style-type: none">Begin to recognise numerals 0 to 10Subitises one, two and three objects (without counting)Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)Links numerals with amounts up to 5 and maybe beyondExplores using a range of their own marks and signs to which they ascribe	<p>play and meaningful activities</p> <ul style="list-style-type: none">Beginning to recognise that each counting number is one more than the one beforeSeparates a group of three or four objects in different ways, beginning to recognise that the total is still the same.Responds to the language of position and directionPredicts, moves and rotates objects to fit the space or create the shape they would likeEnjoys partitioning and combining



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					mathematical meanings <ul style="list-style-type: none"> • Responds to the language of position and direction • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • 	shapes to make new shapes with 2D and 3D shapes <ul style="list-style-type: none"> • Attempts to create arches, and enclosures when building, using trial and improvement to select blocks • In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less of 2 items • Recalls a sequence of events in everyday life and stories
Communication & Language	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Single channelled attention; can shift 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Start a conversation with 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes.



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	<ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<p>to a different task if attention fully obtained – using child's name helps focus.</p> <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" 	<p>an adult or a friend and continue it for many turns.</p> <ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Use longer sentences of four to six words. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Sing a large repertoire of songs. • Understand a question or 	<ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Use longer sentences of four to six words. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Use longer sentences of four to six words. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • 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. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Use longer sentences of four to six words. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Know many rhymes, be able to talk about familiar books,



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			instruction that has two parts, such as "Get your coat and wait at the door"	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> and be able to tell a long story. • Sing a large repertoire of songs. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Physical Development	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use large-muscle movements to wave flags and streamers, paint and make marks. • climbs up and down stairs by placing both feet on each step while holding a 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use large-muscle movements to wave flags and streamers, paint and make marks. • climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Match their developing 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • climbs up and down stairs by placing both feet on each step while holding a handrail for support. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Be increasingly independent as 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Be increasingly independent as



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	<p>handrail for support.</p> <ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • develops an awareness of bowel and bladder urges and starts to communicate need. 	<p>physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • develops an awareness of bowel and bladder urges and starts to communicate need. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Gains more bladder and bowel control and can attend to toileting needs most of the time themselves. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge 	<p>they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> • 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. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or 	<p>they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> • 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. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or



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				<p>a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> •Gains more bladder and bowel control and can attend to toileting needs most of the time themselves. 	<p>run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks •Gains more bladder and bowel control and can attend to toileting needs most of the time themselves. 	<p>run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks •Gains more bladder and bowel control and can attend to toileting needs most of the time themselves.
PSED	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers. • Is becoming more able to separate from their close carers and explore new situations with support and encouragement 	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers. • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult 	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching 	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially 	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially 	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially



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	<p>from another familiar adult</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated 	<ul style="list-style-type: none"> • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Participates more in collective cooperation as their experience of routines and 	<p>others' feelings with their own, e.g. may offer a child a toy they know they like</p> <ul style="list-style-type: none"> • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in 	<p>matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences 	<p>matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for 	<p>matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for



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		<p>understanding of some boundaries grows</p> <ul style="list-style-type: none"> • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated 	<p>favourable conditions</p> <ul style="list-style-type: none"> • Responds to the feelings of others, showing concern and offering comfort • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<p>the child hopes for</p> <ul style="list-style-type: none"> • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Responds to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Responds to the feelings of others, showing concern and offering comfort • Is becoming able to think about their feelings as their brain starts to 	<ul style="list-style-type: none"> • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Responds to the feelings of others, showing concern and offering comfort • Is becoming able to think about their feelings as their brain starts to



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				<ul style="list-style-type: none"> • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	develop the connections that help them manage their emotions	develop the connections that help them manage their emotions
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Understand print has meaning <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks that they make 	<p>Reading</p> <ul style="list-style-type: none"> • Understand print has meaning & print can have different purposes • Develop their phonological awareness so that they can count or clap syllables in a word <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks that they make • Enjoys drawing or writing on paper, on screen and on different textures, 	<p>Reading</p> <ul style="list-style-type: none"> • Understand print has meaning & print can have different purposes • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word <p>Writing</p> <ul style="list-style-type: none"> • Enjoys drawing or writing on paper, on screen and on different textures, such as in sand or playdough and through using 	<p>Reading</p> <ul style="list-style-type: none"> • Understand print has meaning, print can have different purposes & we read English text from left to right and from top to bottom learning new vocabulary. <p>Writing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing 	<p>Reading</p> <ul style="list-style-type: none"> • Understand print has meaning, print can have different purposes & we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the



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		such as in sand or playdough and through using touch-screen technology	touch-screen technology <ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings 	a pretend shopping list that starts at the top of the page <ul style="list-style-type: none"> • Write some or all of their name. • Starts to make up stories in response to experiences. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. <p>Writing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Starts to make up stories in response to experiences. 	same initial sound, such as money and mother <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. <p>Writing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Starts to make up stories in response to experiences. • Write some or all of their name.
Phonics	We follow the RWInc scheme children will explore phase 1 phonics (environmental sounds and syllables) and will move on to phase 2 in Summer term if children are ready.					



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<p>Understanding the world</p>	<ul style="list-style-type: none"> • Recognising signs of autumn • Have an awareness of Diwali <p><u>People and communities</u> Has a sense of own immediate family and relations and pets</p> <ul style="list-style-type: none"> • Be able to talk about themselves <p><u>The World</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects <ul style="list-style-type: none"> • Enjoys playing with small world reconstructions, building on first-hand experiences </p>	<ul style="list-style-type: none"> • Recognising the changes throughout the autumn season. • Discussion about nocturnal animals/hibernation • Have an awareness of Guy Fawkes, Remembrance, Christmas and how we celebrate • Has a sense of own immediate family and relations and pets <p><u>People and communities</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p><u>The World</u> Notices detailed features of objects in their environment</p>	<ul style="list-style-type: none"> • Recognise signs of winter • Have an awareness of Lunar New Year • Know how we celebrate Shrove Tuesday, have an awareness of why • Learning about the school community branching out to the wider local community • People who help us • Acts of kindness/friendship (Valentines) <p><u>People and communities</u> Shows interest in the lives of people who are familiar to them <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>Shows interest in different occupations and ways of life indoors and outdoors</p> </p>	<ul style="list-style-type: none"> • Recognising signs of spring • Observing some life cycles • Have an awareness of how we celebrate Easter • Knowing how to care for the environment (linking to farms) <p><u>People and communities</u> Remembers and talks about significant events in their own experience <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends <p><u>The World</u> Shows care and concern for living things and the environment</p> </p>	<ul style="list-style-type: none"> • Recognising signs of summer • Notice and can talk about buildings and structures <p><u>People and communities</u> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>The World</u> Developing an understanding of growth, decay and changes over time</p>	<ul style="list-style-type: none"> • Reflecting on their time at nursery • Looking forward to their next steps • Exploring different environments (beach) <p><u>People and communities</u> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>The World</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>
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			<p><u>The World</u> Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p>			
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Nursery Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and design	<ul style="list-style-type: none">•Self portraits•Printing with leaves, leaf rubbing.	<ul style="list-style-type: none">•Family portraits•Painting with nature sticks, evergreens•Firework pictures•Christmas cards	<ul style="list-style-type: none">•Making cards/pictures for a friend or someone in the community	<ul style="list-style-type: none">•Nature art and provocation art. Using nature to make art, vases flowers, pictures to inspire.	<ul style="list-style-type: none">•Exploring shape, printing shapes. Creating structures with shape	<ul style="list-style-type: none">•Beach pictures using sand, shells•Compare art from start of nursery – end of nursery (Repeat self-portrait)