

## BOURNE WESTFIELD PRIMARY ACADEMY YEARLY OVERVIEW FOR YEAR NURSERY

	<u>SUBJECT</u>	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>	<u>TERM 5</u>	<u>TERM 6</u>
<b>Nursery</b>	<p><i>Personal, Social &amp; Emotional Development:</i></p> <p><b>30-50 months</b></p> <p><b>Making Relationships</b></p>	<p>Settling into nursery</p> <p>Learning to turn take with new friends.</p> <p>Responding to their name.</p> <p>Building a relationship with their Key Worker</p> <p>Can select and use activities with help.</p>	<p>Supporting friendship building – learning names.</p> <p>Learning names of children in their animal group.</p> <p>Can play in a group.</p> <p>Keeps play going by responding to others.</p>	<p>Keeps play going by responding to what others say.</p> <p>Modelling what they could say to a friend.</p> <p>Challenging negative comments and actions towards peers or adults.</p> <p>Play has progressed from being alongside others, to responding, initiating play, working together and more talk.</p>	<p>Initiating play – offering cues for peers to join in.</p> <p>Asking “would you like to play with me/us?”</p> <p>Being aware of children who may have nobody to play with – plan support for children who have not yet made friends.</p> <p>Encouraging children to choose to play with a variety of children, so that everybody experiences being included.</p>	<p>Feelings – how does my friend feel when....?</p> <p>Thinking of others.</p> <p>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared, and worried.</p> <p>Can extend and elaborate play ideas, e.g. building up role-play with other children.</p>	<p>Extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Managing conflicts – modelling strategies for when play goes wrong.</p> <p>Friendships for school – who do I like to play with?</p> <p>Getting ready for school – meeting my new teacher and new friends that will be in my class.</p>
	<p><b>Self- confidence &amp; awareness</b></p>	<p>Feeling confident coming to nursery</p> <p>Knowing their animal group, e.g. I am a hedgehog.</p> <p>Knowing where to put their drink, lunchbox, and coat and register name.</p>	<p>Building confidence to talk to others and ask adults for help.</p>	<p>Enjoys responsibility of carrying out small tasks</p>	<p>Is more outgoing towards unfamiliar people and is growing in confidence.</p>	<p>Will communicate freely about home and community.</p>	<p>Confident to talk to others.</p> <p>Confident in being ready for school.</p>
	<p><b>Managing feeling &amp; behaviour:</b></p>	<p>Settling into nursery</p> <p>Learning new routines and expectations</p> <p>Play alongside others</p>	<p>Listening to others and being kind- respecting ideas and feelings</p> <p>Beginning to accept the needs of others.</p> <p>Developing sharing</p>	<p>Growing in awareness of own feelings.</p>	<p>Beginning to understand that some actions and words can hurt others’ feelings.</p>	<p>Managing conflicts – modelling strategies for when play goes wrong.</p>	<p>Can adapt behaviour to different events, social situations and changes in routine.</p>

<p><b>Communication and Language:</b></p> <p><b>30-50 mths</b></p> <p><b>Listening and Attention:</b></p>	<p>Can respond to their name.</p> <p>Listen to others one-to-one, when conversation interests them.</p>	<p>Listens to stories for a short amount of time.</p> <p>Can follow a simple instruction with a single step.</p>	<p>Can focus attentions for short periods, but may shift own attention.</p> <p>Listen to other in small groups.</p> <p>Is beginning to follow directions.</p>	<p>Listens to story with more attention and recall.</p> <p>Is able to follow directions (if not intently focused in own choice of activity).</p>	<p>Joins in with repeated refrains.</p> <p>Focusing attention – still listen or do.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do.</p> <p>(40-60 months)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p>
<p><b>Understanding:</b></p>	<p>(22-36 months)</p> <p>Understands more complex sentences.</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions.</p> <p>Developing an understanding of simple concepts such as big/little.</p>	<p>Understands use of objects e.g. ‘what do we use to cut things?’</p> <p>Beginning to understand where certain things go in nursery, including their own belongings.</p>	<p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Able to get everything they need for snack time/home time. Can understand what needs doing at the end of snack/lunchtime.</p>	<p>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p>	<p>Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Can understand open ended questions and respond to “I wonder...”</p> <p>(40-60 months)</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Able to follow a story without picture or props.</p>
<p><b>Speaking:</b></p>	<p>(22-36 months)</p> <p>Settles into nursery and holds a conversation, jumping from topic-to-topic.</p> <p>Uses simple sentences.</p>	<p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Uses talk in pretending that objects stand for something else in play.</p>	<p>Confidence as a speaker is growing.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Questions why things happen.</p>	<p>Uses intonation, rhythm and phrasing to make meaning clear.</p> <p>Questions why things happen.</p> <p>Beginning to use more complex sentences to</p>	<p>Uses a range of tenses e.g. play, playing, played.</p> <p>Questions why things happen and gives explanations.</p> <p>Asks who, what, when, how.</p>	<p>Questions why things happen and gives explanations.</p> <p>Asks who, what, when, how.</p> <p>(40-60 months)</p>

			Can retell a simple past even in the correct order (e.g. went down slide, hurt finger).	Can retell a simple past even in the correct order (e.g. went down slide, hurt finger)	link thoughts, e.g. using 'and', 'because'.		Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative to their play.
<b>Physical Development: 30-50mths</b>	Finger gym activities  Gross motor play on the playground  Assault courses in the garden – Baseline assessments of confidence, control, balance, agility.  (22-36 months) May be beginning to show a preference for dominant hand. Draws lines and circles using gross motor.  Moves freely.  To manage own personal hygiene; including toileting and hand washing.	Finger gym activities  Gross motor play on the playground.  Observations on the assault courses.  Moves freely with pleasure and confidence.  Mounts stairs, steps or climbing equipment using alternate feet.  Uses one handed tools and equipment. Observations and guidance during Christmas craft. Can they use normal scissors or do they need the squeezey scissors?  Walks downstairs, two feet to each step while carrying a small object.	Finger gym activities  Gross motor play on the playground.  Moves freely and with pleasure and confidence in a range of ways, such as: slithering shuffling rolling crawling walking running jumping skipping sliding hopping  Runs skilfully and is beginning to negotiate space successfully.	Finger gym activities  Gross motor play on the playground  Exploring climbing on the wooden animals on the field.  Assault courses in the garden.  Runs skilfully and is beginning to negotiate space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Observations during writing Mother's Day cards/Easter cards of pencil grip. Support group for any children who are still using grips 1 or 2 (if	Finger gym activities  Gross motor play on the playground and field.  Exploring the Physical Development resources – bats and balls, hoops, balls and catches, throwing and catching, cricket/rounders. Can catch a large ball  Uses one handed tools and equipment, e.g. makes snips in paper with child scissors (children who were using the squeezey scissors have developed their strength and skills to use the normal child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Finger gym activities  Gross motor play on the playground and field.  Exploring the Physical Development resources – bats and balls, hoops, balls and catches, throwing and catching, cricket/rounders. Can catch a large ball.  Children can cut using the child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Holds pencil near point between first two fingers and thumbs and uses it with good control.  Can copy some letters, e.g. letters from their name.	
<b>Moving and Handling</b>							

					they are a school starter).	Support group for children who are struggling with developing and using grip 4 hold.	Children to draw a picture of themselves to send up to their Reception teacher, with annotation of their current pencil grip from 1 to 4.
<b>Health and Self Care</b>	<p>To manage own personal hygiene; including toileting and hand washing.</p> <p>Information gathered on nurse application form, as to whether the child is potty trained or not.</p> <p>(22-36 months)</p> <p>Clearly communicates the need for potty or toilet.</p> <p>Beginning to help with clothing, e.g. puts on hat, unzips zipper on jacket.</p> <p>Can usually manage washing and drying hands.</p>	<p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat when held up, pulls up on trousers.</p> <p>Beginning to understand that equipment and tools have to be used safely.</p>	Can tell adults when hungry or tired or when they want to rest or play.	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Understands that equipment and tools have to be used safely.	<p>Observes the effects of activity on their bodies. Can they show where their heart is? What happens to it's beat after they have ran, jumped, skipped etc.</p> <p>Able to use the toilet independently, including washing and drying hands, pulling up on clothes.</p> <p>Usually dry and clean during the day.</p>	

		Dresses with help, e.g. puts arms into open-fronted coat when held up, pulls up own trousers.					
<b>Literacy:</b> <b>Reading</b>	Looks at books.  Handles books carefully and holds them the correct way up and turns pages.  Rules shared regarding handling and tidying away books.	Looks at books independently.  Listens to stories and poems one-to-one and in small groups.  Knows that print carries meaning and, in English, is read from left to right, top to bottom.	Recognises rhythm in spoken words.  Joins in with stories, one-to-one and in small groups.  Shows interest in illustrations and print in the environment.	Enjoys rhyming and rhythmic activities.  Shows an awareness of rhyme and alliteration.  Beginning to be aware of the way stories are structured.  Knows information can be relayed in the form of print.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Suggests how the story might end.	Describes main story settings, events and principal characters.  Recognises familiar words and signs, such as own name and advertising logos.	
<b>Literacy:</b> <b>Writing</b>	Gross motor exercises and play to develop shoulder, arm and wrist muscles.	Mark making through sensory experiences, e.g. in shaving foam, sand, rice, lentils, flour.	Sometimes gives meanings to marks as they draw and paint.	Explores different finger gym activities to support muscle development.	Gross motor exercises and play to develop shoulder, arm and wrist muscles.	Mark making through sensory experiences, e.g. in shaving foam, sand, rice, lentils, flour.	

<p><b>Mathematics:</b></p> <p><b>Numbers</b></p>	<p>(22-36 months)  Selects a small number of objects from a group when asked, e.g. please give me one/two.  Recites some number names in sequence.  Begins to make comparisons between quantities.  Uses language of quantities, such as 'more' and 'a lot'.</p>	<p>Uses some number names and number language spontaneously.    Uses some number names accurately in play.</p>	<p>Recites numbers in order to 10.    Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Beginning to represent numbers using fingers, marks on paper or pictures.    Shows curiosity about numbers by offering comments or asking questions.    Compares two groups of objects, saying when they have the same number.</p>	<p>Sometimes matches numeral and quantity correctly.    Shows an interest in number problems.    Shows an interest in numerals in the environment.    (40-60 months)  Recognise numbers of personal significance.</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.    Shows an interest in representing numbers.    (40-60 months)  Recognises numerals 1 to 5.    Counts up to three or four objects by saying one number name for each item.</p>
<p><b>Mathematics</b></p> <p><b>Shape, space and measure</b></p>	<p>(22-36 months)  Notices simple shapes. Beginning to categorise objects according to shape or size.  Begins to use language of size.  Understands some talk about immediate past and future e.g. 'before', 'later' or 'soon'.</p>	<p>Shows an interest in shape and space playing with shapes or making arrangements with objects.</p>	<p>Uses positional language.    Shows interest in shapes in the environment.</p>	<p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.    Shows awareness of similarities of shapes in the environment.</p>	<p>Uses shapes appropriately for tasks.    Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<p>(40-60 months)  Beginning to use 'flat' 2D shapes and mathematical terms to describe shapes.    Selects a particular named shape.</p>
<p><b>Understanding the World</b></p> <p><b>People and Communities</b></p>	<p>22-36 months)  Has a sense of own immediate family and relations.</p>	<p>22-36 months)  Has a sense of own immediate family and relations.</p>	<p>Remembers and talks about significant events in their own experience.    <b>Can talk about their Christmas.</b></p>	<p>Recognises and describes special times or events for family or friends.    <b>Mother's Day</b></p>	<p>Recognises and describes special times or events for family or friends.    <b>Father's Day</b></p>	<p>Shows interest in different occupations and ways of life.    Knows some of the things that make them</p>

	<p>Can look at their 'All about e' book with their Key Worker.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural backgrounds, e.g. making and drinking tea.</p> <p>Remembers and talks about significant events in their own experience.</p> <p><b>Halloween</b> <b>Fireworks night</b> <b>Christmas celebration</b></p>	<p>Can look at their 'All about e' book with their Key Worker.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural backgrounds, e.g. making and drinking tea.</p> <p>Remembers and talks about significant events in their own experience.</p> <p><b>Halloween</b> <b>Fireworks night</b> <b>Christmas celebration</b></p>	<p>Shows interest in the lives of people who are familiar to them.</p>	<p><b>Easter celebration</b></p> <p>Asks questions about aspects of the natural world.</p>	<p>Knows some of the things that make them unique.</p>	<p>unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>Leavers Bedtime Story Party</b> <b>Getting to know their new community: Big School</b></p>
<b>The World</b>	<p>Comments about aspects of their familiar world, such as the place where they live.</p> <p><b>Autumn/Winter</b></p>	<p>Comments about aspects of their familiar world, such as the place where they live.</p> <p><b>Autumn/Winter</b></p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Winter</b></p>	<p><b>Easter</b> <b>Spring</b></p>	<p>Talks about why things happen and how things work.</p> <p>Show care and concern for living things and the environment.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p><b>Summer</b> <b>Minibeasts</b></p>
<b>Technology</b>	<p>Shows an interest in technological toys with knobs or pulleys.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to</p>	<p>Shows an interest in technological toys with knobs or pulleys.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>Shows an interest in real objects such as camera or mobile phones.</p>	<p>Shows an interest in real objects such as camera or mobile phones.</p>	<p>Knows that information can be retrieved from computers.</p> <p>(40-60 months)</p> <p>Uses ICT hardware with age-appropriate computer software.</p>

		achieve effects such as sound, movements or new images.	achieve effects such as sound, movements or new images.				
<b>Expressive Arts and Design:</b> <b>Exploring and using media and materials</b>	Music with BB  Imitates movement in response to music.  Beginning to construct.	Music with BB  Sings a few familiar songs Christmas songs.  Uses various construction materials.  Joins construction pieces together to build and balance.	Making a calendar Music with BB  Enjoys joining in with dancing and ring games.  Stacks blocks vertically and horizontally, making enclosures and creating spaces.  Realises tools can be used for a purpose.	Music with BB  Begins to move rhythmically.  Explores colour and colours can be changed.	Music with BB  Taps out simple repeated rhythms.  Explores and learns how sounds can be changed.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Music with BB  Taps out simple repeated rhythms.  Beginning to be interest and describe the texture of things.  (40-60 months) Constructs with a purpose in mind, using a variety of resources	
<b>Being imaginative</b>	(22-36 months) Beginning to use representation to communicate , e.g. drawing a line and saying 'That's me.'  Engages in imaginative role-play based on fist-hand experiences. <b>Making vegetable soup</b>	Builds stories around toys, e.g. farm animals needing rescue form an armchair 'cliff'.  <b>Fireworks Art Christmas craft</b>	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Sings to self.  Create movement in response to music.  <b>Valentine's Day craft Making pancakes</b>	Uses available resources to create props to support role-play.  Makes up rhythms.  Sings to self and makes up simple songs.  <b>Mother's Day craft Easter craft and chocolate nest cakes</b>	Uses available resources to create props to support role-play.  Uses movement to express feelings.  Developing preferences for forms of expression.  <b>Father's Day craft</b>	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (40-60 months) Introduces a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <b>Leaving nursery craft</b>	