

<b>Nurture Yearly Overview</b>	Autumn 1 Anna Hibiscus' Song by Atinuke and Lauren Tobia	Autumn 2 Oh No, George! by Chris Haughton	Spring 1 Naughty Bus by Jan and Jerry Oke	Spring 2 What the Ladybird Heard by Julia Donaldson and Lydia Monks	Summer 1 Yucky Worms by Vivian French and Jessica Ahlberg	Summer 2 The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey
<b>Literary Form</b>	Picturebook with repetitive refrain	Contemporary fiction	Carefully crafted picture book	Picturebook with rhyming pattern	Non-fiction	Traditional tale
<b>Link to Main EYFSP Area of Learning</b>	Understanding the World: Family Life	Understanding the World: Pets	Understanding the World: Transport	Understanding the World: Farm animals	Understanding the World: Observing Minibeasts	Physical Development: Healthy Diet and Exercise
<b>PSED &amp; Human Theme</b>	What makes me happy	Making good decisions	Looking after our things	Working together	Protecting nature	Being helpful
<b>Phonics and Early Reading: Experience, Knowledge, Skills and Strategies</b>  <b>Bespoke Phonics teaching (little Wandle for individual children)</b>	Nursery rhymes: If You're Happy and You Know it Rhythm and rhyme Family songs Instrumental sounds Personalised alphabet frieze Alliteration – names & places Reading familiar instructions written by children	Nursery rhymes: Hickory Dickory Dock Playing with sounds Body percussion and instrumental sounds Book-based game	Rhythm, rhyme and body percussion Singing transport action songs Exploring a range of voice and instrumental sounds Meaning through print style and photographs Writing then reading own books and role-play writing	Vocalising animal sounds Singing farm songs Words as tags – maps Reading own mapmaking and role-play writing outcomes	Rhythm and Rhyme Spider songs Rhyming couplets Onset and rime Using supportive illustrations to predict Lifting print through performance reading Words as tags	Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Reading and following simple recipe cards
<b>My Communication and Language Using PECs/Makaton if pre-verbal.</b>  <b>Imperative Communication</b>	listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. • Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. • Beginning to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipates what might happen next, recalling and reliving past experiences; questioning why things happen and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play.					
	To work on request (I want...)					
<b>Physical Development</b>	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking	Dog show enactment Tidying up mess Paper collage Mark-making involved in drawing different kinds of dog	Action songs Riding balance and pedal bikes Travelling using body Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape	Animal actions Re-enacting and hatching plans around a large scale farmyard Doing a farmer's work: using tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination	Spider actions Sweeping and dusting ceilings Spider web creation Finger rhymes Performance reading actions	Investigate pushing and pulling in the setting. Sorting and sowing seeds Using gardening tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination
<b>Extended Writing Outcome (shared)</b>	A 'Happiness Song	Letters and messages	A narrative episode	Instructions	Information booklet	Care labels and signage
<b>The World Around Me.</b>	Understanding the World: Family Life	Understanding the World: Pets	Understanding the World: Transport	Understanding the World: Farm animals	Understanding the World: Observing Minibeasts	Physical Development: Healthy Diet and Exercise

<p>My Maths</p>	<p>Individual I CAN's set (bespoke)</p>	<p><u>Early Mathematical Experiences</u></p> <ul style="list-style-type: none"> <li>Counting rhymes and songs</li> <li>Classifying objects based on one attribute.</li> <li>•Matching equal and unequal sets</li> <li>Comparing objects and sets.</li> <li>Subatising. 1-5</li> <li>•Ordering objects and sets / introduce manipulatives.</li> <li>Number recognition.</li> <li>Begin to form numbers.</li> </ul> <p><u>Pattern and early number</u></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend colour and size patterns.</li> <li>Count and represent the numbers 1 to 5</li> <li>Estimate and check by counting.</li> <li>Recognise numbers in the environment.</li> </ul> <p><u>Numbers within 5 Count up to six objects.</u></p> <ul style="list-style-type: none"> <li>One more or one fewer</li> <li>Order numerals 1 – 5</li> <li>Conservation of numbers within five</li> </ul> <p><u>Addition and subtraction within 5</u></p> <ul style="list-style-type: none"> <li>Explore addition and subtraction.</li> </ul> <p><u>Measures</u></p> <p>Estimate, order compare, discuss, and explore capacity, weight and lengths.</p> <p><u>Shape and sorting</u></p> <p>Describe and sort 2-D shapes.</p> <ul style="list-style-type: none"> <li>Describe position accurately Calendar and time Days of the week, seasons</li> <li>Night and Daytime</li> </ul>	<p><u>Zero</u></p> <ul style="list-style-type: none"> <li>Understanding of concept of zero</li> </ul> <p><u>Numbers within 10</u></p> <ul style="list-style-type: none"> <li>count up to ten objects.</li> <li>Represent, order and explore numbers to ten.</li> <li>Composition</li> <li>One more or fewer, one greater or less</li> <li>Subitise</li> <li>Comparing 2 quantities, ordering quantities</li> <li>Pairing</li> <li>Writing numbers</li> </ul> <p><u>Addition &amp; subtraction within 10</u></p> <ul style="list-style-type: none"> <li>Explore addition.</li> <li>combining two groups</li> <li>Subtraction as taking away.</li> <li>Number Bonds to 10</li> <li>addition, subtraction and equals symbols.</li> </ul> <p><u>Measures</u></p> <ul style="list-style-type: none"> <li>Vocabulary for, comparing.</li> <li>weight &amp; height &amp; length &amp; capacity</li> <li>Time – sequence events, yesterday/today/tomorrow</li> </ul> <p><u>Patterns</u></p> <ul style="list-style-type: none"> <li>Repeating patterns</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Describe and sort 3-D shapes.</li> <li>Describe similarities. and differences</li> </ul>	<p><u>Numbers beyond 10</u></p> <ul style="list-style-type: none"> <li>Build and identify numbers to 20 and begin to understand order and place value.</li> <li>Composition</li> <li>Count on and back to beyond 10</li> <li>Subitise</li> <li>One more / one less</li> <li>Missing Numbers</li> <li>Estimating</li> <li>Writing numbers</li> </ul> <p><u>Addition and subtraction within 20</u></p> <ul style="list-style-type: none"> <li>Understand an amount can be changed by adding more or taking away</li> <li>Begin to add on by counting on</li> <li>Begin to problem solve and reason.</li> <li>Recall number bonds to 5/10</li> </ul> <p><u>Doubling</u></p> <ul style="list-style-type: none"> <li>Double means twice the amount. •Say doubles of numbers to 10</li> </ul> <p><u>Sharing / Even &amp; Odd</u></p> <ul style="list-style-type: none"> <li>Share to make equal Groups</li> <li>Recognise some quantities can't be paired or shared equally – begin to understand odd one left</li> <li>Begin to understand the odd and even number structure</li> </ul> <p><u>Shape and Space</u></p> <ul style="list-style-type: none"> <li>Positional language</li> <li>Spatial reasoning</li> <li>Shapes can be combined or separated to make a new shape</li> </ul> <p><u>Patterns</u></p> <ul style="list-style-type: none"> <li>Patterns in numbers and Shape</li> <li>Repeating Patterns</li> <li>Symmetry</li> </ul>
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<p>My ART</p>	<p>To encounter, copy and continue a pattern using a variety of objects and materials. To encounter, copy and continue a pattern using a variety of objects and materials.          . Introduce the element of both 2D and 3D shape, form and space. Introduce the element of both 2D and 3D shape, form and space.          Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.          Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.</p>	<p>Use objects to do simple printing.          Painting over a picture          Papier Mache – tear &amp; scrunch paper, 3D models.            Papier Mache – painting          Clay models          Christmas decorations</p>	<p>Encountering primary colour          Encountering secondary colours – colour mixing          Exploring secondary colours – colour mixing          Encountering colour – dark and light          Exploring colour – dark and light          Developing understanding of colour</p>	<p>Encountering simple printing – butterfly prints          Encountering simple printing – fruit and vegetable prints          Exploring printed rubbings – texture rubbings with crayons          Exploring printed rubbings – create a print block.          Developing understanding of tie dye – design a t-shirt.          Developing understanding of tie dye – dye a t-shirt</p>	<p>Explore summer imagery through art.          Activity: Handprint tree          Explore summer imagery through art.          Activity: Junk modelling bees – develop understanding of 3D shapes          Explore summer imagery through art.          Activity: Sunflower – copy and continue a pattern          Explore summer imagery through art Activity: Firefly suncatcher.          Explore summer imagery through art.          Activity: Clay mosaic art -develop understanding of 3D shapes          Explore summer imagery through art.          Summer photo shoot</p>	<p>Explore summer imagery through art.          Activity: Sunflower fork painting          Explore summer imagery through art.          Activity: Fish weaving art          Explore summer imagery through art.          Activity: Under the sea watercolour painting          Explore summer imagery through art.          Activity: Suncatchers          Explore summer imagery through art.          Activity: Windmill          Explore summer imagery through art.          Activity: Sun dot art</p>
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<p>My Dance</p>	<p>Dance Till You Drop- see resources.</p> <ul style="list-style-type: none"> <li>• To develop the ability to adapt a known dance.</li> <li>• To develop the ability to share my ideas about how to adapt a dance.</li> <li>• To develop the ability to change movements and adapt a simple dance.</li> <li>• To share opinions and give my own ideas about how to adapt and alter a simple dance.</li> </ul>	<p>Starry Skies- see resources.</p> <ul style="list-style-type: none"> <li>• move freely to music.</li> <li>• dance in the wider space.</li> <li>• move fast or slow.</li> <li>• move high or low.</li> <li>• move an object.</li> <li>• make a spikey shape.</li> <li>• make a low shape.</li> <li>• follow a pathway.</li> <li>• jump.</li> <li>• copy movements.</li> <li>• work on their own.</li> <li>• use expressions to communicate feelings.</li> <li>• say how they or someone else moves; • say if they like some music or a dance.</li> </ul>	<p>Dance Dinosaurs: see resources.</p> <p>To develop the ability to create movements to music.</p> <ul style="list-style-type: none"> <li>• To practise movements and join them together to create a motif.</li> <li>• To practise and improve a dance motif</li> <li>• To work as a team to create a short dance.</li> <li>• To remember and perform a short dance.</li> <li>• To evaluate and improve a short dance.</li> </ul>	<p>Dance – Seasons: see resources.</p> <p>Make different shapes with their bodies as they travel, jump and spin.</p> <ul style="list-style-type: none"> <li>• say what is good about a partner’s performance.</li> <li>• perform a simple action in unison with a partner.</li> <li>• use ideas from previous learning independently.</li> <li>• show some awareness of others when working in a group.</li> <li>• perform given ideas independently; • copy and repeat actions with some prompting.</li> <li>• show some awareness of the beat when dancing.</li> <li>• change the speed of their movements in response to a percussion instrument.</li> <li>• respond to questions about their own performance.</li> </ul>	<p>Dance- Toys: See Resources.</p> <p>move freely to music.</p> <ul style="list-style-type: none"> <li>• move in the wider space.</li> <li>• move in their personal space.</li> <li>• move fast and slow.</li> <li>• move high and low.</li> <li>• move with light and heavy movements.</li> <li>• pretend to move with an object.</li> <li>• pretend to be an object.</li> <li>• copy and repeat movements.</li> <li>• change movements when prompted.</li> <li>• make a shape.</li> <li>• work on their own.</li> <li>• use expressions to communicate feelings.</li> <li>• describe movements.</li> <li>• roll.</li> <li>• say if they like some music or a movement</li> </ul>	<p>Dance -Plants: See Resources.</p> <ul style="list-style-type: none"> <li>• copy and repeat movements to form a simple motif</li> <li>• perform some actions in unison and canon</li> <li>• copy the movements and body shapes of others to represent a plant growing.</li> <li>• answer simple questions about the performance of others with support.</li> <li>• copy the movements of other members of their group.</li> <li>• move their body showing some control.</li> <li>• combine given movements to create a dance based on plants.</li> <li>• create some appropriate body shapes and make some movements that show awareness of the music.</li> <li>• copy the movements of others to represent different parts of a story.</li> <li>• answer questions about their performance with some support.</li> <li>• copy the movements of others to represent different parts of a story and perform them in unison with a partner.</li> <li>• perform a whole dance with some prompting.</li> </ul>
<p>My Play and Leisure</p> <p>Fine Motor Skills</p>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip developed.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line with scissors. Start to cut along a curved line.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>
<p>My Play and Leisure</p> <p>Gross Motor skills</p>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Cooperation games Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Balance- children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> </ul>	<p>Independent structured Play</p> <ul style="list-style-type: none"> <li>• Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely.</li> </ul>

<p><b>My Music</b></p>	<p><u>Pupils experience and begins to show an emerging awareness with a range of media through sensory exploration and using different body parts.</u></p> <ul style="list-style-type: none"> <li>• Pupils begin to respond consistently to familiar people, events and objects they may move their whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>• They may begin to anticipate something is going to happen after hearing a certain sound of piece of music (sound cues or touch cues)</li> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Joins in singing favourite songs by vocalising, using their own means of communication, may initiate these interactions.</li> <li>• Creates sounds by banging, shaking, tapping or blowing and come to the realisation they affect their environment creatively Seek attention through eye contact, gesture or action- explores a range of different sound s (including musical instruments)</li> <li>• Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• listen to pieces of music such as from different cultures, genres or eras (classical, pop, Jazz, Bollywood, reggae, country &amp; western,</li> <li>• chants etc) and recognise the tempo and dynamics.</li> <li>• Play simple 2 – 3 picture symbol score / pattern.</li> <li>• To follow a conductor and play fast, slow, loud and quiet and to stop.</li> <li>• To copy and continue a simple rhythm e.g. based on their name or a simple word chant e.g. cat + tiger + cat + tiger, maintaining a</li> <li>• regular beat.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes improvised composition using sounds to represent a picture/scene/emotion.</li> <li>• Experiment playing percussion in groups starting to use different effects such as dynamics following a picture score.</li> <li>• Pupils practice improvising using voice / body percussion through call and response songs at times leading the song.</li> <li>• identify a wide range of school instruments (by sight and sound) and know how to play them, e.g.:</li> <li>• To know how different instruments. are played e.g., tapped, shaken, or strummed or scraped.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates sound effects for a picture or story, thinking about how music can create a mood.</li> <li>• Build repeating patterns and recognise patterns in the environment.</li> <li>• Begins to explore basic rhythmic patterns to compose a short piece.</li> <li>• Experiment playing instruments in groups using different effects such as tempo with minimum support, exploring different music.</li> <li>• genres including reggae, pop, country &amp; western, Bollywood</li> </ul>	<ul style="list-style-type: none"> <li>• To listen and then express their opinion about music from different cultures, genres, or eras (classical, pop, Jazz, Bollywood, reggae, country &amp; western, chants etc).</li> <li>• Begin to identify a range of familiar orchestral instruments (by sight and sound).</li> <li>• To follow and play a pictorial musical score.</li> <li>• To sing in tune and to a steady beat and begin to make up lyrics to perform to their class.</li> <li>• With a peer, improvise using instruments through call and response songs and games.</li> <li>• Pupils begin to explore music from different eras Gregorian Chants, Tudor Music</li> <li>• Experiment with arranging, ordering and overlapping patterns.</li> <li>• Demonstrate confidence by performing drama, mime and simple dance routine to a small audience</li> </ul>	<ul style="list-style-type: none"> <li>• To perform using instruments their own summer show.</li> </ul>
<p><b>My Independence</b></p>	<p><u>My Dressing and Undressing</u></p> <ul style="list-style-type: none"> <li>• Putting on and taking off various items of clothing / Development of the fine and gross motor control needed.</li> </ul>	<p><u>My Cooking</u></p> <ul style="list-style-type: none"> <li>• To wash and dry hands before cooking.</li> <li>• To wash, dry and put away utensils. To open containers and replace lids.</li> <li>• To take responsibility for getting the necessary equipment from their usual places and putting them back again when finished.</li> <li>• To use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.</li> </ul>	<p><u>Personal Hygiene</u></p> <ul style="list-style-type: none"> <li>• To know the importance of staying clean</li> <li>• To wash hands effectively</li> <li>• To identify clean clothes</li> <li>• To have a suitable toilet routine</li> <li>• To know how to brush my teeth.</li> <li>• To look after my own personal care</li> </ul>	<p><u>My Cooking</u></p> <ul style="list-style-type: none"> <li>• Make a cheese sandwich using a hand-held grater with support as and where necessary.</li> <li>• Making pizza.</li> <li>• Making burgers</li> <li>• Making sausage rolls</li> <li>• Making slow cooker chilli</li> <li>• Making a smoothie</li> </ul>	<p><u>Road Safety</u></p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> </ul>	<p><u>My Cooking</u></p> <ul style="list-style-type: none"> <li>• Frozen banana lollies</li> <li>• Frozen sunny lollies</li> <li>• Apricot and chocolate ice lollies</li> <li>• Frozen strawberry milkshake lollies</li> <li>• Raspberry tea ice lollies</li> <li>• BBQ</li> </ul>
<p><b>My SRE</b></p>	<ul style="list-style-type: none"> <li>• To explore different feelings related to mild(ish) emotions such as like and dislike (who and what), annoyance.</li> <li>• To explore the stronger relationships related emotions of love, infatuation, jealousy, anger, sadness, embarrassment.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and name external parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up- How do we change physically from babies? (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect on friends and friendships.</li> <li>• To reflect on friendship as a two-way relationship.</li> <li>• To reflect on our responsibilities as friends.</li> </ul>	<ul style="list-style-type: none"> <li>• It's my body! (Age-appropriate tasks)</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up 2 Age appropriate</li> </ul>

My Drama

- *Nurture – encounter*

- Encounter: Encourage the learner to handle and respond to the item as a sensory experience.

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