

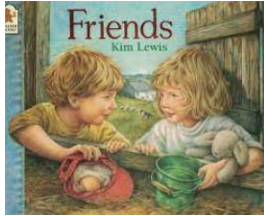
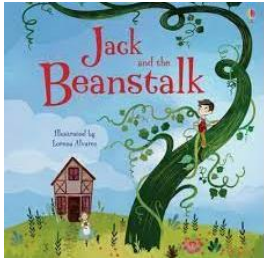
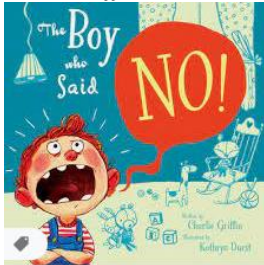
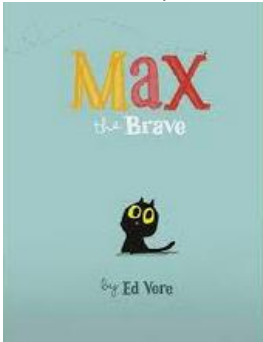
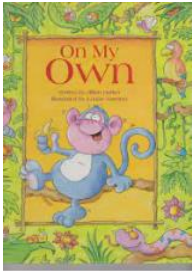
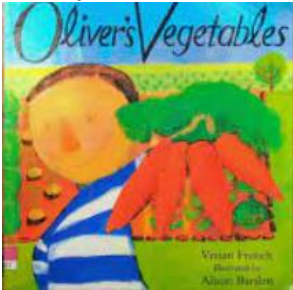
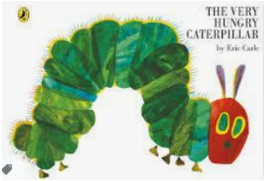
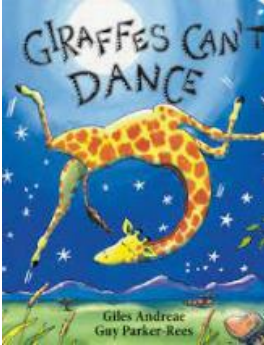
### Nursery Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching topic</b>	All About Me	Celebrations	Explorers	Once Upon a Time...	The Great Outdoors	A Journey Through Time
<b>Possible lines of enquiry</b>	Settling in Friendship People who are important to us Family	Christmas Diwali Bonfire night Harvest Birthdays Halloween Remembrance Hanukkah	Space - Neil Armstrong Moon Landing  We're Going on a Lion Hunt - exploring the Jungle.  Under the Sea  Chinese New Year Shrove Tuesday	Traditional Tales  Houses and homes  Rhyme  Engineering & building	Growth - planting seeds, caring for plants  Minibeasts  Life Cycles - Ladybird, Bean; human; bee  Baby animals	Seasons and Change  Travel and Transport People Who Help Us - Firefighters; caretaker; Drs  Holidays - Past and Present
<b>Experiences &amp; opportunities</b>	Family/Teddy Bears Picnic  Guess Who? Baby photos of staff and children  Forest School  Friendship Tree/ Flowers	Walk to the post box  Diwali sweets - (no cook)  Birthday party  Sensory play - potion making; jellybarf.	Making Pancakes  Chinese New Year Dance  Astronaut and Alien day - come dressed as one or the other  Rockpool experience	Craft making houses Craft making bridges Cooking: making bread Cooking: making porridge - different flavours  Builder  Local walk to look at houses and homes in the area.	Eid - food tasting  Bee Keeper  parent with a baby, baby pictures  Growing: vegetables; sunflowers, planting  Minibeast hunt – make Bug Hotels Sports Week	Journey on minibus - Dee Road Firestation  Simon coming in to talk about his role  Beach day for holidays  Ice-cream stall
<b>Quality texts</b>	Owl babies - Lit Rainbow Fish - Lit Titch - Lit Elmer Only one you	Room on the Broom by Julia Donaldson (Halloween) - Lit  Lots of Lights: Lots of Lights by Kavita Sahal (Diwali – 4 November) UtW  Kipper's Birthday by Mick Inkpen - Lit	Man on the Moon - Lit Aliens Love Underpants - Lit Whatever Next! - Lit The Sharing Shell We're going on a Lion Hunt	3 Little Pigs - Lit 3 Billy Goats Gruff Little Red Riding Hood - Lit Once upon a time Each peach, pear plum - Lit	The Tiny Seed The Very Hungry Caterpillar The Bad Tempered Ladybird The Very Busy Spider The Very quiet Cricket Brown Bear, Brown Bear, What Do You See?	Percy The Park Keeper - Lit Stickman - Lit Tree - seasons come, seasons go. - Lit Little Red Hen Suddenly! Oh The Places you'll Go by Dr Seuss The Jolly Postman

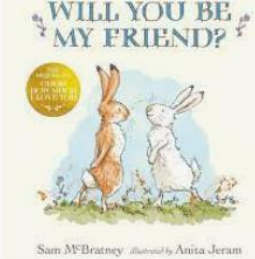
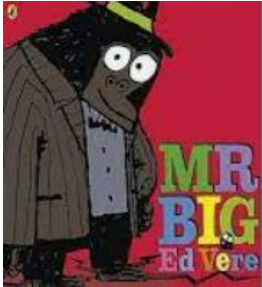
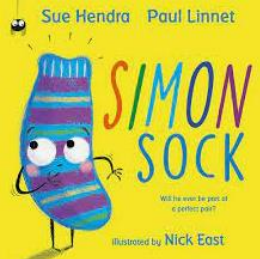
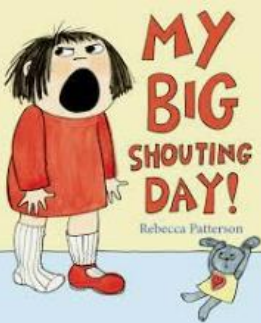
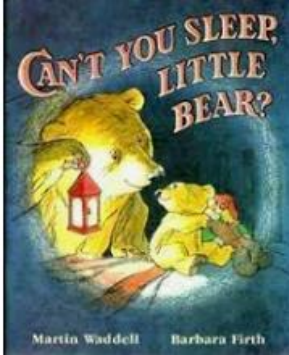
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		<p>Hannukkah Bear Eric Kimmel - UtW</p> <p>Thanksgiving in the Woods by Phyllis Alsdurf</p> <p>Bear Stays up for Christmas by Karma Wilson - Lit</p>				
<b>Ambitious vocabulary</b>	<p>Hobby</p> <p>Passion</p> <p>Strength</p> <p>aptitude</p> <p>Image</p> <p>Friendship</p> <p>Sibling</p> <p>Parent</p> <p>Brother/sister</p> <p>Step brother/sister</p> <p>Step mother/father</p> <p>uncle/auntie</p> <p>heredity</p> <p>heritage</p>	<p>Tradition</p> <p>customs</p> <p>worship</p> <p>Hanukkah</p> <p>Diwali</p> <p>festival</p> <p>costume</p>	<p>Explorer</p> <p>voyage</p> <p>journey</p> <p>discoveries</p> <p>navigate</p> <p>Neil Armstrong</p> <p>planet names</p> <p>milky way</p> <p>satellite</p> <p>space station</p> <p>orbit</p> <p>adventure</p>	<p>Story structure</p> <p>beginning</p> <p>middle</p> <p>end</p> <p>traditional</p> <p>story language</p> <p>‘Once Upon a time’</p> <p>‘they lived happily ever after’</p> <p>power of three</p> <p>good</p> <p>bad</p> <p>adventure</p>	<p>metamorphosis</p> <p>growth</p> <p>change</p> <p>larvae</p> <p>pupa</p> <p>toddler</p> <p>adolescence</p> <p>adult</p> <p>senior</p> <p>photosynthesis</p> <p>oxygen</p> <p>carbon dioxide</p> <p>sunlight</p> <p>develop</p> <p>Germination</p> <p>head,</p> <p>abdomen,</p> <p>thorax,</p> <p>arachnid,</p>	<p>route</p> <p>map</p> <p>adventure</p> <p>exploration</p> <p>pilgrimage</p> <p>quest</p> <p>tour</p> <p>travel</p> <p>trek</p> <p>venture</p> <p>voyage</p>
<b>C&amp;L</b>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Follows instructions with three key words like: “Can you wash dolly’s face?”</p> <p>Shows they understand action words by pointing to the correct picture in a book e.g. Who’s jumping?”</p> <p>Pays attention to own choice of activity but may</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pays attention to more than one thing at a time, which can be difficult.</p> <p>Uses descriptive language for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’)</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus.....you sit there.....I’ll be the driver”</p> <p>Develops pronunciation but may have problems saying: some sounds: r, j, th, ch and sh. Multi-syllabic words such as ‘pterodactyl’,</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Shifts from one task to another if you fully obtain their attention, for example, by using their name.</p> <p>Links 3 - 5 words together. using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>To 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.</p> <p>Uses more complex sentences sometimes using joining words like ‘because’, ‘or’ ‘and’, E.g. “ I like ice cream because it makes my tongue shiver”</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Maintains attention at chosen activity for a sustained period of time.</p> <p>Uses the future and past tense: “I am going to the park” and “I went to the shop”.</p> <p>Can answer simple ‘why’ questions.</p>

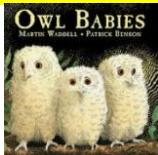


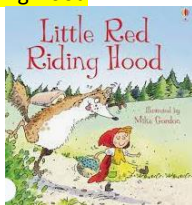

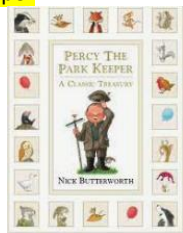
## Nursery Long Term Overview

	<p>"flit" quickly from activity to activity</p> <p>Are often reluctant to join an adult led activity</p> <p>Selects familiar objects when asked e.g "Can you find the ball?"</p> <p>Begins to ask simple questions e.g. "help please? what's this? "who you?" "Where Mummy?"</p> <p>Begins to talk about people and things that are not present e.g. "Mummy gone", "Daddy work"</p>	<p>and function (for example, they can tell you a sponge is for washing).</p> <p>Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Starts a conversation with an adult or a friend and continue it for many turns.</p>	<p>'planetarium' or 'hippopotamus'.</p>	<p>may not always be used correctly to start with.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".</p> <p>Use a wider range of vocabulary.</p>		
<p><b>PSED – key themes linked to quality texts</b></p>	<p>Settling in &amp; following rules</p> <p>Sharing <i>Friends</i> by Kim Lewis</p>  <p>Friendship <i>My Friend Harry</i> by Kim Lewis <i>Will you be my friend</i></p>	<p>Responsibilities <i>Jack and the Beanstalk</i> <i>Little Red Hen</i></p>  <p>Resolving conflict <i>The boy who said No</i> by Charlie Griffin</p> 	<p>Recognising and labelling feelings <i>Max the Brave</i> by Ed Vere</p>  <p>Trying something new <i>It's a George Thing</i></p> <p>Celebrating differences <i>Simon Sock</i> by Sue Hendra</p>	<p>Independence <i>On My Own</i> By Gillian Harker</p>  <p>Empathy <i>Owl Babies</i> By Martin Waddell</p> <p>Managing feelings <i>My Big Shouty day</i></p>	<p>Being healthy (diet) <i>Oliver's Vegetables</i> <i>Oliver's fruit salad</i></p>  <p>Keeping safe (stranger danger)</p> <p>Confidence <i>Can't you sleep Little Bear</i></p>	<p>Changes <i>The Hungry Caterpillar</i></p>  <p>Resilience <i>Giraffes Can't Dance</i> by Giles Andreae</p>  <p>Trying my best</p>

## Nursery Long Term Overview

	 <p>Kindness <i>Mr Big</i> By Ed Vere</p>  <p>Being healthy (hand hygiene)</p>	<p>Taking turns</p> <p>Road safety</p> <p>Giving <i>Giving</i> by Shirley Hughes</p>	 <p>Being healthy (personal hygiene/toileting) <i>I Want My Potty</i> By Tony Ross</p>			
<p><b>PD</b></p>	<p><b>*Skills to be developed throughout the year*</b></p> <p>Develop their movement; Balancing; Riding (scooters, trikes and bikes) Ball skills; Go up steps and stairs (using alternate feet); Climb on apparatus (using alternate feet); Skip, Hop, Stand on one leg; Hold a pose for a game like musical statues; Large- muscle movements to wave flags and streamers, paint and make marks; Remember sequences and patterns of movements which are related to music and rhythm; Match developing physical skills to tasks and activities (e.g. decide whether to crawl, run or walk across a plank, depending on its length); Selecting tools for purpose (e.g. spade to enlarge a hole they dug with a trowel) Work as a team to manage large items, such as moving a long plank safely, carrying large hollow blocks;</p>					
<p><b>PE</b></p>	<p><u>Music and Movement</u> For the session will need: Ribbons</p> <p>The Rainbow Fish - focusing on social interaction, relationships and emotions. Represent</p>	<p><u>Circle and Playground Games</u></p> <p>Introduce the children to a range of circle games to encourage social interaction, relationships and friendships.</p>	<p><u>Ball Games</u></p> <p>Rolling a ball to a partner. Throwing a large ball at a target (under arm). Throwing a large ball to a friend (under arm) Throwing a large ball at a target (over arm).</p>	<p><u>Music and Movement</u> For the session will need: Ribbons</p> <p>Scary Lions Jungle Journey before the first session read 'We're Going on a bear hunt'</p>	<p><u>Sports day skills</u> Learning to run in the lines on the track.</p> <p>Balancing a small ball on the spoon and concentrating, moving to an end point</p>	<p><u>Gymnastics</u> Begin to negotiate space safely and effectively (spatial awareness games)</p> <p>Choose to move in a variety of ways – body shape, position, height &amp;</p>

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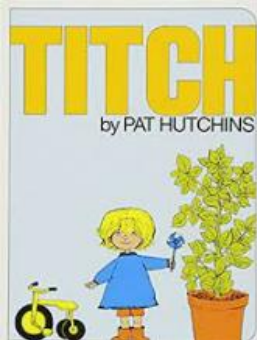
	<p>own ideas, thoughts and feelings through music and dance.</p> <p>Warm up - Teddy Bear, Teddy Bear, Then warm up routine: House/mouse, frog bounces, grow, bouncy scarecrow, runners, Jack in the Box, Windmill arms, shrugs, Looks and Head rolls.</p>	<ul style="list-style-type: none"> <li>• The Farmer's in the den</li> <li>• Ring-o-ring-o-roses</li> <li>• In out the dusty bluebells</li> <li>• What's the time Mr Wolf</li> <li>• Grandmothers footstep</li> </ul>	<p>Throwing a large ball to a friend (over arm).</p>	<p>Warm up - Teddy Bear, Teddy Bear, Then warm up routine: House/mouse, frog bounces, grow, bouncy scarecrow, runners, Jack in the Box, Windmill arms, shrugs, Looks and Head rolls. Grieg: Hall of the Mountain King Beethoven Symphony 6 4 "movement pastoral" Tchaikovsky - Dance of the Mirlitons</p> <p>Continue with - 'We're going on a lion hunt'.</p>	<p>without dropping what is on the spoon or holding it on.</p> <p>Practise how to do the bean bag in the hoop race - children run with a bean bag, place it in the hoop, run back to the star to collect the next bean bag, etc. until all of the bean bags are in the hoop and then run on to the end line.</p> <p>Learn how to do the dressin up race, putting on the tabard, hat and bag independently and then running to the end of the track.</p>	<p>pace (crawling, rolling, walking, skipping, jumping, hopping, climbing...)</p> <p>Begin to use low apparatus e.g. benches, box/tables, encourage the children to mount apparatus safely and exit the apparatus safely through climbing down or small jumps - landing safely.</p>
<p><b>Literacy/ Writing opportunities – including adult modelling higher level writing</b></p>	<p><b>Text title: Owl Babies</b></p>  <p><b>Shared writing opportunities:</b> Together describe what the woods are like; Write a note from mum explaining where she's gone and that she'll be back; Write a different version of the story with different animals.</p> <p><b>Independent writing opportunities:</b> Using pictures of the Owls, can the children write how the owls are feeling (using emojis); Speech bubbles of the repetitive text;</p>	<p><b>Text title: Room on the Broom</b></p>  <p><b>Shared writing opportunities:</b> Write speech bubbles for the characters and the repetitive text in the story Write a character description of the dragon Together write a recipe for the new broom</p> <p><b>Independent writing opportunities:</b> Children to create a pictorial story map for Room on the Broom Create own spell Write pairs of rhyming words</p>	<p><b>Text title: Man on the Moon</b></p>  <p><b>Shared writing opportunities:</b> Letter to Bob's friends inviting them to a party at his house Alien wanted poster Write a timetable of Bob's day, starting with getting up and finishing with going to bed after his long soak in the bath</p> <p><b>Independent writing opportunities:</b> Labelling space pictures Lists of things needed for a Space adventure</p>	<p><b>Text title: Little Red Riding Hood</b></p>  <p><b>Shared writing opportunities:</b> Thank you letter from Granny to LRRH Speech bubbles of the repetitive language from the story Retelling of the story – story round – each child adds the next bit to the story e.g. one child would start with 'Once upon a time....' Story map of LRRH</p> <p><b>Independent writing opportunities:</b></p>	<p><b>Text title: The Tiny Seed</b></p>  <p><b>Shared writing opportunities:</b> Life cycle of a seed including labels and captions Labelling the parts of a plant/flower 'A plant's job' – What does it need to survive, what do certain parts of the plant do</p> <p><b>Independent writing opportunities:</b> Cut and stick lifecycles – children given a word bank to attempt to add labels to their pictures Children provided with an outline of a flower and suggested word bank (with</p>	<p><b>Text Title: Percy The Park Keeper</b></p>  <p><b>Shared Writing Opportunities</b> Which animals were in the story? Where do they live? What do they eat? Together create a fact file for the animals in the story; Together create a map of the park, what is in the park? Label the different things that can be found around the park, including the animals and their homes; Can we write a new adventure for Percy?</p>



## Nursery Long Term Overview

	<p>Large scale mark making with large brushes and paints.</p> <p><b>Text title: Rainbow Fish</b></p>  <p><b>Shared writing opportunities:</b> How was the small blue fish feeling? Write a short note from the blue fish to the Rainbow fish asking for a small shiny scale; Wanted poster for the Octopus – where does he live? What is he like?; Story map of the rainbow fish.</p> <p><b>Independent writing opportunities:</b> Sequence the story pictorially – Mark make labels and captions; What makes a good friend? Friendship flowers; Making patterns in the play dough to make Rainbow fish.</p> <p><b>Text Title: Titch</b></p>	<p><b>Text Title: Kipper's Birthday</b></p>  <p><b>Shared Writing Opportunities</b> Together write an invitation to Kipper's friends. What do we need to remember? Do we just put tomorrow? Could we put a day and a date?; Together make a card to Kipper from one of his friends; Write the recipe for the cake that Kipper made; Write a thank you letter to one of Kipper's friends, saying thank you for coming to his party and for the gift.</p> <p><b>Independent Writing Opportunities</b> Independent Invitations to friends for a teddy bears picnic; make birthday cards for friends and using name card sign with own name; Shopping list of the ingredients needed to make the birthday cake;</p> <p><b>Text Title: Bear stays up for Christmas</b></p>	<p>Letter from Bob to his friends</p> <p><b>Text title: Whatever Next?</b></p>  <p><b>Shared writing opportunities:</b> List of questions about the story Class list of things we might need to take to the moon Together write a letter from the bear to the Owl inviting him to the picnic on the moon</p> <p><b>Independent writing opportunities:</b> Lists of things to take on a picnic on the moon Letters to the owl Speech bubbles Zig zag books</p> <p><b>Text title: Aliens love underpants</b></p>  <p><b>Shared writing opportunities:</b></p>	<p>Speech bubbles Missing words from the repetitive text (with picture clues) Words to describe the characters e.g. wold, big, bad.....</p> <p><b>Text title: The Three Little Pigs</b></p>  <p><b>Shared writing opportunities:</b> Story sequencing – write a sentence for each picture Character profile of the The Big Bad wolf – What does he look like? What does he smell like? Etc. Write a story about what happens to the Big Bad Wolf after he has burnt his bottom and has run off into the woods?</p> <p><b>Independent writing opportunities:</b> Pictorial story sequencing with key words Story maps Attempt to mark make a letter to the Troll from the Goats saying sorry for the noise.</p> <p><b>Text title: Each Peach Pear Plum</b></p>	<p>pictures) independently label picture Zig zag book of the stages of growth</p> <p><b>Text title: The Bad Tempered Ladybird</b></p>  <p><b>Shared writing opportunities:</b> Character description of the Bad Tempered Ladybird Life cycle of a ladybird including labels and captions Story map of the Bad Tempered Ladybird</p> <p><b>Independent writing opportunities:</b> Speech Bubbles of the repetitive text from the story 'Hey you, wanna fight?' ..... Zigzag books using pictures from the story, add key words List of the animals/insects who were in the story</p> <p><b>Text title: The Busy Spider</b></p>  <p><b>Shared writing opportunities:</b></p>	<p>What might happen? How can Percy solve the problem?</p> <p><b>Independent Writing Opportunities</b> List of jobs that Percy needs to do around the park; Telephone messages from people reporting problems they have found; Speech bubbles showing what the animals are saying to Percy.</p> <p><b>Text Title: Stickman</b></p>  <p><b>Shared Writing Opportunities</b> Together write the repetitive language front he story 'I'm Stick Man, I'm Stick Man, I'm Stick Man, that's me, and I want to go home to the family tree! Create new rhymes for the different characters in the story e.g. I'm Stick Lady/I'm stick cat..... Story map - showing how the Stickman was going to be used in each part of the story.</p>
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## Nursery Long Term Overview



### Shared writing opportunities:

What can you do now that you couldn't do when you were little? Together make a table of things you have learnt.

Diary of how the seed that Titch planted grew?

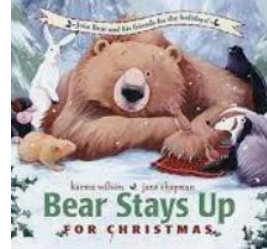
Have a picture of a plant on the board, together label the parts of the plant, encouraging the children to identify the initial sounds of each of the words.

### Independent writing opportunities:

cut and stick the labels on the plant - children to have a go at writing the initial sounds for each label.

Draw a picture of the members of their family, label the members of the family.

All about me fact file - what can you do? What do you like? What do you dislike?



### Shared writing opportunities

Together write a letter to Father Christmas;

What sort of things do we do to celebrate Christmas? Special clothes, special food.....create a thought shower;

How do Bears friends help him to stay awake for Christmas? Create a class list of the things that they do.

### Independent Writing Opportunities

Write own individual letters to Father Christmas to be posted;

Design, make and write own Christmas cards to send/give to family and friends;

Make parcel labels/gift tags for the Christmas presents in Santa's workshop;

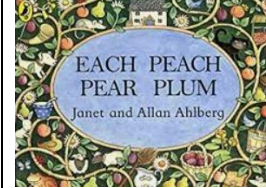
Update Santa's toy list with toys wanted and those who are naughty and nice.

Letter from the Aliens. Ordering the pictures from the story and writing a sentence together for each.

Character description of one of the Aliens from the story

### Independent writing opportunities:

Pictures from the story to order and attempt to write a caption/label  
Speech and thought bubbles from the Aliens  
Create own books for stories of Aliens love underpants



### Shared writing opportunities:

Invitation to Prince Charming's ball  
Missing rhyming words from the story  
Wanted poster for Goldilocks

### Independent writing opportunities:

Speech Bubbles for the three bears  
Missing Rhyming words  
Sequencing the story with key words

Writing the repetitive language from the story  
Completing the rhyming part of Little Miss Muffet and Incey Wincey Spider

Write a new page for the story – what happens next?

### Independent writing opportunities:

Complete the rhyming couplets to make own Nursery rhyme book  
Create own story maps using key words  
Spider fact file

### Independent Writing Opportunities

Sequence pictures of the story to independently create own story map;  
Lists from the stick children as to what they would like to receive as gifts;  
Speech bubbles for scenes from the story.

**Text Title:** Tree - seasons come, seasons go.



### Shared Writing Opportunities

Together create a seasonal wheel. Can you remember the seasons that we came across in the book? What months are in each season?; What happens to a tree in the Autumn/Fall? List the colours of the leaves at this time of the year; Fact file about the seasons, what happens in Winter? Weather/clothes needed/things that you will notice around you.

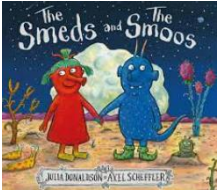
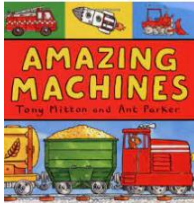
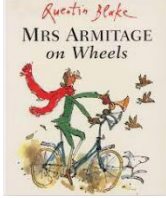
### Independent Writing Opportunities

### Nursery Long Term Overview

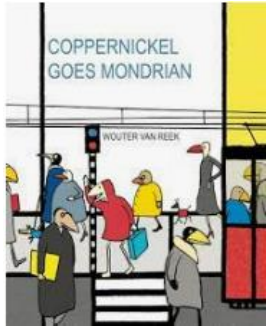
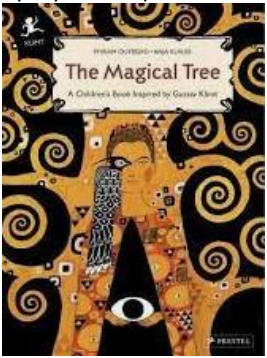
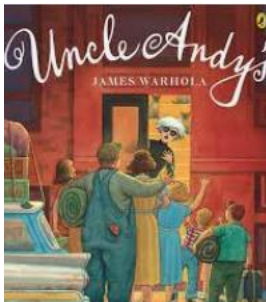
						<p>Create own seasonal wheel, sing cut and stick labels or using the seasons word mat to help; What month is your birthday in? Can you make a birthday leaf and 'have a go' at writing the month you were born on it? Name writing practise in preparation for starting big school.</p>
<b>Maths</b>	<p><b>Baseline week 1&amp;2</b></p> <p>Join in number rhymes</p> <p>Recognise some numerals of personal significance</p> <p>Show an interest in numerals in the environment</p> <p>Recite numbers up to 5</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>1:1 correspondence (say one number for each item in order) up to 3</p> <p>Know that the last number reached when counting tells you how many there are (cardinal rule) up to 3</p> <p>Look at numbers up to 3 in different representations (numicon, 1,2 and 3 frames, dice, fingers, triangles, outside area)</p> <p>Make comparisons between objects relating to size and weight.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Fast recognition of up to 3 objects without having to count them (subitising)</p> <p>Finger numbers up to 3</p> <p>Link numerals and amounts and show the right number of objects to match the numeral (up to 3)</p> <p>Compare quantities using language: 'more than', 'fewer than' (up to 3) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - link to PSED (hygiene)</p>	<p>1:1 correspondence (say one number for each item in order) up to 5</p> <p>Know that the last number reached when counting tells you how many there are (cardinal rule) up to 5</p> <p>Look at numbers up to 5 in different representations (numicon, 1,2 and 3 frames, dice, fingers, triangles, outside area)</p> <p>Understand position using appropriate vocabulary (in, on, over, under, up, down, next to, behind, on top, in front)</p> <p>Describe a familiar route.</p> <p>Make comparisons between objects relating to size, height and length.</p>	<p>Finger numbers up to 5</p> <p>Link numerals and amounts and show the right number of objects to match the numeral (up to 5)</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. (environment and adult modelling focus)</p> <p>Compare quantities using language: 'more than', 'fewer than'. (up to and past 5)</p> <p>Make comparisons between objects relating to size and capacity - link to growing</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Recite numbers past 5</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Consolidate all/any number aspects that need revisiting</p> <p>Begin to use the language of addition and subtraction within play (more, less, subtract, add, take away, altogether,</p>



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		Extend and create ABAB patterns – stick, leaf, stick, leaf.				<p>how many left?, equal to, left over)</p> <p>Sing Nursery rhymes relating to addition and subtraction</p> <p><b>Challenge: begin to look at number bonds to 5 through play</b></p>
<p><b>UtW</b></p> <p><b>HISTORY</b></p> <p><b>SCIENCE</b></p> <p><b>GEOGRAPHY</b></p>	<p>Once there were Giants By Martin Waddell <i>to make sense of their own life-story and family's history</i> - Spend time with other children talking about photos, memories. Encourage them to retell what their parents told them about their life story and family.</p> <p>The Smeds and the Smoos By Julia Donaldson</p>  <p><i>Continue to develop positive attitudes about the differences between people</i> - Encourage them to talk about the differences they notice between people, whilst drawing attention to similarities between different families and communities.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Amazing machine book series by Tony Mitten</p>  <p>Explore how things work</p> <p>Explore and talk about different forces they can feel.</p>	<p>Mrs Armitage book series by Quentin Blake</p>  <p>Use all senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Plant seeds and care for growing plants.</p> <p>understand the key features of the life cycle of a plant (bean) and animal (ladybird, bee and human).</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show interest in different occupations e.g. fire fighter, caretaker/site manager</p>
<b>EAD – including artists</b>	<b>Piet Mondrian</b> - Block colours and 2D shapes	<b>Gustav Klimt</b> - Gold, Kiss, Tree of life	<b>George Seurat</b> - dots	<b>Claude Monet</b> - Waterlillies/bridges	<b>Georgia O'Keefe</b> flowers	<b>Andy Warhol</b> - printing <b>Book</b> - Uncle Andy's: A Faabbbulous Visit with

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ART/DT	<p><b>Book</b> - Copernickel Goes Mondrian by Wouter Van Reek</p>  <p>Making a family tree</p> <p>Self portraits using paints and pencils</p> <p>creating pictures of family using photographs as a stimulus.</p> <p>Creating own Rainbow fish using collage and different types of materials including shiny pieces.</p> <p>stick puppets of the characters from the story of the Owl Babies.</p> <p>Creating Mondrian patterns using primary colour squares and rectangles and black lines.</p> <p>Small world - cars and garage dinosaurs woodland animals</p>	<p><b>Book</b> - The Magical Tree by Myriam Ouyessad</p>  <p>Making paper lanterns</p> <p>Tissue paper and toilet roll fireworks</p> <p>Creating decorations for celebrations</p> <p>Make and decorate clay Divas</p> <p>Making cakes/biscuits and decorating them</p> <p>Small world - Teddy bears picnic/Kipper's birthday</p>	<p><b>Book</b> - George Seurat (Getting to know the World's Greatest Artists)</p>  <p>Exploring the Willow Pattern - Use the story of the Magic PaintBrush by Julia Donaldson</p> <p>Painting pictures using dots</p> <p>Make junk model space rockets/ships</p> <p>Create your own Jungle Scene Using Camouflage. Read the story 'The Surprise' about Rousseau's tiger.</p> <p>Small world play - Spaceship and astronauts Jungle Under the sea/ocean Pirates Polar bears, Antarctica</p>	<p><b>Book</b> - Philippe in Monet's Garden by Lisa Jobe Carmack</p>  <p>Creating own version of Monets waterlilly garden including the bridge.</p> <p>Create different bridges using a range of different construction and materials.</p> <p>create masks of the characters from the traditional tales.</p> <p>explore creating Monet using a range of materials including paint and collage.</p> <p>Small world - Traditional Tales Fairy and fantasy</p>	<p><b>Book</b> - Georgia O'Keefe: The Artist in the Desert By Britta Benke</p>  <p>Observational drawings of flowers.</p> <p>create 3D flowers using tissue paper and pipe cleaners.</p> <p>make clay minibeasts, encourage the children to use the clay tools in order to put on the detail for each creature.</p> <p>decorating flower pots for their own sunflower plants to take home.</p> <p>Small World - Super Heros Train and railway track</p>	<p>Andy Warhol By James Warhola</p>  <p>Create own Warhol style picture using own photograph</p> <p>printing using various different medium e.g. vegetables, sponges.</p> <p>Small World - Fire station Hospital People who help us</p>
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