

EYFS (Nursery) Long Term Overview 2022-23

Area of Learning	Autumn	Autumn	Spring	Spring	Summer	Summer
Project	Super Me, Super You!	Celebrations and Christmas (Light and Dark)	Winter- Snow and Ice	Three is a magic number (Traditional Tales)	Animals and Growth	Transport- Going Places
Celebrations and Festivals	<ul style="list-style-type: none"> Harvest Festival 3rd Oct 	<ul style="list-style-type: none"> Diwali 24th Oct Halloween 31st Oct Bonfire Night 5th Nov Remembrance Day 13th Nov Hanukah 19th Dec Christmas 25th Dec 	<ul style="list-style-type: none"> New Year 1st Jan Chinese New Year 22nd Jan Valentine's Day 14th Feb 	<ul style="list-style-type: none"> Pancake Day 21st Feb World Book Day 2nd March St Patricks day 17th March Mother's Day 19th March Easter Sunday 9th April 	<ul style="list-style-type: none"> Earth Day 22nd April Eid 22nd April St Georges Day 23rd April 	Father's Day 18th June
Trips/visits Wednesdays only		Pantomime (in school)		Halton Library visit	Farm visit	Beach party (in school)
Templenewsam 30	Baking	Plant a tree		Visit a library		
Experience	Tour of the School British Wildlife Week Harvest Autumn walk	Halloween Bonfire night Diwali Remembrance day National Space Week Food Tasting from different cultures Christmas Culture Week Christmas Sing a long	Winter hunt Making ice Snow walk Forest School Valentines day Chinese new year	Everyone reads.....Parents, teachers (Stay and Read sessions) Easter egg hunt	King's Coronation Create a Growing Area Our own beanstalks Life cycle of a caterpillar Allotments/Vegetable patches	Transition Forest School Sports Week
Key Texts	Lulu loves Nursery We are all welcome My Mum and Dad make me laugh Brown Bear, Brown Bear	We're going on a pumpkin hunt! Whatever Next Owl babies Leaf Man We're Going on a Present Hunt! What's in the Witch's Kitchen	One Snowy Night Polar Bear, Polar Bear Lily and the Snowman (Literacy Shed) I love You this Much How much do I Love You?	The Three Little Pigs The Three Billy Goats Gruff The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood	Easter Egg Hunt - Eric Carl Jasper's Beanstalk The Magnificent Sunflower Old McDonald had a farm Monkey Puzzle	We're going on a Bear Hunt! The Train Ride Amazing Aeroplanes Busy boats Cool Cars I love My Daddy
Key Rhymes	Tommy Thumb Incy Wincy Spider Head, Shoulders, Knees and Toes	Twinkle, Twinkle Little Star 5 pretty fireworks When Santa got stuck up a chimney	Five Little Snowmen Five Snowflakes Hey Diddle, Diddle	Hop little bunnies 3 blind mice Baa, Baa, Black Sheep	5 speckled frogs 5 Little Ducks Wiggly Woo Old Macdonald had a farm	The Wheels on the Bus Down at the station Hickory, Dickory Dock
Communication and Language	Listening to others in one to one or in small group contexts Listening to familiar stories Joins in with some repeated rhymes and stories Beginning to understand a question Follow a one-step simple instruction		Understand a question or instruction that has two parts Develop their communication Use longer sentences of 4 to 6 words Use talk to organise themselves and their play		Understand 'why' questions Use a wider range of vocabulary Sing a large repertoire of songs Be able to express a point of view Can start a conversation with an adult or friend	
Personal, Social and Emotional Development	Transition, settling, attachment, Building Relationships, modelling behaviour Seeks out companionships and a familiar adult Show more confidence in new social situations Enjoys playing alone, alongside and with others Increasingly follows rules, understanding why they are important		Relationships with peers, adults, children and family Develop friendships with other children Establish their sense of self Being aware of what to wear in colder weather Getting dressed and undressed (Grow in independence) Develop their sense of responsibility and membership		Road Safety, Feeling safe, feeling and change, Transition to Reception Find ways of managing transitions Thrive as they develop self-assurance Feel confident when taken around the local neighbourhood	
Physical Development	Ourselves Can tell an adult when they are hungry, tired, need a rest. Can name parts of the body. Wash and dry our hands. Gains more bowel and bladder control.	Scissor skills (Straight line), chunky tweezers Match their developing physical skills to tasks and activities in the setting. Use one handed tools and equipment. Dough Disco	Scissor skills (Wavy line), joining construction Choose the right resources to carry out their own plan. Start to eat independently and learn how to use a knife and fork. Squiggle whilst you wriggle	Scissor skills (Zig zag line), Clothes pegs Collaborate with others to manage large items. Use one handed tools and equipment. Show a preference for a dominant hand. Be increasingly independent at they get dressed. Dough Disco	Scissor skills (Cutting around a picture), small objects and tweezers, Pencil Control Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing. Squiggle whilst you wriggle	Scissor skills (Cutting around a picture), Threading, Pencil control Use a comfortable pencil grip with good control. Make healthy choices about food, drink, activity and toothbrushing.

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						Dough Disco
Literacy	Talking 1:1 Enjoying story time Enjoying singing time Key Worker time	Talking in small groups with an adult Listen to instructions and respond to them independently	Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: 'What can you see?' Encourage children to predict what's happens next. Begin to say a sentence. 'What next?' 'What do you think?' 'I see' 'I Say: You Say.	To retell a familiar story Use print and letter knowledge in early writing Understand 5 concepts of print	Talking in larger groups To tell own simple stories (Helicopter stories) Write some or all of their name Introduce Lilac Books Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story.	Engage in extended conversations about stories Write their own name Write some letters accurately
Phonics	Baseline- Listening games (Aspect 1 Environmental Sounds)	Phase 1- Aspect 2 (Instrumental Sounds) Aspect 3- (Body Percussion)	Phase 1- Aspect 4 (Rhythm and Rhyme) Aspect 5 (Alliteration)	Phase 1- Aspect 6 (Voice Sounds) Aspect 7 (Oral Blending and Segmenting)	Phase 2- Sounds of the Week Initial Sounds	Phase 2- Initial sounds, blending and segmenting
	<u>Environmental Sounds</u> Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.	<u>Instrumental Sounds</u> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. <u>Body Percussion</u> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.	<u>Rhythm and Rhyme</u> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat. <u>Alliteration</u> Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.	<u>Voice Sounds</u> Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.	<u>Oral Blending and Segmenting</u> Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.	
Mathematics	Describe a familiar route Discuss routes and locations Select shapes appropriately for building Begin to describe a sequence of events	Show 'finger numbers' up to 5 Talk about and explore 2D shapes Understand position Talk about and identify patterns	Experiment with their own symbols and marks. Combine shapes to make new ones Notice and correct an error in a repeating pattern	Fast recognition of up to 3 objects Recite numbers past 5 Subitising numbers to 3 Talk about and explore 2D and 3D shapes	Say one number for each item: 1, 2, 3, 4, 5 Solve real world mathematical problems	Links numerals and amounts Compare quantities using language 'more than', 'fewer' Make comparisons between objects

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<p>Understanding the World</p> <p>Computing (Barefoot Scheme)</p>	<p>My Family, fieldwork (school grounds), routines and routes</p> <p>Begin to make sense of their own life story and family history Respect and care for the natural environment</p>	<p>Seasons- Autumn, Day and Night animals, Days of the Week</p> <p>Continue to develop a positive attitudes about the differences between people</p>	<p>Seasons- Winter, Special times with my family</p> <p>Use all their senses in hands on exploration of natural materials Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice</p>	<p>Seasons- Spring, farm animals, different types of home</p> <p>Explore collections of materials with similar or different properties Talk about what they see, using a wide range of vocabulary</p>	<p>Planting bulbs, how a seed grows, fieldwork (school grounds), Beebots</p> <p>Explore how things work Plant seeds and care for growing plants Understand the key features of lifecycles</p>	<p>Seasons- Summer, simple maps, road signs and safety, changes in transport</p> <p>Show interest in different occupations Know that there are different countries in the world Talk about the differences they have seen</p>
	Busy Bodies	Awesome Autumn	Winter Warmers			Summer Fun
Expressive Arts and Design	<p>Artist Focus- Georgia O’Keef</p> <p>Explore colour and colour mixing.</p> <p>Explore water colours</p>		<p>Artist Focus- Henri Matisse</p> <p>Explore shapes and repeating patterns</p>		<p>Artist Focus- Paul Klee</p> <p>Explore and make marks with different mediums.</p>	
	<p>Self Portraits, Exploring colour (Brown bear, Brown Bear), Nursery Rhymes</p> <p>Use drawing to represent ideas Explore colour and colour mixing Take part in simple pretend play</p>	<p>Clay printing, Clay diva lamps, Christmas baking, Christmas cards, Christmas production</p> <p>Explore different materials freely Explore colour and colour mixing Sing the pitch of a tune sung by another person</p>	<p>Bird feeders, playing percussion (fast and slow)</p> <p>Create closed shapes with continuous lines Create their own songs</p>	<p>Collage, Colour Mixing, Three Little Pigs house, Easter baskets and songs</p> <p>Join different materials and explore different textures Remember and sing entire songs</p>	<p>Observational paintings and drawings, make a fruit salad, percussion and songs</p> <p>Draw with increasing complexity and detail Begin to develop complex stories Show different emotions in their drawings and paintings Play instruments with increasing control</p>	<p>Art around the world, design and make a vehicle, percussion and songs</p> <p>Develop their own ideas and decide what materials to use Make imaginative and complex worlds</p>