

Nursery Overview

Year One Topics	T1:1	T1:2	T2:1	T2:2	T3:1	T3:2
Nursery (Vocabulary focus)	Let's Explore (Me/Nursery/ Colours)	Family Time (Home/Size/ Celebrations)	Food Glorious Food (Food/ Textures/ Shapes)	What shall I wear today? (Clothes/ Pattern/ People who help us)	Down on the Farm (Animals/ Transport)	Opposites Attract (Prepositions/ Opposites)
Literacy	2/3 Key Word Level work Phase 1- tuning in to sounds. Twinkle Twinkle Head Shoulders Knees and Toes If your happy and you Know it The Mulberry Bush	3 Key Word Level work Blank Level questions Phase 1- tuning in to sounds. Miss Polly Hickory Dickory Dock Hush Little Baby Rock a Bye Baby I'm a Little Teapot	3 Key Word Level Work Phase 1- tuning in to sounds. Hey Diddle Diddle Little Jack Horner Little Miss Muffet Sing a Song of Sixpence Hot Cross Buns	4 Key Word Level Work Phase 1- tuning in to sounds. There was an old woman Row, Row, Row Your boat This old man It's Raining, It's Pouring Whether the Weather	4 Key Word Level Work Phase 1- tuning in to sounds. Old MacDonald Mary had a little lamb Wheels on the Bus Baa Baa Black Sheep	4 Key Word Level Work Phase 1- tuning in to sounds- beginning Phase 2. Incy Wincer Spider 1,2,3,4,5 Once I caught a Fish Alive Jack and Jill The Grand Old Duke of York London Bridge is Falling Down
Follow handwriting patterns for progression in marks/lines.						
Maths	Colour pattern. One to one matching. Anticipate key events- times of day. Visual timetable. Counting songs- up to 5. Reciting number names.	Revise colour and pattern. One to one correspondence when counting songs. Quantity- Sharing out amounts. Who has more/less/same Big/small, biggest/ smallest/medium	2D Shapes. Weight Quantity One to one correspondence when counting songs.	Shape pattern Capacity More/less/same	Length Numbers 1 and 2	Numbers 3, 4 and 5. Height- Tall/short

Science	Animals including Humans Learning body parts. What humans need.	Seasonal Changes Seasonal walk Wind sock RICHIE RANGER	Materials Cooking/baking	Materials Ice-freezing/ melting	Animals Farm animals and babies Chicks	Plants Tree/plant. Flower.
History	Photographs. Black and white. Now in Colour. Camera focus how they have changed through time.	Bath time. Link to Large Family and bath time story. Link to bathing babies in the house role play.	History of food- see historical association topic Baby food. Food now in to role play area.	Changes in washing. Victorian washing tub and method compared to washing machine now.	Baa Baa Black sheep in the olden days- the more sheep you had the richer you were!! Looking after chicks.	Lights- linked to nursery rhyme Wee Willie Winkie. Candles and changes to light through time.
Art	Henri Matisse - bright colours and simple shapes- tearing. Printing with hands/feet/ range of items from the nursery. Sculpture playdough	Bubble art- fairy liquid in paint and blow. Blow painting to make fireworks. Transient art- autumn/ Christmas. Sculpture moon sand. Drawing round stencils.	Food printing Transient art- food	Textile decorating. Create own t-shirt/patch using pattern. Tie dye	Drawing- observational drawings- chicks	Drawing- observational drawings- chicks
Follow handwriting patterns for progression in marks/lines.						
Physical	Running- stop/start to a signal. Jumping Hopping Standing on one foot. Skipping. Draw lines and circles- gross motor and then fine. Dance Yoga Bears	Jumping Hopping Standing on one foot. Skipping. Link movements to party games. Draw lines and circles- gross motor and then fine. Dance	Simon Says Musical High five Mirroring Bean game Parachute games. Corners	Simon Says Musical High five Mirroring Bean game Parachute games. Corners	Ball skills-rolling, throwing- under arm, kicking and catching. Dance Yoga Bears	Ball skills-rolling, throwing- under arm, kicking and catching. Dance

Geog	Learn names of spaces in Nursery and Nursery layout\spaces in home and room names. Where things belong.	Seasonal walk around school. Out and around front of school.	Sorting objects by weight/size. Drawing around objects- show shape in plan form.	Seasonal Walk-Spring	Create own farm. Drawing own route-based on Rosie's walk.	Drawing own hunt/route- Bear Hunt.
Music	Singing Musical instruments-beat and rhythm. Copy simple pattern. Music appreciation.	Xmas songs in preparation for Christmas show. Musical instruments-beat and rhythm. Copy simple pattern. Music appreciation.	Singing Musical instruments- beat and rhythm. Copy simple pattern. Music appreciation.	Singing Musical instruments- beat and rhythm. Copy simple pattern. Music appreciation.	Singing Composition- body rhythms Music appreciation.	Singing Composition body rhythms Music appreciation.
PSHE	<p>Theme: Being Me in My World</p> <p>Helping others to feel welcome. Try to make our Nursery community a better place. Think bout everyone's right to learn. Care about other people's feelings. Work well with others. Choose to follow the learning charter</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p> <p>(The theme of New Beginnings was taught in the academic year 2019/20)</p>	<p>Theme: Celebrating Difference</p> <p>Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Try to use kind words. Know how to give and receive compliments.</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p> <p>(The theme of Getting on and falling out was taught in the academic year 2019/20)</p>	<p>Theme: Dreams & Goals.</p> <p>Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with a partner or in a group. Have a positive attitude. Help others to achieve their goals. Working hard to achieve their own dreams and goals.</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p> <p>(The theme of Going for Goals was taught in the academic year 2019/20)</p>	<p>Theme: Healthy Me</p> <p>Have made a healthy choice. Have eaten a healthy balanced diet. Have been physically active. Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy relationships. Know how to keep calm and deal with difficult situations.</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p> <p>(The theme of Being in My World was taught in the academic year 2019/20)</p>	<p>Theme: Relationships</p> <p>Know how to make friends. Try to solve friendship problems when they occur. Help others to feel part of the group. Show respect in how they treat others. Know how to help themselves and others when they feel hurt or upset. Know and show what makes a good relationship.</p>	<p>Theme: Changing Me</p> <p>Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes they see in themselves. Understand and respect the changes they see in other people. Know who to ask for help if they are worried about change. Are looking forward to change.</p>
Computing	Using smartboard to complete games.	Introduce computer and computer parts.	Class computers Walkie Talkies	Class computers Metal Detectors	Class computers Easi Cars	Class computers Torches

	Begin to use CD Player. Clever Cats	Begin to use mouse to complete games. Use overhead projector to explore autumn items. CD Player.	Microscope			
RE	Theme: Special People Key question: What makes people special? Religions: Christianity, Judaism *The above unit of work is from a new RE scheme and will be covered from the academic year 2020.	Theme: Christmas Key question: What is Christmas? Religions: Christianity Christian Concept: Incarnation *The above unit of work is from a new RE scheme and will be covered from the academic year 2020.	Theme: Celebrations Key question: How do people celebrate? Religions: Islam, Judaism *The above unit of work is from a new RE scheme and will be covered from the academic year 2020.	Theme: Easter Key question: What is Easter? Religion: Christianity Christian Concept: Salvation	Theme: Story Time Key question: What can we learn from Stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key question: What makes places special? Religions: Christianity, Islam, Judaism.
DT	Stickle bricks. Playdough	Wooden blocks Design and build your own home. Construction area. Playdough Make cakes and decorate.	Duplo Playdough	Mobilo Playdough	Weaving Design and build your own farm. Construction area. Playdough	Weaving Playdough
Role play	Establish Home corner Shopping Day Delivery Day Baking Day	Birthday party. Diwali party Christmas	Pizza role play Chinese Restaurant.	Clothes Shop	Farm	Summer garden/school.

	Wash Day Ironing Day					
Baking	Iced biscuits	Cupcakes	Soup Fruit kebab	Chocolate nests for Easter. Pancakes	Flapjacks	Strawberry jam tarts
Planting	Plant spring bulbs	Bird feeders	Chit potatoes	Sow garlic April- plant potatoes, strawberries & onions	Plant beetroot, carrots, tomato,	Harvest veg/ fruit

Blank's Levels of Questioning

LEVEL 1

The objects/things are present (here and now).

What's that?

Who's that?

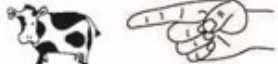
What are you doing?

What's the lady doing?

Find one like this.

Find one the same as this.

What did you touch?



What's that called?

LEVEL 2

The objects/things are present (here and now), but the child has to look at them in more detail.

What's happening?

What is in the box?

Where's Spot?

What colour is the ball?

What can you do with a ball?

How are these different?

Tell me something that is a fruit.

Find the one that is ... and ...



What can you do with scissors?



Where's the chicken?

LEVEL 3

The objects/things may or may not be present and the questions are more complex and subtle.

Find one to use with this. (knife → fork)

What will happen next?

Tell me something different that ...

What is a ...? (word definition)

Find the things that are not ...

Following a set of directions → First open the box. Then put the ball in the box. Then hide the box.



How are "these" the same?

LEVEL 4

The objects/things are not present and the child must use reasoning and problem solving.

What will happen if...?

What could you do when ...?

How can we tell that ...?

What could we use to ...?

Why can't we ...?

Why is a ... made of ...?



Why can't we ride a lion?