

## NURSERY YEARLY OVERVIEW

RE	Myself	Welcome	Birthdays	Celebrating	Gathering	Growing	Good News	Friends	Our World
	<b>Autumn/Spring</b>					<b>Spring/Summer</b>			
	<b>Theatre Company Visits, Animal encounter</b>								
<b>COMMUNICATION &amp; LANGUAGE</b>	<b>Listening &amp; Attention 30 - 50</b> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention – still listen and do, but can shift own attention</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> </ul>					<b>Listening &amp; Attention 40 - 60</b> <ul style="list-style-type: none"> <li>• Maintains attention, concentration and sits quietly during appropriate activity</li> <li>Two – channelled attention – can listen and do for short span</li> </ul>			
	<b>Understanding 30 – 50</b> <ul style="list-style-type: none"> <li>• Understands use of objects (eg: “what do we use to cut things?”)</li> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’, by carrying out an action or selecting correct picture</li> <li>• Responds to simple instructions, eg: to get or put away an object</li> <li>Beginning to understand ‘why’ and ‘how’ questions</li> </ul>					<b>Understanding 40 – 60</b> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Understands humour, eg: nonsense rhymes, jokes</li> <li>• Able to follow a story without pictures or props</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>			
	<b>Speaking 30 – 50</b> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (eg: using and, because)</li> <li>• Can retell a simple past event in the correct order (eg: went down slide, hurt finger)</li> <li>• Uses take to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen &amp; gives explanations. Asks: who, what, when, how?</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’</li> </ul>					<b>Speaking 40 – 60</b> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>			
<b>PHYSICAL DEVELOPMENT</b>	<b>Moving &amp; Handling 30 – 50</b> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball. •Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>					<b>Moving &amp; Handling 40 – 60</b> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>			

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	<ul style="list-style-type: none"> <li>•Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows a preference for a dominant hand.</li> <li>•Begins to use anticlockwise movement and retrace vertical lines.</li> <li>•Begins to form recognisable letters.</li> <li>•Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
	<p><b>Health &amp; Self-Care 30 - 50</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>•Can usually manage washing and drying hands.</li> <li>•Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p><b>Health &amp; Self-Care 40 - 60</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>•Usually dry and clean during the day.</li> <li>•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>•Shows understanding of how to transport and store equipment safely.</li> <li>•Practices some appropriate safety measures without direct supervision.</li> </ul>
PSED	<p><b>Making Relationships - 30-50</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, eg: building up a role play activity with other children</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<p><b>Making Relationships - 40-60</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>• Takes steps to resolve conflicts with other children, eg: finding a compromise</li> </ul>
	<p><b>Self Confidence &amp; Self Awareness 30 – 50</b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>•Welcomes and values praise for what they have done.</li> <li>•Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>•Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>•Shows confidence in asking adults for help.</li> </ul>	<p><b>Self Confidence &amp; Self Awareness 40 – 60</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p>Can describe self in positive terms and talk about abilities.</p>
	<p><b>Managing Feelings &amp; Behaviour 30 – 50</b></p> <ul style="list-style-type: none"> <li>•Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>•Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>•Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>•Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<p><b>Managing Feelings &amp; Behaviour 40 – 60</b></p> <ul style="list-style-type: none"> <li>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>•Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>•Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>

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LITERACY	<p><b>Reading 30 – 50</b></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<p><b>Reading 40 – 60</b></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>
	<p><b>Writing 30 – 50</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<p><b>Writing 40 – 60</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>
MATHEMATICS	<p><b>Number 30 – 50</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>Number 40 – 60</b></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> </ul>

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		<ul style="list-style-type: none"> <li>•Records, using marks that they can interpret and explain.</li> <li>•Begins to identify own math</li> </ul>
	<p><b>Shape, Space &amp; Measures 30 – 50</b></p> <ul style="list-style-type: none"> <li>•Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>•Shows awareness of similarities of shapes in the environment.</li> <li>•Uses positional language.</li> <li>•Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>•Shows interest in shapes in the environment.</li> <li>•Uses shapes appropriately for tasks.</li> <li>•Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><b>Shape, Space &amp; Measures 40 – 60</b></p> <ul style="list-style-type: none"> <li>•Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>•Selects a particular named shape.</li> <li>•Can describe their relative position such as 'behind' or 'next to'.</li> <li>•Orders two or three items by length or height.</li> <li>•Orders two items by weight or capacity.</li> <li>•Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>•Uses everyday language related to time.</li> <li>•Beginning to use everyday language related to money.</li> <li>•Orders and sequences familiar events.</li> <li>•Measures short periods of time in simple ways.</li> </ul>
<p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>People and Communities 30 – 50</b></p> <ul style="list-style-type: none"> <li>•Shows interest in the lives of people who are familiar to them.</li> <li>•Remembers and talks about significant events in their own experience.</li> <li>•Recognises and describes special times or events for family or friends.</li> <li>•Shows interest in different occupations and ways of life.</li> <li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p><b>People and Communities 40 – 60</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul>
	<p><b>The World 30 – 50</b></p> <ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>•Talks about why things happen and how things work.</li> <li>•Developing an understanding of growth, decay and changes over time.</li> <li>•Shows care and concern for living things and the environment.</li> </ul>	<p><b>The World 40 – 60</b></p> <ul style="list-style-type: none"> <li>•Looks closely at similarities, differences, patterns and change.</li> </ul>
	<p><b>Technology 30 - 50</b></p> <ul style="list-style-type: none"> <li>•Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>•Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>•Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>•Knows that information can be retrieved from computers</li> </ul>	<p><b>Technology 40 – 60</b></p> <ul style="list-style-type: none"> <li>•Completes a simple program on a computer.</li> <li>•Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>

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### EXPRESSIVE ART & DESIGN

#### Exploring and using Media and Materials 30 – 50

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

#### Being Imaginative 30 - 50

- Developing preferences for forms of expression.
- Uses movement to express feelings. •Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

#### Exploring and using Media and Materials 40 – 60

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

#### Being Imaginative 40 – 60

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.