



Believe Enjoy Succeed Together
 "I can do everything through God who gives me strength"
 Philippians 4:13

Cronton C.E. Primary School Nursery Long Term Overview Suggested Themes for 2023

The 3 Prime areas and 4 Specific areas are continually re-visited to support and challenge children throughout the year.

Please note that our planning is fluid and is determined following careful observation and assessment regarding children's interests and needs. Themes may change according to this.

Term/Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Colourful Me! Nursery Rhymes Ourselves Autumn Seasonal Changes Harvest	Winter Woodland Percy the Park Keeper Christmas and The Nativity	Fairy Tales Traditional Tales Winter Seasonal Changes	Food Glorious Food! Pattern and Rhyme (Julie Donaldson) Spring Seasonal Changes Easter	Rescue Me People Who Help Us & Occupations Road Safety	Let's go on an adventure... Summer Seasonal Changes Seaside & Pirates <i>Links to Year 1 Geography topic</i>
Enrichment Activities	Autumn walk Visit from Farmer Ollie and his tractor			Visit to Imagine That! Spring walk	Visits from people who help us in our community	
	Story time with Grandad Fielding Wednesday morning with Mrs Walker - Storytime and Gardening					
Focus Weeks/Days	European Day of Languages Black History Week Anti-Bullying Week	Bonfire Night Divali	Chinese New Year	World Book Day and Reading Week (Africa)		Transition sessions
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

Overarching principles		<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.</p> <p>Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others</p>				
Possible stories and Rhymes	<p>Twinkle Twinkle little Star</p> <p>Hey Diddle Diddle</p> <p>Miss Polly Had a Dolly</p> <p>Hickory Dickory Dock</p> <p>Baa Baa Black Sheep</p> <p>The Grand Old Duke of York</p> <p>Row Row Row Your Boat</p> <p>1 2 3 4 5 Once I</p> <p>Caught a Fish Alive</p> <p>Humpty Dumpty</p> <p>Incy Wincy Spider</p> <p>The Enormous Turnip</p> <p>Elmer</p>	<p>Percy's Bumpy Ride</p> <p>One Snowy Night</p> <p>After the Storm</p> <p>The Treasure Hunt</p> <p>The Secret Path</p> <p>The Rescue Party</p> <p>The Squirrels</p> <p>The Badger</p> <p>The Mole</p> <p>The Owl's Lesson</p> <p>The Ducks</p> <p>The Hedgehog</p> <p>The Hedgehog's Balloon</p>	<p>Jack & the Beanstalk</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p>Snow White & the Seven Dwarves</p> <p>The Princess & the Pea</p> <p>The Ugly Duckling</p>	<p>The Gruffalo</p> <p>The Gruffalo's Child</p> <p>A Squash and a Squeeze</p> <p>Room on the Broom</p> <p>Zog</p>	<p>Simon Gets Better</p> <p>Harold the Doctor</p> <p>Teddy Goes to Theatre</p> <p>Ness the Nurse</p> <p>Ambulance Crew</p> <p>Going to the Doctor</p> <p>Get Well Soon</p> <p>Anna the Nurse</p> <p>Vet</p> <p>Pradeep the Dentist</p> <p>Doctor Pig</p> <p>Dr. Phil's Adventures</p> <p>PC Polly</p> <p>Vet Vicky</p>	<p>Starry Eyed Stan</p> <p>What the Ladybird Heard at the Seaside</p> <p>Kipper's Beach Ball</p> <p>Seren's Seasons</p> <p>Pirates in pyjamas</p> <p>Yo Ho Ho A-Pirating</p> <p>We'll Go</p>
Communication and Language	Daily Story Time	Daily Story Time	Daily Story Time	Daily Story Time	Daily Story Time	Daily Story Time
<p>A focus across EYFS.</p> <p>Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing stories, nursery rhymes and poems, singing, speech</p>	<p>Sharing names with peers and adults</p> <p>Sitting on the carpet and listening to peers and adults</p> <p>Choosing familiar stories they enjoy</p> <p>Speaking in short sentences stringing more than two words together</p>	<p>Respond to simple questions with adequate processing time</p> <p>Respond appropriately when sitting on the carpet</p> <p>Show an understanding of action words</p> <p>Responding to familiar instructions</p>	<p>Show an awareness of new vocabulary during carpet time</p> <p>Begin to use irregular tenses (e.g. went, sang, felt) and plurals when exploring stories</p> <p>Using longer sentences of at least four words</p> <p>Expressing unique thoughts and feelings</p>	<p>Introduce conjunctions in speech such as because, or, and</p> <p>Show an awareness of future and past tense in speech</p> <p>Responding to non-verbal signals appropriately</p> <p>Begin to use expression when mimicking character voices</p>	<p>Ask questions about newly acquired information</p> <p>Show curiosity about new characters and plots in stories</p> <p>Recall limited information</p>	<p>Begin answering simple 'why' questions</p> <p>Show an ability to shift attention to new stimuli by using names</p> <p>Understanding multi-instruction sentences</p> <p>Making simple predictions about what might happen next</p> <p>Creating own narratives using familiar</p>

and language interventions (Wellcomm) and EYFS performances. 3-4 intakes are September, January & April - children from each intake will begin building on skills from the first strand.				Focus on storytelling using story sacks through Julia Donaldson stories		characters, settings or plots
Physical Development Fine Motor	Dough Disco Spooning, scooping and pouring	Dough Disco Weaving	Dough Disco Threading	Dough Disco Cutlery skills - chopping fruit for fruit salad, cutlery added to playdough area	Dough Disco Balancing - small blocks and shapes	Dough Disco Scissor skills - Hold, scissors, open and close scissors, snip paper, snip paper moving forward
Gross Motor	Squiggle While you Wiggle	Squiggle While you Wiggle	Squiggle While you Wiggle	Squiggle While you Wiggle	Squiggle While you Wiggle	Squiggle While you Wiggle
Literacy Phonics Phase 1	Aspects 1,2,3 Listening skills and sound discrimination	Aspects 1,2,3 Listening skills and sound discrimination	Aspect 4 Rhyming	Aspects 5 & 6 Alliteration and initial sounds	Oral segmenting and blending Introduce initial sounds to children s, a, t, p, i, n to children using RWI lettering- explore their names, sounds and formations with children in a variety of adult led games and continuous provision activities	
Mathematics Focus Maths is planned to link with stories or themes where possible, so that children are able to apply the skills they are being	Colours, sorting & matching Measures <i>Tall, taller, tallest</i> <i>Short, shorter, shortest</i>	Numbers 1-5 <i>Introduce Numicon pieces</i> Counting in order Knowing that the last number in the count tells us 'how many altogether' (cardinality)	2D & 3D Shapes Naming shapes and making shape pictures Building models with 3D shapes (e.g. fairy-tale castles)	Recap 1-5 <i>Focus on subitising</i> <i>Build on 5 frames</i> Teach Numbers 6-10 <i>Introduce Numicon pieces</i> Counting in order	Recap 2D Shapes Patterns & repeating patterns ABAB Comparing amounts - more and fewer	Recap 1-10 Composition of 1, 2 and 3 Measures - Positional Language

taught in the provision		Matching amounts to numerals Time - Day and Night	Measures - Heavy, light, heavier, lighter	Knowing that the last number in the count tells us 'how many altogether' (cardinality) Matching amounts to numerals		
Daily maths as part of routines: - Counting who is here today - Days of the week song						
R.E./Bible Stories	Noah's Ark	The Nativity Story	David and Goliath	The Easter Story	Daniel in the Lion's Den	Jonah and the Whale
<p>Understanding the World</p> <p>Science focus</p> <p>Geography focus</p> <p>History focus</p> <p>RE focus</p>	<p>Past and Present</p> <p>Baby photos - how have we changed?</p> <p>Visit from a parent and baby</p> <p>Link to Reception Where was I born? How have I changed? Link to Year 1 Growing Science Link to Year 5 PSHE Link to Year 6 Reproduction</p> <p>People, Cultures and Communities</p> <p>European Day of language - focus on Spain</p> <p>Natural World</p> <p>Autumn walk</p>	<p>Past and Present</p> <p>Countdown to Christmas</p> <p>People, Cultures and Communities</p> <p>Divali & Christmas</p> <p>Natural World</p> <p>Light and dark Day and night Nocturnal animals</p> <p>Links to Reception Light and Dark - Shadows Year 3 Light Year 4 Vision and movement Year 6 Light, sound and force</p> <p>Seasonal changes - winter</p> <p>Exploring ice</p>	<p>Past and Present</p> <p>What year was I born in? The year of the ...</p> <p>People, Cultures and Communities</p> <p>Chinese New Year celebration</p> <p>Tasting Chinese food</p> <p>Natural World</p> <p>Planting a bean (Jack and the Beanstalk) Link to labelling a flower in Reception Link to Year 1 Plants Science Year 3 Plants life cycle Year 5 Plants and Photosynthesis Year 6 Reproduction in plants</p>	<p>Past and Present</p> <p>Baby and adult animals</p> <p>Life cycles in Reception Link to Year 1 Animals and their needs Year 4 Classification of Living Things Year 6 Evolution & Life Cycles and Reproduction</p> <p>People, Cultures and Communities</p> <p>Easter New Life</p> <p>Natural World</p> <p>Oliver Fruit salad - Making fruit salad Trying new foods Link to Year 1 DT - Fruit salad Year 2 Healthy Sandwich</p>	<p>Past and Present</p> <p>Experiences linked to occupations - when has someone helped me? E.g. doctor, nurse, builder etc.</p> <p>People, Cultures and Communities</p> <p>Occupations</p> <p>Talking about our pets and how to look after them</p> <p>Link to Reception Minibeasts Link to Year 1 Animals and their needs Link to Year 2 Living Things and their habitats Year 3 Save Our Bees Year 4 Classification of Living Things</p>	<p>Past and Present</p> <p>Holidays</p> <p>Link to Year 1 Geography unit Seaside Year 2 Oceans and Continents</p> <p>People, Cultures and Communities</p> <p>People in school - walk around school to meet staff in new setting</p> <p>Liase with feeder setting to build children's awareness of new staff in their school</p> <p>Natural World</p> <p>Summer walk Signs of summer Drawing flowers and minibeasts in the school grounds</p>

	<p>Investigating autumnal objects</p> <p>Bulb from Mrs Walker - How to help it grow</p>		<p>Building a house for the three little pigs - focus on materials</p>	<p>Year 4 Perfect Pizza Year 5 Healthy Soup</p> <p>Spring walk</p>	<p>Road safety - Looking at maps</p> <p>Natural World</p> <p>Understanding how things move- push and pull, floating and sinking</p> <p>Link to Year 2 Forces and Magnets</p> <p>Link to Year 3 Forces in action</p> <p>Link to Year 6 Light, sound and forces</p>	
Expressive Arts and Design	<p>Focus artist: Matisse</p>  <p>Creating with materials</p> <p>Collage - just sticking</p> <p>Leaf printing</p> <p>Noah's ark collage pictures</p> <p>Being Imaginative and Expressive</p> <p>Farm animal small world</p>	<p>Creating with materials</p> <p>Firework printing</p> <p>Christmas Card</p> <p>Christmas Decoration</p> <p>Being Imaginative and Expressive</p> <p>Rangoli chalk patterns outside</p> <p>Christmas concert</p>	<p>Creating with materials</p> <p>Make The Three Little Pigs houses</p> <p>Make story puppets</p> <p>Being Imaginative and Expressive</p> <p>Using our imagination to act out traditional tales using masks and props</p>	<p>Creating with materials</p> <p>Easter Art</p> <p>Mother's Day card</p> <p>Being Imaginative and Expressive</p> <p>Story sacks to retell Julia Donaldson stories</p>	<p>Creating with materials</p> <p>Junk modelling - making vehicles</p> <p>Using blocks to create models and buildings - add emergency service vehicles to block area</p> <p>Being Imaginative and Expressive</p> <p>Animal hospital/pets small world</p>	<p>Creating with materials</p> <p>Beach collages - cutting and sticking</p> <p>Draw and paint sunflowers and other summer flowers</p> <p>Make flags and pirate hats</p> <p>Being Imaginative and Expressive</p> <p>Pirate role play enhancement outdoors</p>