








Greenfields Nursery Long Term Overview 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	All About Me Autumn Halloween	Let's Celebrate Autumn to Winter Halloween Diwali Bonfire Night Remembrance Day Christmas The Christmas Story Father Christmas around the world	My Community Winter to Spring Chinese New Year Emergency Services Our Community Valentine's Day	Growing Spring to Summer Life cycles – butterfly, chicks Pancake Day - Easter Growing up – babies - generations Planting/Gardening/Spring	Traditional Tales Summer	Journeys Summer and Summer holidays (past and present) Journey to Reception
Communication and Language 	Enjoys listening to longer stories and can remember much of what happens. Uses a wider range of vocabulary.	Understands a question or instruction such as “get your coat and wait at the door” Sings a repertoire of songs.	Knows many rhymes and is able to talk about familiar books and be able to tell a long story. Use longer sentences (4-6 words) Begin to use talk to organise themselves and in their play.	Be able to attempt to pronounce more difficult sounds (r,i,th,ch,sh) and multi-syllabic words. Understands “why” questions Be able to use talk to organise themselves and in their play. Begin to start and continue a conversation with adult or peers and continue it for many turns.	Be able to start and continue a conversation with adult or peers and continue it for many turns. Begin to be able to express a point of view or debate when they disagree with adult or peer, with words and actions.	Be able to express a point of view or debate when they disagree with adult or peer, with words and actions.
	<i>Learn new vocabulary</i> <i>Learn Nursery rhymes, poems, and songs.</i>					
	<i>Listen carefully to rhymes and songs and join in with repeated phrases and refrains.</i> <i>Listen to and talk about stories</i>					
	<i>Use new vocabulary and use in context</i>					
Personal, Social and Emotional Development Self-regulation 	Select and use resources with help when needed. Develop sense of responsibility and membership of a community. Become more outgoing with unfamiliar people.	Is able to increasingly follows rules and knows why they are important. Will play with one or more children – extending and elaborating play Shows more confidence in new situations. Can use words to describe how they feel – happy, sad.	Helps to find solutions to conflicts. Doesn't always need an adult to remind them of rules.	Talks with others to solve conflicts	Develops way to be assertive. Can use words to describe how they feel – angry, worried Begins to understand how others are feeling.	Begins to understand how others might be feeling.
Religious Education 	Who is special to me and my family? How do we prepare and celebrate special occasions?	What is the story of Jesus birthday? What celebrations do we celebrate in our families?	How do religious people celebrate belonging? How do people show they belong to a family, a community or a faith?	Which symbols are associated with Easter? What changes are happening in the natural world?	Who is special to me? How do I look after people who are special to me?	How do we express care and concern for each other? Introduce Persona dolls.
Physical Development 	Use a comfortable grip with good control when holding pens and pencils. Shows preference for a dominant hand. Continue to develop movement, balancing, riding and ball skills. Skip, hop and stand on one leg – musical statues and dancing. Use large muscle movements.	Go up steps or climb large apparatus. Match physical skills to tasks and activities in the setting. Choose the right resources for an activities – ie spade for digging. Use one handed tools, ie scissors for snipping. Becoming independent in care needs, toilet, brushing teeth, washing and drying hands.	Start to eat independently using knife and fork. Becoming independent when getting dressed and undressed. Able to remember sequences and patterns of movement linked to music. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Be independent in care needs, toilet, brushing teeth, washing and drying hands properly. Becoming able to make healthy choices about food, drink, activities and toothbrushing.	Being independent when getting dressed and undressed.	Able to make healthy choices about food, drink, activities and toothbrushing. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Begin to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Begin to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Begin to develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Begin to develop overall body-strength, balance, co-ordination, and agility.					

<p>Literacy Texts</p> <p>Key Vocabulary:</p>	<p>All About Me, This Is Our House, The Family Book, Elmer, The Colour Monster, We are all different (ebook)</p> <p>Non fiction: How we change – babies onwards, body parts</p> <p>Family, home, mum, dad, feelings, happy, sad, scared, angry, calm</p>	<p>Mr Men’s Diwali, Dipal’s Diwali (ebook), Happy Birthday Dotty, Pass the Parcel, Hello Hello, The Birthday Invitation, The Perfect Christmas Tree, Jesus’ Christmas Party</p> <p>Non fiction: Diwali, Christmas, Festivals around the World</p> <p>Diwali, birthday, celebration, Christmas, party</p>	<p>Paula the Vet, The Zoo Vet (ebook), Officer George, Fred the Firefighter, Charlie the Firefighter (ebook), Guess How Much I Love You</p> <p>Non fiction: Doctors, Firefighters, Vets, Paramedics, Dentists</p> <p>Emergency, paramedic, doctor, dentist, vet, firefighter, police officer</p>	<p>The Hungry Caterpillar, The Cautious Caterpillar (ebook), Jasper’s Beanstalk, The Enormous Turnip, Titch, Little Acorns (ebook), Jack and the Beanstalk</p> <p>Non fiction: Growing, Life cycles of caterpillars, chicks, ducks</p> <p>Seeds, soil, roots, egg, hatching, growing</p>	<p>Goldilocks and the 3 Bears, The Three Little Pigs, The Gingerbread Man, Three Billy Goats Gruff, Each Peach Pear Plum, The Gruffalo</p> <p>Non fiction: Bears, Pigs, Goats, Animals, Farms</p> <p>Characters, sequence, events, Once upon a time, The End</p>	<p>Rosie’s Walk, Red Riding Hood, The Runaway Train, Mr Gumpy’s Outing, Duck in the Truck</p> <p>Non fiction: Transport, cars, boats, trains</p> <p>Transport, car, train, travel, journey, plane, boat, ship</p>
<p>Literacy</p> 	<p>Reading: (B25 Range 4) Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories. Fills in missing words or phrases in familiar stories.</p> <p>Writing: (B25 Range 4) Distinguishes between different marks they make. Enjoys drawing, writing on paper, on screen and on different textures, such as sand or playdough and through touch screen technology</p> <p>Literacy (Dev Matters 3-4yrs) Understands that print has meaning and different purposes and that it is read from left to right, top to bottom. Can name different parts of a book and can sequence pages</p> <p>Use some print and letter knowledge for early writing – mark making</p>	<p>Literacy (Dev Matters 3-4yrs) Use some print and letter knowledge for early writing – mark making</p> <p>Spots or suggests rhymes</p>	<p>Reading: (B25 Range 5) Listens to and joins in with stories and poems in small groups and 1:1. Joins in with repeated refrains. Talks about events and characters in a story and suggests how it may end.</p> <p>Writing: (B25 Range 5) Makes up stories and scenarios and responds to experiences in their drawings. Includes mark making and early writing in their play. Attempts to write own name.</p> <p>Literacy (Dev Matters 3-4yrs) Write some or all of their name</p> <p>Count and clap syllables in a word Begin to recognise words with the same initial sound</p>	<p>Literacy (Dev Matters 3-4yrs) Begin to use some print and letter knowledge in early writing</p>	<p>Reading: (B25 Range 5) Recognises familiar words, signs and logos.</p> <p>Writing: (B25 Range 5) Shows interest in letters on a keyboard and begins to make letter type shapes to represent initial sound of name and other familiar words.</p> <p>Literacy (Dev Matters 3-4yrs) Use print and letter knowledge in early writing</p>	<p>Literacy (Dev Matters 3-4yrs) Write some letters accurately</p>
<p>Phonics</p> 	<p>Phase 1 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>		<p>Phase 2 Learn Jolly Phonics songs and actions for each sound. Recognise the grapheme in different fonts. Write the grapheme in cursive form. Play games around the initial sounds in words. Begin to blend sounds together to make VC, CVC words.</p> <p>Introduce Phase 2 sounds; s,a,t,p,i,n</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n. Continue to introduce Phase 2 sounds: m, d, g, o, c, k</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n, m, d, g, o, c, k Continue to introduce Phase 2 sounds: ck, e, u, r, h, b</p>	<p>Phase 2</p> <p>Consolidate s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b Continue to introduce Phase 2 sounds: f, ff, l, ll, ss</p>

Writing Development 	Child practising pencil grip (PD). Adults scribing and writing down word for word what child says to describe their drawings and mark making.	Child may begin to write the initial sound of their name and possibly a word and the adult continues to write the rest.	Child begins to write the initial sound of a word and can sound out and/or rest other parts of the word.	Some children may begin to use a phonic mat or word bank with support. Adult helps to sound and blend simple words.	Some children use phonics mat or word bank independently and may be able to write simple VC, CVC words.... It, at, mum, dad, cat.	Some children may continue to use phonics mat or word bank independently and writes simple words and phrases independently.
Mathematics 	(Essential Foundations for Counting) Comparison (quantities, same and different) Classification (deciding how to sort) Subitising (recognising numbers in a group) Pattern (patterns around us, patterns in songs, patterns in number – dice)	(Essential Foundations for Counting) Comparison (comparing quantities – more and less) Classification (Reasoning and describing) Subitising (recognising numbers in a group without counting) Pattern (sizing, patterns in instruments, repeating patterns)	(Simplified Essential Maths) Subitising (including equivalence, more, less)	(Simplified Essential Maths) Counting skills (comparison, pattern recognition)	(Simplified Essential Maths) Classification Counting the sort (using counting to compare)	(Simplified Essential Maths) Spatial thinking (positional and directional language) Magnitude (ordering and estimating)
	Maths (Dev Matters 3-4yrs) Subitising. Says numbers in order. Recite numbers past 5. Talk about and explore 2D and 3D shapes using informal and mathematical vocabulary.					
		Maths (Dev Matters 3-4yrs) Link numerals and amounts. Cardinal principal Compare quantities (more, less, fewer) Describing patterns (pointy, spotty, blobs)				
			Maths (Dev Matters 3-4yrs) Solve real world problems to 5 Position, routes, in front of, behind Combine shapes to make new ones Extend and create repeating patterns and notice errors in patterns. Make comparisons using size, length, weight and capacity.		Maths (Dev Matters 3-4yrs) Select shapes appropriately Understand position from words only Describe sequence of events, first, then..	
Mathematical Vocabulary	Number names. More, less, fewer, big, bigger, biggest, small, smaller, smallest, tall, taller, tallest, short, shorter, shortest. Describe shapes: corners, edges, sides. First, then, next. In front of, behind, next to					
Understanding the World 	Chronology: Begins to make sense of their own life story and family's history Enquiry: Use all senses in hands on exploration of natural materials Talk about what they see using wider vocabulary Respect: Continue to develop positive attitudes about the differences between people	Respect: Continue to develop positive attitudes about the differences between people Enquiry: Continue to develop positive attitudes about the differences between people Explore materials with similar/different properties	Enquiry: Shows interest in different occupations Respect: Continues to develop positive attitudes about the differences between people	Enquiry: Understands the key features of the life cycle of a plant and an animal Plant seeds and care for growing plants Talks about the differences between materials and changes they notice Respect: Begins to understand the need to respect and care for the natural environment and all living things	Enquiry: Explore how things work Explore and talk about different forces they can feel	Mapping; Knows that there are different countries in the world and talk about the differences they have experienced or see in photos
	Makes sense of their own life story and family's history, Explores how things work, Talk about what they see using a wide vocabulary					

