



"In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately"  
(Development Matters 2021).

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic		Ourselves	Day and Night	The History of Toys	Maps	Knights and Castles	World Cruise
Educational Curricular Activities		Dental visitors  Newborn baby to visit	Nocturnal creature Visit (TBC)  Christmas singing Performance	Grandparents day Invite Grandparents into school to share their childhood toy memories	Library visit to school (TBC)	Sports Day Visit Nottingham Castle (TBC)	Family Picnic Food from Around the World Day
Class Texts	Children will have a wide variety of storybooks read to them throughout the year	Settling in texts Nursery rhymes  The Little Red Hen. - linked to Harvest Festival	Nursery Rhymes <a href="#">Nursery Rhyme week 2024</a>  Owl Babies  Rama and Sita The Christmas Story - Nativity	The Journey Home - Frann Preston-Gannon  Old Bear –Jane Hissey	Traditional Tales  Jack and the Beanstalk  The Gingerbread Man	The Paper bagPrincess  George and the Dragon  The Very Hungry Caterpillar	Polar Bear,Polar Bear  Rainbow Fish  Handa'ssurprise  Handa's Hen The Magic Sky
Prime Areas							
	<u>Listening, Attention &amp; Understanding</u>		Children will be learning to sit quietly during whole class discussion times. They will be learning to listen and respond to their: name, sounds, stories, songs and as well as during conversations. They will be able to ask simple questions (who, what, where?) and begin to answer why and how questions. Children will develop their skills to recall stories, understand and follow instructions and understand humour. We will also work with the children to help them become				
	<u>Speaking</u>						

Communication and Language			more expressive so that they can share their ideas, understanding and experiences. They will also develop their ability to ask questions, explain themselves and use a wide and varied vocabulary.				
		<u>History Past and Present</u> Encounter and Dialogue: My Family Diwali Harvest Festival	<u>History Past and Present</u> Discussion Topics Guy Fawkes/Bonfire night  All Saints Day Remembrance Christmas Traditions at home	<u>History Past and Present</u> Encounter and Dialogue: Chinese New Year Saint Valentine's Day Hanukkah	<u>History Past and Present</u> Encounter and Dialogue: Saint Patrick's Day Saint Patrick's Day Saint David's Day Wales	<u>History Past and Present</u> Encounter and Dialogue: St. George's Day Castles, Knights and Medieval small world. Encounter and Dialogue: Eid and Ramadan	<u>History Past and Present</u> Encounter and Dialogue: American Independence Day celebrations
Physical Development	<u>Fine Motor Skills</u>		Children will be developing fine motor skills such as pencil grip, scissor control, using cutlery, manipulating small objects, developing hand strength using malleable materials and when using writing tools. The children will have continuous access to daily fine motor activities and they will also take part in Dough Disco, Squiggle whilst You Wriggle and Funky Fingers activities.				
	<u>Gross Motor Skills</u>	Children will develop their gross motor skills through outdoor play; running, climbing, balancing, crawling etc They will develop their ability to move safely too, developing core muscle strength, stability, coordination and balance. This will also involve negotiating obstacles and using wheeled toys and climbing equipment.					
		Climbing the frame and descending the pole safely.	Riding wheeled vehicles safely and with control.	Ball skills - throwing, catching and kicking.	Balancing - on one foot, on different parts of our bodies and on equipment.	Moving in different ways - crawling through tunnels, rolling in different ways and jumping.	Moving in different ways - crawling through tunnels, rolling in different ways and jumping.
	<u>Health and Self-Care</u>	Children will be taught how to become independent in their self-care skills. This includes toileting, hand washing, feeding and drinking appropriately as well as putting on and taking off their own coats and shoes. The children will also learn to understand why hygiene is important, to appreciate and value their body, its capabilities and uniqueness and to name some parts of their body.					
	<u>RSE</u>  <u>Relationship and Sex Education</u>	To learn that we are part of the nursery group. To learn the names of our friends and the rules of the nursery.	To learn what is, and how to be, a good friend.  To learn that families can be different and that families love and care for each other.		Know that animals (including humans) grow and have babies. (Spring lifecycle topics)		Understand that they have changed since starting nursery and can say some of the things they can do now that they couldn't

Personal Social and Emotional Development	<u>Managing self</u>	We will be helping the children to become more confident, to express themselves, to explore the different resources and interact with others. We will also help the children to share, take turns and play cooperatively. Children will be encouraged to be resilient and to develop a "can do" attitude to help them on their learning journey.					
	<u>Self-Regulation</u>	We will introduce the classroom rules to the children and set high expectations of behaviour. We will help the children develop strategies to develop their feelings and behaviours and how to handle their emotions. Children will take part in regular mindfulness activities within the setting.					
	<u>Building relationships</u>	We will support the children to make friends, think about what a good friend is and to develop friendships. We will also help children to recognise other people's feelings and interests. We encourage children to show an interest in others and to embrace their similarities and differences.					
	<u>PSHE Themes</u>	Life to the Full Module 1 Created and Loved by God  1 Religious understanding 2 Me My body my health 3 Emotional well-being 4 Lifecycles	Anti-Bullying week	Life to the Full Module 2 Created to love others  1 Religious understanding 2 Personal relationships 3 Keeping Safe	NSPCC	Life to the Full Module 3 Created to live in the community.  1 Religious understanding 2 Living in the wider world.	

### Specific Areas

	<u>Comprehension and Word Reading</u>	Children will be listening to a range of stories during story time and will also look at a range of texts (fiction and non-fiction) during our topics. Story times are planned to ensure the children are introduced to the skills of comprehension. The children will have access to a book corner in the nursery and visits to the school library (when it is up and running) to encourage them to develop a love of books and reading! We will work with the children to help them recognise print in the environment. We will begin to retell stories through role play and small-world play and begin to think about how stories are structured. We will take part in Phase 1 Letters and Sounds, embedding the early phonic learning skills in all children and for those children that are ready we will move on to Sounds-Write.					
		<b>Phase 1: Tuning into sounds</b>  Aspects 1: General sound discrimination - environmental sounds  Aspect 2: General sound discrimination - instrumental sounds	<b>Phase 1: Listening and Remembering Sounds</b>  Aspects 4: Rhythm and rhyme Aspect 6: Voice sounds	<b>Phase 1: Talking about sounds</b> (developing vocabulary and language comprehension)  Aspects 5: Alliteration Aspect 6: Voice sounds	<b>Phase 1: Listening and remembering sounds</b> (auditory memory and sequencing) Talking about sounds (developing vocabulary and	<b>Phase 1: Listening and remembering sounds</b> (auditory memory and sequencing) Talking about sounds (developing vocabulary and	<b>Phase 1: Listening and remembering sounds</b> (auditory memory and sequencing)  <b>Phase 2: teach letter set 2 (i, n, m, d)</b>

Literacy		Aspect 3: General sound discrimination - body percussion			language comprehension)  Aspect 6: voice sounds Aspect 7: oral blending and segmenting	language comprehension)  Aspect 6: voice sounds  Aspect 7: oral blending and segmenting  <b>Phase 2: teach letter set 1 (s, a, t, p)</b>	
	<u>Writing</u>	We will encourage the children to explore different ways of mark-making using a variety of resources. We will help the children to learn and develop their pencil control and gain confidence in mark-making. We shall also provide opportunities for mark-making with a purpose, to write their name, to form letters, numbers, shapes and other pictures. Children will be encouraged to use their writing skills in their play.					
	<u>Writing and reading</u>	Retell the story of The Little Red Hen (Talk for Writing approach.  Give meaning to marks they make as they paint and draw. Name writing - focus on one letter at a time.	Sequence the story of Owl Babies and The Leaf Thief using picture  Write a word to describe the characters (create list together)	Draw favourite toys  Environmental Print	List of what we see on the way to the library	Begin to write own name	I can..  Writing about how we have changed Use photos
Maths  <a href="#">White Rose Yearly Overview</a>	<u>Number and number patterns</u>	Children will be developing their number understanding and skills in a variety of ways, both through discrete teaching and practical activities. We will enjoy number songs and stories and provide opportunities in their play. The continuous provision allows for children to explore number and create and solve their own mathematical problems.					
	<u>Shape, Space and Measure</u>	Children will take part in lots of practical activities involving shape and measure in all areas of the nursery (eg sand pit, water tray, construction area) This will help them to develop the language and understanding of size and shape. We will encourage the children to make comparisons between different objects.					

Understanding of the world	Children will be; Talking about themselves, their families and their interests. Sharing thoughts and experiences about families and developing an understanding that families can have similarities and differences. Sharing knowledge about different people in the community and thinking about people who help us. Talking about those that are important to them and why. Learning and sharing experiences of different festivals and how they are celebrated.					
	<u>Past and Present</u>	My Family  Sharing photos  Diwali Harvest Festival	Guy Fawkes  All Saints Day Remembrance  Christmas Traditions at home	Chinese NewYear  Saint Valentine's Day  Hanukkah	Saint Patrick's Day  Saint Patrick's Day  Saint David's Day Wales	Knights and Castles  St. George's DayCastles, Knights and Medieval small world.  Eid and Ramadan
	<u>People and Communities and Cultures</u>	Explore our classroom and school to become familiar with the school grounds and find their wayaround.	Our School Grounds and Local Area		Maps  Link to the journey of the characters in traditional tales.	World Cruise Arctic Europe Asia  North America South America Africa Australasia
		<b>Myself</b> Similarities and Differences	Continue  Other FaithsRama and Sita  <b>Birthdays</b> Topic - The Christmas Story	Children's Rights whole school topic work	<b>Gathering</b> topic continued- gathering as a Parish family  Easter Story - growing to love Jesus more each day - promises Shrove Tuesday Ash Wednesday Easter	Good News Tāc The World  <b>Our World Friends</b>
	<u>The natural world</u>	The children will be provided with lots of opportunities to; learn and recognise signs of the changing seasons, explore using their senses, notice changes in the weather and their local environment. They will learn about the growth and life cycles of plants and mini-beasts and also learn about habitats. They will think about their local environment and observe local buildings and signs on the road safety walk. They will learn about different animals and think about their similarities and differences.				
		Discover and	Nocturnal	Barefoot walk .....Feel those	Planting and	Plants, animals Respect and care

## 2024 - 2025

		explore the Nursery environment. My Body Comparing babies, children(myself) and older adults.  Naming body parts.	animals Day and Night animals & their habitats and seasonal changes	textures on your toes!  Water, ice and melting.(3 weeks)  Floating and sinking (3 weeks)	Growing  Shadow play -	and patterns.Life cycles Growing - how to grow and care for plants. Looking after the Nursery garden. The lifecycle of a bean. Habitats Insects Butterfly net and caterpillars	for the natural environment - what do we need to do on our picnic? Taking litter home, don't pick the flowers. Weather and Seasons Hot and Cold
	<u>Technology</u>	Children will explore with technological toys, torches, and remote control vehicles. They will have the opportunity to record their voices using sound boxes. Learn ho to use the IWB and class computers and iPad					
Expressive Arts and Design	<u>Kapow</u>	<u>Painting and Mixed Media: Paint my world.</u>	<u>Seasonal Projects</u> Christmas Sliding Santa Chimney (adapted)	<u>Seasonal crafts</u> <u>Salt Dough</u> Decorations	<u>Cooking and Nutrition</u> L1,4,5 - combined	<u>Drawing: Marvellous Marks</u>	Structures Junk Modelling Introduction: Exploring Junk Modelling and Cutting and Scissor skills
	<u>Creating with Materials</u>	We will help the children to explore a range of different materials and encourage children to think about their texture and colour. We will teach children how to use different craft materials, tools and techniques to create pictures and models. We will also develop children's understanding of colour and learn how it can be mixed to create different effects. The children will have continuous access to a making area with a wide range of open-ended resources to practice and hone their creative skills.					
		Self Portraits	Christmas crafts  Cards  Owls	<u>Structures - boats</u>  Chinese New year  Chinesefood tasting.	Seasonal Craft Mothering Sunday cards Gingerbread Men Puppets linked to Traditional Tales Easter baskets	Discuss animal habitats and make a box model habitat for insects.	Father's DayCards
	<u>Being Imaginative and Expressive</u>	We will help children to develop their ability to explore different ways of expression through singing, dancing and imaginative play. We will also provide open-ended resources so that the children have the opportunity to use and develop their imagination. The children will have constant access to a role-play area which will be changed regularly to reflect children's interests and topics. We will have lots of fun exploring musical instruments and learning how to change their sound.					
	<u>Role Play</u>	Home Corner  Santa's workshop		Toy Room		Explore's Den	Three bears House
	Religious Education (RE)						

**Foundation Stage 1**
**Yearly Overview**
**2024 - 2025**

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>RED</b> To Know You More Clearly		Branch 1 Creation and covenant	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 To the ends of the Earth	Dialogue and encounter - this will also be covered throughout the year
<b>Caritas in Action</b>		Family and Community / Stewardship	Option for the poor and vulnerable	Rights and responsibilities	The Dignity of work	Dignity of the human person	Solidarity and the Common Good