# **Nursery Term: Autumn 1 Topic: I am special**

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|  | **Week 2****WC 10.9.18** | **Week 3****WC 17.9.18** | **Week 4****WC 24.9.18** | **Week 5****WC 1.10.18** | **Week 6****WC 8.10.18** | **Week 7****WC 15.10.18** |
| **Literacy and phonics**Oral segmenting and blending skills modelled by adults - ongoing | Settling in to Literacy routines | Phase 1 PhonicsEnvironmental sounds | Phase 1 PhonicsInstrumental sounds | Phase 1 PhonicsBody percussion | Phase 1 PhonicsRhythm and rhyme | Phase 1 PhonicsAlliteration and voice sounds |
| **Maths** | Settling in to maths routines | Use number names accurately in play.Shows an interest in numerals in the environment. | Use number names and number language  | Shows an interest in shape and space by playing with shapes or making arrangements with objects. | Numbers in order to 10. | Recognise numbers in order to 10. Talk about shapes and arrangements.  |
| **Topic**  | Settling in to the classroom.About my class | About me(Please bring in a photo of your family or someone special to show us in wk4!) | About my Family | Being a good friend | Sharing  | Why I am special |

# Nursery Overview Term: Autumn 2 Topic: Special Times

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|  | **Week 1****Week beg 29.10.18** | **Week 2****Week beg 05.11.18** | **Week 3****Week beg 12.11.18** | **Week 4****Week beg 19.11.18** | **Week 5****Week beg 26.11.18** | **Week 6****Week beg 03.12.18** | **Week 7****Week beg 10.12.18** | **Week 8****Week beg 17.12.18** |
| **Literacy and Phonics**Modelling of oral segmenting and blending skills - ongoing | Phase 1 PhonicsEnvironmental sounds | Phase 1 PhonicsInstrumental sounds | Phase 1 PhonicsBody percussion | Phase 1 PhonicsRhythm and rhyme | Phase 1 PhonicsAlliteration  | Phase 1 PhonicsVoice sounds | Assess and recap | Assess and recap |
| **Maths** | Showing an interest in shape and space by playing with shapes and making arrangements with objects. | Knowing that numbers identify how many objects are in a set. | Representing numbers using fingers, marks on paper or pictures. | Showing an interest in shapes in the environment. | Talking about the shapes of everydayobjects, e.g. ‘round’ and ‘tall’. | Knowing that numbers identify how many objects are in a set.Representing numbers using fingers, marks on paper or pictures. | Correctly matching numeral and quantity. | Assess and recap |
| **Topic** | Bonfire Night / Halloween | Remembrance Day Diwali | Anti-bullying week and keeping safe | Birthdays  | Birthdays | Christmas | Christmas | Christmas |

#  Nursery Term: Spring 1 Topic: Traditional Tales

#  and Nursery Rhymes

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|  | **Week 1****WC 07.01.19** | **Week 2****WC 14.01.19** | **Week 3****WC 21.01.19** | **Week 4****WC 28.01.19** | **Week 5****WC 04.02.19** | **Week 6****WC 11.02.19** |
| **Literacy and phonics**Oral segmenting and blending skills modelled by adults - ongoing | Phase 1 PhonicsEnvironmental soundsPhase 2 letter of the week ‘s’ | Phase 1 PhonicsInstrumental soundsPhase 2 letter of the week ‘a’ | Phase 1 PhonicsBody percussionPhase 2 letter of the week ‘t’ | Phase 1 PhonicsRhythm and rhymePhase 2 letter of the week ‘p’ | Phase 1 PhonicsAlliteration Phase 2 letter of the week ‘i' | Phase 1 PhonicsVoice soundsPhase 2 letter of the week ‘n’ |
| **Maths****Number of the week** Shows curiosity about numbers by offering comments or asking questions | Compares two groups of objects, saying when they have the same number.Talk about weight | Shows an interest in representing numbers.Talk about length | Uses positional language.Talk about capacity. | Beginning to talk about the shapes of everyday objects.Shows an interest in shapes in the environment | Measure week | Assess and recap |
| The number 1 | The number 2 | The number 3 | The number 4 | The number 5 | Assess and recap |
| **Topic**  | Grand Old Duke of York | Three Little Pigs | Humpty Dumpty | Goldilocks and the Three Bears | Twinkle Twinkle Little Star | Little Red Riding Hood  |

#  Nursery Term: Summer 1 Topic: Space

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|  | **Week 1 (3 days)****Week beg 22.04.19** | **Week 2****Week beg 29.04.19** | **Week 3 (4 days)****Week beg 06.05.19** | **Week 4****Week beg****13.05.19** | **Week 5****Week beg 20.05.19** |
| **Literacy and phonics**Oral segmenting and blending skills modelled by adults - ongoing | Phase 1 PhonicsVoice soundsPhase 2 letter of the week ‘e’ | Phase 1 PhonicsEnvironmental soundsPhase 2 letter of the week ‘u’ | Phase 1 PhonicsInstrumental and voice soundsPhase 2 letter of the week ‘r | Phase 1 PhonicsBody percussionPhase 2 letter of the week ‘h’ | Phase 1 PhonicsRhythm and rhymePhase 2 letter of the week ‘b’ |
| **Maths** | Select the correct numeral to represent numbers 1-15. Represent numbers in different ways. | Select the correct numeral to represent 5 to 10, then beyond 10 Addition | Name and recognize 3D shapesSubtraction | Count reliablyFind one more or one less | Uses everyday language related to timeUse everyday language related to mone |
| **Number of the week**  | 11 | 12 | 13 | 14 | 15  |
| **Topic**  | Book:Aliens love underpantsBob the man on the moon  | Book: You can’t eat a princess | Book: Roaring rockets | Book:Bear and the Scary Night | Book:Planet Zum zeeWhatever Next |

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# Nursery Term: Summer 2 Topic: Explorers

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|  | **Week 1****WC 04.06.18** | **Week 2****WC 11.06.18** | **Week 3****WC 18.06.18** | **Week 4****WC 25.06.18** | **Week 5****WC 02.07.18** | **Week 6****WC 09.07.18** | **Week 7****WC 16.07.18** |
| **Literacy and phonics**Oral segmenting and blending skills, writing CVC words  | Phase 1 PhonicsEnvironmental soundsPhase 2 letter of the week ‘l’  | Phase 1 PhonicsInstrumental and voice soundsPhase 2 letter of the week ‘j’ | Phase 1 PhonicsBody percussionPhase 2 letter of the week ‘v’ | Phase 1 PhonicsRhythm and rhymePhase 2 letter of the week ‘w’  | Phase 1 PhonicsAlliteration Phase 2 letter of the week ‘x’ | Phase 1 PhonicsVoice soundsPhase 2 letter of the week ‘y’ | Phase 1 phonics oral blending and segmentingPhase 2 letter of the week ‘z’ |
| **Maths** | Estimates how many objects they can see and checks by counting them Children count reliably with numbers from one to 20 | Finds the total number of items in two groups by counting all of themIn practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting | Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapesRecognise create and describe patterns (40-60) | Beginning to use everyday language related to money | Records, using marks that they can interpret and explainMeasures short periods of time in simple ways | Begins to identify own mathematical problems based on own interests and fascinations Children recognise, create and describe patterns | Place numbers in order and say which number is one more or one less than a given number |
| **Topic**  | “Giraffes can’t dance”Jungle Safari | The Greedy ZebraJungle Safari | Hot HippoJungle Safari | Cross CrocodileBeach Safari | The monkey with the bright blue bottomBeach Safari | Crafty ChameleonBeach Safari | End of YearPartyMoving to big school |