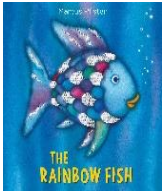
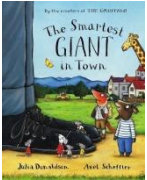
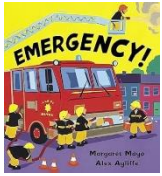
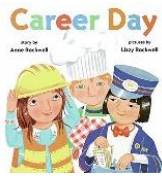
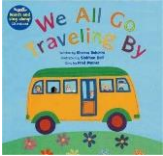
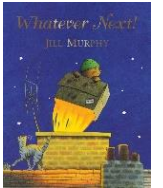
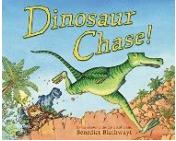
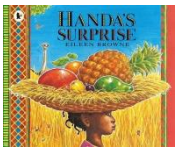
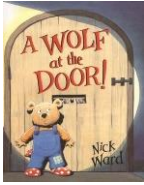


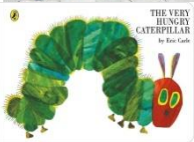


St Cyprian's nursery yearly overview 2024- 2025

Nursery					
Autumn Term PSED: New beginnings and getting on and falling out.		Spring Term PSED: Say No to bullying, going for goal and good to be me.		Summer Term: PSED: Relationships and Changes	
Autumn Me and my community		Spring Past and present		Summer Make believe	
Autumn 1 – 7 weeks	Autumn 2 – 7 weeks/3 days	Spring 1 – 6 weeks	Spring 2 – 8 weeks/2 days (2 Bank holidays) Dinosaurs/animals	Summer 1 – 6 weeks (2 Bank holidays) Traditional tales	Summer 2 – 6 weeks/2days
Ourselves	People who help us	Transport	Dinosaurs/animals	Traditional tales	Fantasy/Superheroes
<p>Core Texts:</p> <ul style="list-style-type: none"> • Rainbow Fish • The Smartest Giant in town 	<p>Core Texts:</p> <ul style="list-style-type: none"> • Emergency • Career day 	<p>Core Texts:</p> <ul style="list-style-type: none"> • We all go traveling by • Whatever next 	<p>Core Texts:</p> <ul style="list-style-type: none"> • Dinosaur chase • Handa's surprise 	<p>Core Texts:</p> <ul style="list-style-type: none"> • A Wolf at the door • We're going on a bear hunt 	<p>Core Texts:</p> <ul style="list-style-type: none"> • On the way home • The very hungry caterpillar
 	 	 	 	 	 
Literacy Outcomes					
<p>Listen to and join in with nursery rhymes and stories. Select and look after books carefully. Turn the pages in books carefully. Hold book the right way up.</p>		<p>Listen and join in with larger group discussions. To begin to use because and other 'story' language. To use role-play to recreate familiar roles and stories. Listen to and respond to one another in partner talk.</p>		<p>Listen to and join in with well-known stories. Know and recite at least 4 nursery rhymes. Talk about favourite characters in books. Begin to offer opinions about a book.</p>	

<p>To Know 2 key Nursery rhymes by heart. Join in repetitive phrases in small group. Begin to listen in a small group. Recognising own name. Fine Motor control. Mark making. Developing pencil grip. Drawing recognisable figures. Phonics: Phase 1 Phonics Aspects 1-3 Phonics: Phase 1 Aspects 3-5</p>		<p>Name and discuss characters in books. Begin to predict what may happen next. Join in retelling using props, puppets. Tracing names and name writing. Writing names correctly and independently. Developing correct pencil grip. Phonics Phase 1 Aspects 5-7 Phonics Phase 1 Aspect 7/ Introduction to Read Write inc set 1 sounds.</p>		<p>Use story language in role play with pictures and support can retell story. To be able to identify rhyme and alliteration. Beginning to hear the initial sounds in words. Letter formation Oral Blending and segmenting Read write inc set 1 sounds.</p>	
<p>Other Texts: I don't want to wash my hands, Things I Like, Sam starts school.</p>	<p>Other texts: Non- Fiction texts, supermarket zoo, I went to the zoopermarket, I want a shop, Mr foxes shop, The Jolly Postman, I'm afraid your teddy is in trouble today, Fire engine is flashing, Emergnecy, The gingerbread man</p>	<p>Other Texts: The train ride, Dragon dance (Chinese new year) Mr Gumpy's outing, Emergency!, Cinderella and the hot air balloon, Under the sea</p>	<p>Other texts: Dinosaurs after dark, Tom and the dinosaur egg, Tyrannosaurus drip, Dinosaur time, Dinosaurs love underpants, Katie and the dinosaurs, There was an old lady..., Animals, animals, Farmer duck</p>	<p>Other Texts: The tiger who came to tea, Barty's scarf, Sharing a shell, Three little pigs, Goldilocks and three bears, The three billy goats gruff, The enormous turnip, Jack and the beanstalk, Chicken Licken, Mr Wolf moves in.</p>	<p>Other texts: Supertato, There's a superhero in my book, Millie the mermaid, Peter pan, Pirate school, The troll, Pirates love underpants, Peppa the mermaid, Just Narwhal, By the sea, Moles summer story</p>
Maths outcomes					
<p>Number blocks – numbers to 10 1:1 correspondence to 10 Join in with counting nursery rhymes and songs Count to 10 verbally Compare items by size; big, small, tall, short Introduce 2D shapes Match items that are the same Begin look at everyday money (coins). Collecting data</p>		<p>Number blocks - numbers to 20 1:1 correspondence to 20 Beginning to record numbers Ordering numbers to 10 Using numbers to 5 to solve practical addition Directly compare length/height/size Properties of 2D shapes. Introduction of 3D shapes Continue a two element pattern Begin to suggest own criteria for sorting Begin to think everyday money in play</p>		<p>Number blocks – Exploring using numbers to 20 Practical addition to 10 including addition of money Sorting objects by size and weight Counting and recalling numbers beyond 10 Properties 3D shape Begin to sequence events/stories Begin exploring capacity Begin to think about symmetry in the environment</p>	
Understanding of the world					
<p>Autumn/Winter Materials Using IWB Cooking Growth</p>		<p>Winter/Spring Planting /growing Animal homes Bee bots Magnets</p>		<p>Summer Using ICT independently. Being Creative Cooking Life cycles – Butterflies</p>	

RE: Families Our Community The Church/Holy communion Hinduism, Diwali Christmas Buddhism Remembrance	Cooking WWF RE: Easter/Church/God Chinese New Year Mother's day God made the world (link to seasons) Valentine's day Judaism Sikhism Baptism Clean Monday	Fruit tasting RE: Father's day Pentecost Caring for the world around them Bible stories Islam
UW linked to Kit and Pup – Up/down, Near/far, liquid/solid, wet/dry, long/short, push/pull, inside/outside, heavy/light, full/empty, floating/sinking, open/closed, rough/smooth, light/dark, high/low, flat/steep, thick/thin, stop/start, fast/slow, hot/cold, melting/freezing, over/under. Other experiments – Xylophone, telephone, shadow puppets, swirling winds, creating colours, swirling stars, volcano, making waves, taste, smell.		
Physical Development		
Following rules and direction Introduce throwing, catching and kicking Travelling Circle games Team games	Introduce benches. tables and mats Parachute games Games linked to transport and dinosaurs exploring different ways of moving Dance and movement linked to Chinese new year	Dance and movement Benches, tables and mats Races. Sports day Sports linked to Black history
PSED		CAL
Things I like Who are my friends? What makes me, me? Great British values NSPCC - Pants Online safety Self-regulation Road Safety Black history		Please and Thank you What do you do if you need help? Who are your friends? Can you say their names? Listening to sounds around you Action stories Copy me Behind and in front (positions) Bucket time Following instructions
Creative development – Linked to learning each week Continuous provision – Craft table and painting table, provision changes from day to day depending on where the children's learning takes them.		
Singing, dancing and movement Making stars - We are all different Making rainbow fish Self Portraits Remembrance wreath/poppies Making divas	Singing, dancing and movement Painting linked to snow Making modes of transport Making dragons linked to Chinese new year Valentine's day cards Mother's day cards	Singing, dancing and movement Paintings linked to symmetry Making beanstalks, hens, golden harps Making story props, puppets, masks Making caterpillars and butterflies Small world

Christmas (calendars, gift boxes, salt dough, cards, story wheels, letter to Santa) Small world Under the sea Autumn Nativity		Making dinosaurs, masks, puppets Making animals, habitats Pictures linked to spring Easter (story mobiles, epitaphons, card, basket, chocolate nests) Small world Space Dinosaurs Transport Animals, jungle, under the sea Easter/spring scene		Tradition tale story trays Bugs and mini beasts Fantasy	
Role Play enhancement: House/birthday Under water	Role Play enhancement: Shop Hairdressers Fire station Police station Doctors	Role Play enhancement: Space Train station Airport Aeroplane Bus station	Role Play enhancement: Archaeological dig Jungle Dinosaur lab	Role Play enhancement: Castle Traditional character house Linked to bear hunt story	Role Play enhancement: Pirate ship Superhero office Under the sea Forest
Continuous roleplay: mud kitchen/hairdressers/fire station/shop/builders/hospital/home					
Topic Enrichment Opportunities: Police visit. Fire station visit Doctor/dentist visit. Children to go to shop. Posting letter. Going on a nature walk.		Topic Enrichment Opportunities: Train driver talk Train station visit. Transport museum Bus journey. Drama 4 all workshop. Zoo/farm/aquarium Crystal palace park dinosaurs/ natural history museum		Topic Enrichment Opportunities: Polka theatre visit Park trip Going to the woods Hever castle	
End of Term Project Outcome: Inclusion week	End of Term Project Outcome: Nativity play	End of Term Project Outcome: Investigations week	End of Term Project Outcome: Easter celebrations	End of Term Project Outcome: Arts week	End of Term Project Outcome: Superhero party

Reception

	Autumn Me and my community	Spring Our planet	Summer Storytelling
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Term	Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1(6 Weeks)	Spring 2 (8 Weeks)	Summer 1 (4 Weeks)	Summer 2 (6 Weeks)
	<p>Ourselves</p> <p>Me and my class, Me and My Family, Feelings, Being Unique, Friendships.</p>	<p>Our Community</p> <p>Our school, Life outside our school, Local shops and parks.</p> <p>People who help us.</p>	<p>The world around me</p> <p>The Artic and how it differs. Life on different continents, Africa.</p> <p>Space</p> <p>Seas and Oceans</p> <p>Taking care of our planet.</p>	<p>Growth and Change</p> <p>Humans and how we grow.</p> <p>Life cycles of animals.</p> <p>Plants and how they grow</p>	<p>Traditional tales with a change.</p> <p>Traditional tales we know.</p> <p>Remix of Tales</p>	<p>Stories by the same author.</p> <p>Stories by Julia donaldson</p>
<p>English Writing</p>	<p>All are welcome here.</p> <p>Focus- Name writing</p> <p>Big Book of Families</p> <p>The colour Monster.</p> <p>Elmer.</p>	<p>The colour Monster’s starting school.</p> <p>In every house on every street.</p> <p>Martha maps it out. –</p> <p>Shop keeper</p>	<p>Here we are-Notes for living on earth</p> <p>Lost and Found by Oliver Jeffers</p> <p>Handa’s Surprise</p> <p>Whatever Next</p>	<p>The growing story</p> <p>The bad-tempered lady bird.</p> <p>Tadpoles Promise</p> <p>The life cycle of a Chicken</p>	<p>Review of traditional tales- Three Little Pigs, Three Bears, three billy goats gruff, Little Red Riding Hood. Jack and the Beanstalk.</p> <p>Jack and the Jelly Bean Stalk.</p>	<p>The Gruffalo</p> <p>Monkey puzzle</p> <p>Tiddler</p> <p>The smartest giant in town.</p>

	On Sudden Hill	Police Fireman Doctors and Nurses Vets	Under the sea Somebody swallowed Stanley.	A Tiny Seed	Goldilocks and the one bear The three billy goats fluff. Pigs Might Fly	Stickman Room on the Broom
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- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reading Comprehension	Super duper you. Pete the cat Listening to My body Giraffes Can't Dance Farmer Duck Hello friend. Rosh Hashana.	Lets build a house	Clean up	Titch. Minibeasts	Jaspers beanstalk.	
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- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

<p>Maths</p>	<p>Getting to Know You.</p> <p>Opportunities to get to know the children and settle. Introduction of Maths areas and resources. Introduce key language and timetables.</p> <p>Match sort and compare.</p> <p>Matching pictures and objects.</p> <p>Identifying sets of objects.</p> <p>Exploring different sorting techniques.</p> <p>Talk about measure and Pattern.</p> <p>Compare size, mass and capacity.</p>	<p>It's me 1,2,3</p> <p>Subitise 1,2,3.</p> <p>Represent 1,2,3.</p> <p>1 more and less.</p> <p>Composition of 1,2,3.</p> <p>Circles and triangles.</p> <p>Identify and compare circles and triangles.</p> <p>Shapes in the environment.</p> <p>1,2,3,4,5.</p> <p>Represent, compare and subitise numbers to 5.</p> <p>1 more and 1 less.</p>	<p>Alive in 5!</p> <p>Introducing 0.</p> <p>Represent and subitise numbers to 5.</p> <p>Mass and Capacity.</p> <p>Compare mass and capacity.</p> <p>Growing 6,7,8.</p> <p>Find and compare numbers to 8.</p> <p>Composition of numbers to 8.</p> <p>Pairs</p> <p>Odd and even</p> <p>Combining two groups.</p>	<p>Building 9 and 10!</p> <p>Find, Represent and compare 9 and 10.</p> <p>Bonds and doubles to 10.</p> <p>Odd and even.</p> <p>Explore 3D shapes</p> <p>Recognise, find and name 3D Shapes.</p> <p>Identify, copy and continue patterns.</p> <p>To 20 and Beyond.</p> <p>Build numbers 10-13.</p> <p>Verbal counting to 20 and beyond. Verbal counting patterns.</p>	<p>How many now?</p> <p>Addition and subtraction.</p> <p>Manipulate compose and decompose.</p> <p>Rotate and manipulate shapes</p> <p>Spatial reasoning.</p>	<p>Sharing and grouping.</p> <p>Sharing and grouping and exploring doubles.</p> <p>Visualise build and map.</p> <p>Identify, create and explore repeating patterns.</p> <p>Construct visualise and describe positions.</p> <p>Exploring and creating maps.</p> <p>CONSOLIDATION.</p>
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	Recognise number 1,2,3.	<p>Shapes with 4 sides.</p> <p>Identify name and combine shapes with 4 sides.</p>	<p>Length height and time.</p> <p>Explore and compare height and time.</p> <p>Talk about time and sequence events.</p>			
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<ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number. ● Subitise (recognise quantities without counting) up to 5. ● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> ● Verbally count beyond 20, recognising the pattern of the counting system. ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. ● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
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PSHE	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy me	Relationships	Changing me.
Jigsaw PSHE Scheme	<p>How am I feeling today?</p> <p>Being at school.</p> <p>Gentle hands.</p> <p>Our rights and responsibilities.</p>	<p>What am I good at?</p> <p>I am special, I am me.</p> <p>Families, Home and making friends.</p>	<p>Challenge</p> <p>Never giving up.</p> <p>Setting a goal.</p> <p>Obstacles and support.</p> <p>Flight to the future.</p>	<p>Everybody's bodies.</p> <p>We like to move it move it.</p> <p>Food glorious food.</p> <p>Sweet dreams.</p> <p>Keeping clean</p>	<p>My family and Me.</p> <p>Make friends make friends never ever break friends.</p> <p>Falling out and bullying.</p>	<p>My body.</p> <p>Respecting my body.</p> <p>Growing up.</p> <p>Fun and fears.</p>

		Standing up for yourself.	Footprint award.	Safe adults.	Being the best friends, we can be.	Celebration.
	<ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs. 			
Kapow- Science planning.	Seasons Animals	Potions	Power	Health	Habitats and Plants.	Materials.
Understanding Of The World	<p>Talk about their families where they live. Talk about people who are familiar to them.</p> <p><i>Talk to older relatives and what life was like when they were younger?</i></p>	<p>Children talk about their families and their local communities.</p> <p>People who help us.- focusing on different occupations</p> <p><i>Looking at the local environment and what it looked like in the past.</i></p>	<p>Seasons and Weather</p> <p>Different continents countries</p> <p>Recognise environments that are different from their own.</p> <p><i>The natural world focus.</i></p>	<p>Explore how our bodies grow and change from babies to adults.</p> <p>Explore plants and planting- Grow vegetables.</p>	<p>cooking linked to stories</p> <p>Story setting maps and exploring.</p> <p><i>Understanding the past through characters settings and events in books.</i></p>	<p>Similarities and differences between different habitats through the use of stories. – Include non-fiction texts</p>

<p><u>The Natural World.</u></p> <ul style="list-style-type: none"> ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 		<p><u>People, Culture and communities.</u></p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and - when appropriate - maps. 		<p><u>Past and Present</u></p> <ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
<p>PE PE Planning</p>	<p>Me and Myself! Parts of the body, senses, and body changes.</p>	<p>Movement and development. Moving safely and in different ways.</p>	<p>Throwing and catching. Stopping and receiving rolling and sending.</p>	<p>Ball Skills. Exploring balls Control and moving with a ball. Bouncing.</p>	<p>Fun and games Movement and senses games. Parachute games.</p>	<p>Working with others. Taking turns, Sharing, Cooperating, Working with a partner.</p>
<ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others. ● Demonstrate strength, balance and coordination when playing. ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				<ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. 		

EAD/Creative	<p>Music and colour- exploring how music makes us feel.</p> <p>Only one me.</p> <p>Rock Painting unique rocks to create rock path.</p> <p>On sudden hill- using boxes to create different things- working on joining materials.</p> <p>Artists</p>	<p>The dot – Every child as an artist- Painting skills.</p> <p>Circles and triangles Kandinskys art work replica.</p> <p>Mondrian squares and rectangles.</p>	<p>Art from around the world. - guiseppe Arcimboldo</p> <p>Peter Guyo- African Sunset pictures.</p> <p>African drumming</p> <p>Team junk modelling- explaining processes</p>	<p>Observational drawing/painting</p> <p>Artists with a focus on observational drawings</p>	<p>3D junk modeling.</p> <p>Working on different joining techniques.</p> <p>focusing on different techniques each week</p> <p>clay techniques</p>	<p>Exploring different media and materials to create props. - puppets</p>
<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Make use of props and materials when role playing characters in narratives and stories. 			<ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Sing a range of well-known nursery rhymes and songs ● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 			
Possible Trips/visits		<p>Local trip to shop</p> <p>Fireman to come to school.</p> <p>Police to come to school.</p>		Kew Gardens	-trail to find gruffalo	London Zoo- animal habitats

		trip to educational centre (role play)				
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