

## Cheadle Catholic Infant School Yearly Overview 2021-22 Nursery

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title & Book	The colour Monster	The Gruffalo	Nursery Rhymes	Traditional Tales	Japers Beanstalk	What the ladybird heard
Celebration	Autumn Walk Harvest	Dentist Visit Diwali Nativity Performance Christmas	Winter Walk Chinese New Year Nursery Rhyme Day	Spring Walk Easter	Living Eggs Reddish Vale Farm Ramadam	Mini Beast Hunt Summer Walk
RE RSE  <i>(Holy table /Circle times/assembly)</i>	Gods Wonderful World  Handmade with Love	My Family  Role Model	The Holy Family  Who's Who You've got a friend in Me Forever Friends	Good Friends  Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us	New Life  God is Love Loving God, Loving Others	Our Church Family  Me, You, Us
PSED  Making Relationships  Sense of self  Understanding emotions	Circle times. Lots of work on feelings and how we can manage these.  Talking about our similarities and differences (show racism the red card)	Tolerating Delay and sharing with others.  Initiating play with our friends forming friendships.	Sharing independently and adapting to changes in routine.	Looking after others and knowing how to be a good friend.	Knowing what we are good at and being able to talk about this.	Finding a compromise with others. Building up role play situations.
Physical Development	Commando club and daily dough disco. Daily Mile.  Lots of fine motor activities.		Commando and dough disco.		Getting dressed independently. Fine Motor Control Daily Mile.	

<i>(Outdoor Area)</i>	<p>Attending to toilet needs and washing hands independently.</p> <p>PE : Yoga and Multi skills</p> <p>Good control and co-ordination in large and small movements.</p> <p>Follow rules, understanding why they are important.</p> <p>Learn ways to feel calm and relaxed.</p> <p>Naming different parts of the body.</p> <p>Observing and controlling breath.</p>		<p>Fine motor challenges for pencil control/ name writing/ scissor control.</p> <p>Daily Mile.</p> <p>PE: Movement and Dance and Gymnastics</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Handle equipment and tools effectively.</p> <p>Maintains balance using hands and body to stabilise.</p> <p>Mirroring actions of others.</p>		<p>PE: Athletics and Gymnastics</p> <p>Runs with spatial awareness and negotiates space successfully.</p> <p>Adjusting speed or direction to avoid obstacles.</p> <p>Can grasp and release with two hands to throw and catch a large ball or beanbag.</p> <p>Observe and can describe effects of physical activity on their bodies.</p>	
<p>Communication &amp; Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p><i>(Role play Area)</i></p>	<p>All children complete WELLCOMM to assess understanding/instructions.</p> <p>Following simple instructions.</p> <p>Speaking in full sentences and turn taking in a conversation.</p> <p>Using correct tenses when speaking.</p> <p>Understanding of prepositions, games using on top, behind etc.</p>		<p>Beginning of talk partners.</p> <p>Re-telling stories/ tales toolkit for how and why questions.</p> <p>Listening at group times, focusing attention.</p> <p>Singing Nursery Rhymes.</p>		<p>Building up of vocabulary, using Word of the week.</p> <p>Explaining own knowledge and understanding.</p> <p>In relation to growing questions why things happen and how things work.</p>	
<p>Literacy</p> <p>Comprehension</p> <p>Reading</p>	<p>Looking at books independently with care.</p> <p>Recognising local landmarks and signs.</p>	<p>Tales toolkit/phase 1 phonics.</p>	<p>Tales toolkit/phase 1 phonics.</p>	<p>Phase 1/2 phonics. (HA to begin RWI)</p> <p>Alliteration</p>	<p>RWI set 1</p>	<p>RWI set 1</p>

<i>(Reading corner)</i>	Instrument sounds Sound walks	Tapping out repeated rhythms	Identifying rhyme, stories, silly soup etc.	Initial sounds		
Writing <i>(Creative Area)</i>	Squiggle while you Wriggle and dough disco. Mark Making.	Squiggle while you Wriggle and dough disco. Mark Making.	Squiggle while you Wriggle and dough disco. Name Writing.	Name Writing. Story Maps. Tales toolkit.  Looking at letters on keyboards.	RWI letter formation. Name writing. Story Maps. Tales Toolkit. Recording trip to the farm.	RWI letter formation. CVC words. Story Maps. Tales Toolkit. Imitating adults writing.
Maths <i>(Maths/ Construction Area)</i>	2D shapes. Patterns-using items from our autumn walk to create repeated patterns. Sorting and ordering leaves using the language of size. Puzzles. Counting objects in a set. Recognising, naming and matching colours. Sorting by various attributes Comparing amounts of objects.		Maths of the Day. Number and Place Value Understanding number 1 Understanding number 2 Understanding number 3 Understanding number 4 Understanding number 5 Understanding number 6 Recognising numbers to 5 and matching amounts. White Rose- subatising.		Recognising numbers to 10 and representing these. Separating groups, recognising when they have the same amount. White Rose- compostion. One more than.  Shapes, games with positional language  Ordering the events of our day Exploring Length, Height, Weight and Capacity	
Understanding the world  Past and Present	Knowing our similarities and differences. (Black history month- sports people: Mo Farah as key significant person)		Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.		Look back at the contents of the memory box. Focus: choosing two or three pictures/ objects and putting in chronological order. Add one or two new items.	

<p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Start the memory box with something that reminds them of their first day in nursery</p> <p>Discussion about aspects of the Nativity story which show how different our lives are now eg donkey/car, housing, where they were born. Share things that they have seen/done in the recent past using past tense verbs.</p> <p>Look at pictures of themselves as babies and talk about how their needs have changed.</p> <p>I-pads and Cd player in technology area. Exploring ICT through role play e.g. telephones, cameras, keyboards etc. Data Handling- Leaf colour hunt- Pictogram</p>	<p>Look at pictures of children in Nursery Rhyme illustrations. Make comparisons between their clothes, toys, homes etc and their own.</p> <p>Look at pictures of characters in Traditional Story books. Make comparisons between their clothes, toys, homes, kitchen equipment etc and their own.</p> <p>Talking about special family times. sharing Christmas experiences.</p> <p>Puppets in technology area to learn cause and effect. (make from dowels and string)</p> <p>Use Incy Wincy spider to open up conversations about rain and different geographical water features.</p> <p>Computational thinking- Story sequencing Computer Science- Unplugged algorithms</p>	<p>Take photos of seeds that they grow and leave them available for the children to order and revisit independently. Look at lifecycle of a plant.</p> <p>Look for bugs over the course of a week. Use language such as 'yesterday I saw...' 'today I saw...' 'tomorrow I might see...' Look at lifecycle of a butterfly and use words to describe the stages eg first it was an egg, then it was a caterpillar, now it is a butterfly.</p> <p>Look at habitat of minibeasts, how they are different for different animals and how our behaviour can change the environment.</p> <p>Growing – looking after plants and animals. (Living Eggs)</p> <p>Using technology to find out facts about minibeasts. ICT- Mini Mash- 2Paint Exploring programmable toys- e.g. robots, remote control cars etc</p>
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<p>Expressive Arts &amp; Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p><i>(Role play/creative area/ outside stage)</i></p>	<p>Creative Area.</p> <p>Drawing/Line/Colour/Shape</p> <p>Artist: Mondrian</p> <p>Painting</p>	<p>Musical Instruments.</p> <p>Sculpture</p> <p>Junk Modelling</p> <p>D&amp;T Focus</p>	<p>Experimenting with different media.</p> <p>Nursery rhyme</p> <p>Collage</p> <p>Digital Media</p> <p>Artist: Alena Tkach</p>	<p>Painting Characters</p> <p>Sculpture-build pigs houses</p> <p>D&amp;T focus</p>	<p>Textures.</p> <p>Printing/Patterns, Artist: Henri Matisse</p> <p>Observational drawing</p> <p>Artist: Richard Long</p> <p>Natural objects-Collages/sculpture</p>	<p>Creating role play situations independently.</p> <p>Collage: The Snail</p> <p>Observational Drawing</p> <p>Painting/Collage</p>
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