

## Nursery Year Overview 2023-24

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (6 wks)	Summer 1 (6 wks)	Summer 2 (7 wks)
<b>Core Books</b>	Dear Zoo  Brown Bear, Brown Bear	We're Going on a Bear Hunt  The Gingerbread man	Goldilocks & the Three Bears  Three Little Pigs  Billy Goats Gruff	Jack & the Beanstalk  Little Rabbit Foo Foo	The Very Hungry Caterpillar  Tad	Shark in the Park  The Pirate's Feast
<b>Link/ supporting books</b>	Peepo (families)  A Child Like Me  All About Diversity	Peppa Pig's Diwali The Best Diwali Ever Winnie the Witch (Halloween) Christmas Story Stickman	Mr Wolf's Pancakes (Pancake Day, 3 pigs link)  Emi's Curly Coily, Cotton-candy hair	Spot's First Easter  In my Mosque	Titch  Non fiction: Lifecycles  Farmer Duck	Shark in the Dark Shark in the Park on a windy day  Martha maps it out
<b>Vocabulary building:</b> Ambitious word of the week & key vocab (ongoing through year – story/curriculum related) - use walkthru techniques <b>Songs/poems/rhymes to learn by heart:</b> see half term plans, music progression map & song progression						
<b>Communication &amp; Language</b>	Interactions, back & forth conversations Stories, songs and Rhymes (including small group sessions) Retell familiar stories. Develop children's own storytelling – story scribing Drawing and talking Encourage use of full sentences. Choral response etc.					
<b>Literacy: Reading and phonics</b>	Letters and sounds phase 1 – work on sound discrimination, phonological awareness etc. – in provision and small groups at carpet time Stories, songs, rhymes Adults in book corner, read/share books and model use					
			<b>RWI routines –</b> MTYT, praises, team stop fred talk (oral blending) games, initial sounds	Continue RWI routines & fred talk (oral blending) games, initial sounds	<b>Introduce RWI speed sounds –</b> whole class at carpet time  Focus on name recognition	Continue RWI speed sounds  Focus on name recognition
<b>Literacy: Writing</b>	Mark making opportunities inside and outside, incl. sensory, large scale etc.		As Autumn	As Autumn	As Autumn	As Autumn

	Graphics areas (adults to model and support) ongoing through year. Ch to visit writing table x1 per week		Name writing (RWI letter formation)	Name writing (RWI letter formation)	Focus on name writing	Focus on name writing
	Letter formation (RWI formation)					
<b>Other curriculum areas / key experiences</b>	History – Peepo, differences	Geography/UW: landscapes, rivers (Bear Hunt) Introduce globes	Geography/UW: Rivers (Billy Goats Gruff)	Science/UW: Life cycles: hatching eggs	Science/UW: Life cycles: caterpillars to butterflies, tadpoles to frogs)	Geography/UW: maps/landscapes/ weather (Pirates Feast) Locate UK on globe/map
	Science: animals (Dear Zoo, Brown Bear)	Science: Making Gingerbread men - changing materials, body parts  PSED: Feelings (Bear Hunt) How does the bear feel?	Science: Making pancakes  PSED: Feelings, anger, kindness, right and wrong (Goldilocks)	Growing beans  Observational drawing – plants  PSED: Behaviour, kindness (Little Rabbit Foo Foo)		PSED: feelings, preparing for transitions
	Artist focus: Kandinsky's colour study (Brown Bear link)		Artist focus: Matisse 'The Snail' (collage)		Artist focus: Henry Moore's Family Group (sculpture)	
For other areas of learning and development refer to Curriculum Progression Documents (subject based), <i>Development Matters</i> , half term plans and timetables. RE follows Sacre/Children First – Special Times/people/stories through year						
<b>Wider opportunities/ events / other</b>	Class & home visits  BHM - embed in all aspects of practice throughout year	Focus children start  Zoo lab – animal handling? Farm visit?	Parent reading?  Trip – Library?		Parent story time  Summer trip – Broomfield Park? Ally Pally? Link to Shark in the Park Transition activities incl. assembly?	