

# Hardwick & Cambourne Nursery Long Term Overview September 2021

Area of Learning	Autumn	Spring	Summer
Possible Themes/Interests/Lines of Enquiry	Autumn Our pond and wildlife area Winter Christmas & Divali Emotional literacy and healthy habits	Pancake Day Mother's Day Spring Our pond and wildlife area Easter Emotional literacy and healthy habits	Growing & life cycles: Butterfly Father's Day Our pond and wildlife area Local Area – Cambourne Summer Emotional literacy and healthy habits
Communication and Language	Listen to simple stories and understand what is happening with the help of pictures.  Be able to start a conversation with an adult.  Be able to start a conversation with a friend.  Be able to talk about familiar books.  Listen and respond to a simple instruction.  Recognise and are calmed by a familiar and friendly face.  Understand simple questions about who, what and where ( <b>not why</b> )  Use talk to organise themselves and their play.	Enjoy listening to longer stories and can remember much of what happens.  Be able to tell a long story.  Use longer sentences of 4 to 6 words.  Use words to connect sentences to make them longer and more detailed eg/ using and, or, because.  Pay attention to more than one thing at a time, which can be difficult.	Develop their communication and correct use of tenses through recasting what the child said.  Understand a question or instruction that has two parts.  Understand why questions, like “Why did the caterpillar get so fat?”
	Use a wider range of vocabulary Sing many nursery rhymes by heart	Sing a large repertoire of songs. Engage in daily story sessions	Develop their pronunciation with sounds that are age appropriate.
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social settings. Play with one or more other children extending and elaborating play ideas. Select and use activities and resources, with help, when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Talk about their feelings using words like happy, sad, angry, worried. Increasingly follow rules, understanding why they are important. Remember rules without an adult needing to remind them. Find solutions to conflicts and rivalries. For example, accepting that not everyone can have a turn and suggesting other ideas.	Identify gradually how others might be feeling. Talk with others to solve conflicts. Develop appropriate ways to be assertive.
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.		
Physical Development	Be increasingly independent as they get dressed, undressed, for example putting on coats and doing up zips.  Start eating independently and learning how to use a knife and fork.  Match their developing physical skills to tasks and activities in the setting. For example they decide to crawl walk or run across a plank depending on its length and width.  Continue to enjoy kicking, throwing and catching balls.  Build independently with a range of appropriate resources.  Choose the right resources to carry out their own plan. E.g. to enlarge a small hole they dug with a trowel, choosing a spade.	Use large muscle movements to wave flags, scarves, paint and make marks.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Start taking part in some group activities which they make up for themselves or in teams.  Be increasingly independent in meeting their own care needs, brushing teeth, using the toilet, washing and drying their hands thoroughly.	Collaborate with others to manage large items, such as moving a large plank safely, carrying large hollow blocks.  Use a comfortable grip with good control when holding pens and pencils.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.
	Continue to develop their movement, balancing, riding (scooters/trikes and bikes) and ball skills. Go upstairs, or climb up apparatus, using alternate feet. Use one- handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Make healthy food choices about, food, drink, activity and tooth-brushing.		
Literacy	Enjoy sharing books with an adult.  Repeat words and phrases from familiar stories.  Develop play around favourite stories using props.  Engage in extended conversations about stories, learning new vocabulary.	Continue to enjoy drawing freely.  Add some marks to their drawings, which they give meaning to, for example, 'that says mummy'.  Celebrate all mark making during the early stages of writing development.	Write some letters accurately, like from their name <b>if they are ready and showing an interest.</b>  Write some or all of their name <b>if they are ready and showing an interest.</b>  Use some of their print and letter knowledge in their mark making and writing <b>if they are ready and showing an interest.</b>

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Phonics	Join in with songs and rhymes copying sounds, rhythms, tunes and tempos.		
	Phase 1	Phase 1	Phase 1
	<p>Children will develop a life-long love of reading through experiencing a rich variety of stories and traditional tales throughout the year, including through their own story-telling experiences.</p> <p>Children will have access to a variety of mark making tools and materials throughout the environment, both inside and outside.</p> <p>Children will understand the five concepts about print 'We are Early Readers'</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English text from left to right and top to bottom</li> <li>• The names of the different parts of a book.</li> <li>• Page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can</p> <ul style="list-style-type: none"> <li>• Count and clap syllables in a word.</li> <li>• Recognise words with the same initial sound, such as mummy and monkey (alliteration)</li> <li>• Environmental sounds.</li> <li>• Instrumental sounds.</li> <li>• Body Percussion (clapping and stamping)</li> <li>• Rhythm and Rhyme</li> <li>• Voice sounds</li> <li>• Oral blending and segmenting</li> </ul>		
Mathematics	<p>Combine objects like stacking blocks and cups.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles and shape sorters.</p> <p>Compare sizes, weights etc using gesture and language – 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light', 'full/empty'.</p> <p>Notice and talk about patterns, e.g. polka dots, spots, stripes, animal prints.</p> <p>Develop fast recognition of up to 3 objects without having to count them individually ('subitising'). Use natural material materials and everyday experiences as opportunities to subitise, e.g. shells, peas, sticks, plants, buttons, fruit.</p> <p>Sing number based nursery rhymes, e.g. 1,2,3,4,5 once I caught a fish alive.</p> <p>Show finger numbers up to 5.</p> <p>Compare amounts, using the language of 'lots', 'more', 'same'.</p> <p>Recite numbers to 5</p> <p>Model and use 1:2:1 correspondence when counting up to 5 objects.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Select shapes appropriately through providing a variety of construction materials like blocks, interlocking blocks and den making materials, allowing children to play freely with these both inside and outside.</p> <p>Explore different shapes, combining them to make news ones through resources such as pattern blocks and interlocking shapes.</p>	<p>Link numerals and amounts up to 5 through everyday experiences in the environment. E.g. role play signs saying "4 children" with images of 4 including Numicon pieces.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy', 'curvy', 'blunt'.</p> <p>Understand spoken positional language, e.g. under, on, off, in, up, down, besides, between.</p> <p>Continue to make comparisons between objects relating to size, length, weight and capacity.</p> <p>Continue to develop language around patterns, for example on clothes, wallpaper.</p> <p>Recite numbers to 5 and beyond.</p>	<p>Describe a familiar route. E.g to the pond and wildlife area, between home and school, to nearby shops or park.</p> <p>Provide opportunities for challenges so that children can build increasingly more complex constructions.</p> <p>Use natural materials to explore AB patterns – stick, leaf, stick, leaf.</p> <p>Engage children in inventing movement and music patterns, e.g. clap, clap, stamp.</p> <p>Recite numbers to 5 and beyond.</p>

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	<p>Provide opportunities for discussions using questions such as “<b>What is the same and what is different?</b>”</p> <p>Children use everyday time language, e.g “First put on your socks, then put on your shoes,” “Every morning we brush our teeth”, “Wash hands before eating snack”.</p> <p>Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. E.g. “Where does this triangular one / cylinder go?”</p> <p>Children are encouraged to count everyday through real life contexts.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5 through everyday encounters in the Nursery environment.</p> <p>Children to have lots opportunities to explore mathematical concepts through ‘<b>Maths in Stories</b>’.</p>		
Understanding the World	<p>Explore natural materials, indoors and outside.</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Notice differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show interest in different occupations.</p> <p>Explore, talk about and investigate different forces they can feel and see in action. E.g. floating &amp; sinking, magnets and materials.</p> <p>Explore materials with different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Understand the key features of the life cycle of a plant or animal (butterflies, tadpoles).</p> <p>Plant seeds and care for growing plants (cress).</p> <p>Children take more responsibility for the care of the living things in the nursery environment, both inside and out.</p>
	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Children to have regular visits to our pond and wildlife area to enable them to make observations through the changing seasons.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Children explore how things work, e.g. using mechanical equipment such as wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Children to meet a range of different people through visits from a range of occupations, such as plumber, dentist, farmer, vet, author, member of the emergency services.</p>		
Expressive Arts and Design	<p>Join in with songs and rhymes.</p> <p>Make simple models which express their ideas.</p> <p>Explore colour and colour mixing.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including the details.</p> <p>Sing the pitch of a tone sung by another person. (Pitch match)</p>	<p>Listen with increased attention to sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Children continue to experiment and explore colour mixing using a variety of paints (powder paints).</p> <p>Children continue to experiment and explore different materials, developing their independence following their own ideas and interests.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p>
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Move and dance to music.</p> <p>Remember and sing entire songs.</p> <p>Children tell stories and collaboratively perform them through ‘Helicopter Stories.’</p> <p>Children have permanent access to tools, materials and a variety of media through the creative area.</p> <p>Children will be taught how to use the creative area independently.</p>		