



Crown Meadow First School and Nursery



Nursery Overview 2024/25 (Cycle 2)

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Possible themes/activities | | Each Peach Pear Plum All About Me Rhymes and stories Harvest | Owl Babies Autumn Festivals Christmas | On the Way Home... Let's Pretend Winter | Six Dinner Sid Who Can Help Us? Spring Easter | Farmer Duck At the Farm Life Cycles School visit to farm | The train ride Journeys Summer |
| 3 Prime Areas of Learning | Personal, Social and Emotional Development | Classroom routines and school values. Focus on forming positive relationships | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changes and transition to Reception and continuing Nursery |
| | Physical Development | Outdoor play Managing own personal hygiene, clothing, safety Mark-making: grip, diff tools, media | Outdoor play Managing own personal hygiene, clothing, safety Mark-making: grip, form circles and lines, writing progression Healthy Eating | Outdoor play Managing own personal hygiene, clothing, safety Mark- making: grip, form letters shapes, writing progression | Outdoor play Managing own personal hygiene, clothing, safety Mark-making: letters from name formation Healthy Eating | Outdoor play Managing own personal hygiene, clothing, safety Pencil control: letter formation Preference for a dominant hand | Outdoor play Managing own personal hygiene, clothing, safety Pencil control: letter formation Preference for a dominant hand Sports day practice |
| | Communication and Language | Throughout the year the children will: Learn to listen and respond with relevant comments, questions or actions. Learn to speak with growing confidence during small/large group sessions. Give attention to what others say and respond appropriately. Learn new vocabulary linked to topics. | | | | | |
| 4 Specific areas of Learning | Literacy | Recognise name initial letter | Recognise name initial letters | Recognise own name | Recognise own name, write initial letter | Recognise own name, write letters from name | Recognise own name, write name |
| | Book focus | Rhyming activities Meaning given to marks in environment/logo Looking at and sharing books | Share books, discuss print conventions Join in with rhymes and phrases Christmas cards | Give meaning to marks made draw/paint Reading conventions, front-back, left-right, turn pages | Give meaning to marks made draw/paint Reading conventions, front-back, left-right, turn pages | Give meaning to marks made Early writing Characters/ Setting Rhyming games and activities | Give meaning to marks made Early writing Story sequence Recognise familiar words |
| | Phonics | Print has meaning Handling and sharing books, starting school books | Print has a purpose –list, card Handling and sharing books | | Fiction and non-fiction books Use print knowledge in early writing | Use letter knowledge in early writing | Recognise familiar words |
| | | Each Peach Pear Plum | Owl Babies | On the Way Home | Six Dinner Sid | Farmer Duck | The Train Ride |
| | Rhymes Environmental Sounds Instrumental Sounds | Body Percussion Rhythm and Rhyme | Rhythm and Rhyme Alliteration | Alliteration Voice Sounds | Voice Sounds Oral Blending and Segmenting ELS | Oral Blending and Segmenting ELS | |
| | Mathematics | Matching (1:1 Correspondence) Sorting Ordering Subitising (1-5) Number Conservation 1-5 | | Zero principal Recognise numeral of significance Comparing groups Estimate small quantities Number recognition (1-10) Match quantity to number (1-5) | | Number recognition (1-10) Order number (1-10) Match number to quality (1-10) Count out loud to 20. Count an irregular group of objects Count out from a larger group | |

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| | | Say number names in order (forwards and backwards) Describe and make patterns Interest in shape and space in the environment Develop spatial awareness/vocabulary Use the language of size (comparisons) Count actions or claps Starting Pattern | | Subitising (conceptualisation 5 is made up of 2 and 3) Use language of quantity Count a group Recognise patterns in environment (AB patterns) Categorise objects (shape/size/colour) 2D shapes (name and properties) Estimate small groups Language related to height, weight, length | | Create AB and ABC pattern Describe the properties of 2D shapes (sides and corners). Write some recognisable digits. | |
| | Understanding of the World | Autumn Walk Exploring our 5 senses Forest School | Winter Walk Festivals – Diwali, Bonfire night, Christmas The Nativity Forest School | Chinese New Year Tigers Tea Party Celebrations Forest School | Spring Walk Easter Forest School | Summer Walk Trip to the Farm Forest School | Life Cycles Moving on Special Places (Christianity, Islam, Judaism) Forest School |
| | Expressive Arts and Design | Throughout the year the children will: Learn a variety of songs and rhymes Explore different instruments and sounds Explore with a variety of media, tools and techniques Be able to represent their ideas through art, music, stories, role play, dance and D.T. | | | | | |

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| Sustainability | Empathy • <i>Who am I and who is special to me</i> | Local environment • Protecting and restoring our local environment: Observe the seasons/ plants/ animals around us Global environment- • Global climate/ environment: <i>Billy's Bucket</i> (oceans) <i>Oliver's Fruit Salad</i> (Fruit from around the world) | <i>Walk to school week</i> Global environment- • Global climate/ environment: <i>Billy's Bucket</i> (oceans) <i>Oliver's Fruit Salad</i> (Fruit from around the world) |
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Sustainability areas taught throughout the academic year:

- **Seasons**
- **Recycling**
- **British Values**

Social Justice:

- Positive Activism: Giving and sharing
- Vulnerable societies: People who help us
- Human Rights: Right & Wrong
- Democracy: Fairness and turn-taking

Being a Good Citizen

- Social responsibility: Right and wrong / school rules
- Vocational skills: People who help us
- Health & Wellbeing

Outdoor Play