

Term 1 NURSERY Overview

Topic: All About Me WK1 settling/Friday settling Week 1- Welcome Back/New Chn Settling Baseline Week 2 &3	Week 2 My New Start to Nursery Who am I?	Week 3 What can I do?	Week 4 What makes me happy?	Week 5 Who is in my family?	Week 6 Space Week Rockets	Week 7 How do I feel?	Week 8 My favourite Colour is?
Communication and Language							
Listening and Attention	Can pay attention for a short period of time at an activity of their choosing.	Listening games – Intro to Phase 1 Phonics	Attends to listening activities during small group/story contexts	Attends to targeted activities for sustained periods	Enjoys listening to simple stories and can remember some things that happened	Enjoys listening to simple stories and can remember some things that happened	Sustains focus during group discussions and story recall
Understanding	Responds when an adult models how to organize play	Shows understanding of actions by pointing to the correct picture in the book e.g. Who is skipping?	Responds to adult questioning and models of language	Selects and organizes complex objects on command :2-step requests with visual support (e.g., "Get the big red car and put it in the tray")	Remembers key story elements and responds to questions. (tangible prompts to support- visual cards/puppets)	Responds cleanly to language modelling inside group check-ins	Demonstrates independent understanding across story recall and play routines
Speaking	Engages in play alongside others and uses some language within that play	Begins to ask simple questions e.g., What's this?	Begins to talk about people and things that are not present e.g.; Mummy gone to work	Engages in play alongside others using language within the play and responding to questions	- Talks more about things that are not present . - Links phrases together confidently to describe current play actions	Links phrases together to share memories of stories	Confidently uses connected language in group interactions and peer play
Communication and Language Supporting Strategies	- Adults to model positive language. 'Thank you,' please. Good morning, How are you? - Adults to support/model positive play.	- Pick up, support, and teach children who struggle to understand - Introduce Phase 1 Phonics listening games: environmental and sound discrimination.	- Model Questioning: What, Why, When, Where, Who - Support children's confidence in using language at Nursery	Support/model positive play and adult support where needed	Support children's confidence in using language at Nursery	Pick up reading topic books children have enjoyed this term in the reading corner. Ask:	- Review /asses children's communication and language - Plan children's next steps in developing

							What do the children Remember?	communication and language skills
PSED –		Separation & Comfort <i>Target: Begin to separate from main carer with practitioner support.</i> Activity: Make a Family Comfort Tree/Book • Adapt to nursery expectations • Circle Time: New Name Game • Health/Self-Care: Intro to toilet, washing hands, wiping self, toothbrushing • Water/snack routine • PSED: Books about starting nursery	Learning Routines Learn to respond to nursery routines with adult guidance. Routine Practice: Snack time, tidy-up, and story time. • Learn/understand rules & routines • Find listening spot & make a circle • Hang coat/personal items in correct place • PSED: Books about Nursery life. routines, asking for help, making friends.	Relationships & Trust Become more outgoing with unfamiliar people. 1-to-1 Play Sessions: Chats softly with familiar Adult to build trust. • Show an interest in other children & build new relationships • PSHE: Discuss making friends, sharing, being kind using role play/puppets • Show more confidence in new social setting	Resource Selection Target: Select and use activities and resources, with help when needed/say what they like. Activity: Choice Tray Exploration: Adult presents 2–3 low-shelf baskets (blocks, cars, animals) for child to choose. • Select and learn how to use resources with support where needed • Build confidence expressing preferences • State what activities/resources they like	Peer Awareness Target: Show an interest in other children & play. Activity: Parallel Sensory Bin: Side-by-side sensory space themed play using containers p next to a peer with shared equipment. • Building relationships, sharing, and kindness Managing Self Health and Selfcare- Global Handwashing day- Read <i>I don't want to wash my hands</i>- self-regulation/responsibility- why we wash hands/what happens if we don't!	Joining In Play Target: Start to join in with other children& play with adult scaffolding. Activity: Guided Construction Play: Adult sits with child to build a train track that connects into another child track. Talk about their feelings with support. (Use Owl Babies/Emotion Faes/Puppets) Use words like 'happy', 'sad', angry and worried.	Independent Settling Confidently select resources, follow daily routines, and interact with peers and staff. <i>Child-Led Free Choice: Child independently selects self-registration photo, picks area, and invites peer to play.</i> • Review rules and routines now known • Celebrate friends made • Display independent settling skills in continuous provision
Physical Development	Fine Motor Skills	Introduction to tooth brushing. Introduction to using funky fingers. Introduction to dough disco. Adults modelling/supporting	Fine motor emphasis: How do I use tweezers, do zips buttons. Who can already do buttons, zips on coats?	Fine motor emphasis: How do I use tweezers, , zips buttons. Who can already do buttons, zips on coats?	Practicing those fine motor skills and continue to develop new skills such as threading.	Practicing those fine motor skills and continue to develop/working on those we find tricky. Handling new tools and resources with greater care.	Practicing those fine motor skills taught and continue to develop further. Handling new tools and resources with greater care.	Practicing those fine motor skills taught and continue to develop further. Handling new tools and resources with greater care.

	Gross Motor Skills	Moving safely/using larger equipment safely outdoors. Walking down stairs with alternating feet. Intro Scooters/bikes	Moving safely/using larger equipment safely outdoors. Walking down stairs with alternating feet. Climbing frame- Intro for new Children Scooters/bikes	Outdoor balance balance stepping stones	Review types of obstacle courses for cohort/identify children who need additional motor support	obstacle courses/scooters/larger equipment	obstacle courses/scooter s/larger equipment	Scooters/ Moving and handling safely. Who can now do?
Transcriptional Skills		N2 Children will learn skills to develop Gross & Fine-Motor Skills & Early Grip Functions Fine/Gross motor activities during continuous provision and Gross & Fine Motor Adult led Transcriptional Activities. By the end of Term 1 children will have learnt skills such as• Use chunky tweezers to rescue plastic toys from water. • Thread large wooden beads onto rigid plastic laces. Gross Motor: Intro Muscle Music and Mark Making: Working on correct posture/developing core muscles and following sequence of marks movements using scarves/ ribbons/crayons.						
Literacy	Writing	Introduction to mark-making activities on the literacy table. How to sit at the table- correct position. Adults getting to know children and to note children's pencil grip. Adults to model correct handling of mark-making tools.	Provision to develop pre-writing skills. Mark making opportunities based on the children's interests. Begin to identify children with weak grip.	Provision to develop pre- writing skills Practising movements; waves, dots simple lines. Identified children with weak grip and support through strengthening tasks.	Continuous Provision to develop pre- writing skills.	Continuous Provision to develop pre-writing skills.	Continuous Provision to develop pre-writing skills.	Continuous Provision to develop pre-writing skills. Review Grip/Activities to develop fine motor skills.
	Comprehension	Maisie Starts Nursery Relate to children's own experience of starting Nursery. Identify Maisie and her new friends' names/Discuss who they are and their new nursery friends	Harry and the Dinosaur starts Nursery- Relate to children's own experiences	Happy to Be Me Talk about how incredible we are/identify parts of ourselves/discuss diversity and explain we are all special.	Monkey Business	Whatever Next	Owl Babies- <i>Discuss why Bill was worried</i>	Wow said Owl
Maths	Number SSM Pattern	Join in number rhymes. Recognise some numbers of personal significance. Show interest in numerals in the environment. Maths baseline - Rhymes – Intro that we have a rhyme of the week	<u>Comparison 1</u> -More than fewer than same.	<u>Comparison 1-</u> More than fewer than same. .	<u>Pattern 1</u> Explore Repeats Repeats in Rhyme	<u>SSM1</u> Explore and build with shapes and objects-	<u>Counting 1</u> <u>Hear and Say Numbers</u> Continue to build on number rhyme	<u>Counting 1</u> <u>Hear and Say Numbers</u> Continue to build on number rhyme
Understanding the World		Help children learn each others names, modelling	Finding out about my nursery environment.	Making sense of themselves	Looking at photographs of me/share photos. Talk	To develop a positive attitude	Use all senses to explore natural	Explore school/nursery grounds/walk.

		correct pronunciation, hello songs.	How can we be kind?		about family/friends home.	about differences in people. Hand Washing Germ Experiment	materials. Making nests.	Look for colours in nature.
Expressive Arts	Being Imaginative and Expressive	My Home- Home Corner Small world- Link to children's interests/things that are familiar to support children starting nursery-	Take part in simple pretend play, using an object to represent something. Engage in role play in relation to the home.	Engage in role play in relation to the home. Small world play- dolls/doll house	Build on the home corner role play. Do we need to add any objects to the home corner? What will they be?	Space small world Role Play: Rocket Ships and Moon landing.	Woodland small world	Colourful small world
	Creating with Media and Materials	Children will learn how to use the creative area so that they can access different media and materials with and without support depending on individual needs. Marvellours Me Collage	Children will learn how to use the creative area through exploration. paint, glue, and modelling dough. Marvellours Me Collage/Portraits	Self Portraits with varied materials/media Transient Art- Faces Playdough Faces	Exploring Paint- /sponges/printing/	Building Rockets Moon Dough	Making a nest to keep Bill safe Mixed Media Owls Night Sky	Colour Exploring and Mixing Magic Colour Dough