Annual overview for Nursery

Title	Autumn	Spring	Summer
Communication and Language	*The children will begin to follow simple instructions (1–2 parts), use single words or short sentences to communicate needs, and join in with familiar rhymes and songs. The focus will be on speaking and listening games, action songs, and repeated refrains in stories.*	*The children be aware of following simple instructions (1–2 parts), use single words or short sentences to communicate needs, and join in with familiar rhymes and songs. The focus will be on speaking and listening games, action songs, and repeated refrains in stories.*	*The children be aware of following simple instructions (1–2 parts), use single words or short sentences to communicate needs, and join in with familiar rhymes and songs. The focus will be on speaking and listening games, action songs, and repeated refrains in stories.*
Person, Social and Emotional Development	*The children have their settling in session. Children develop their social skills/interactions. Children are learning to manage their feelings, behaviour and sharing.* ***The children are given phrases to help with sharing as they settle, including:*** *"After you please?" and "yes, when I'm finished."* *They begin to share with support using prompts like "Can I be next?" and "yes, when I'm finished."* ***The weekly Circle Time*** *sessions focuses on simple nursery rhymes to support identifying feelings. We look at days of week/date/month.*	*The children have their settling in session. Children develop their social skills/interactions. Children are learning to manage their feelings, behaviour and sharing.* ***The children are given phrases to help with sharing as they settle, including:*** *"After you please?" and "yes, when I'm finished."* *They begin to share with support using prompts like "Can I be next?" and "yes, when I'm finished."*	*The children have their settling in session. Children develop their social skills/interactions. Children are learning to manage their feelings, behaviour and sharing.* ***The children are given phrases to help with sharing as they settle, including:*** *"After you please?" and "yes, when I'm finished."* *They begin to share with support using prompts like "Can I be next?" and "yes, when I'm finished."*
Physical Development	*The environment provides opportunities to develop and strengthen gross and fine motor through making obstacle courses, climbing, large-scale mark making, using playdough, sand, wooden blocks* ***Forest school- exploring nature*** ***Sports cage- learning about navigating space***	*The environment and woodwork bench continues to support gross and fine motor skills and with the addition of sewing in Focus Weeks.* *1 x soft ball each to play with.*	*The environment and woodwork bench continues to support gross and fine motor skills and with the addition of sewing in Focus Weeks.* ***Intro to grassy hill:*** *navigating the terrain, rolling down the hill safely.*

Maths	*The children will learn maths through different nursery rhymes. Using* ***lose parts*** *in their everyday play* ***Key Books and Songs*** *relating to numbers, shapes colours* ***Within Provision:*** *Blocks, materials, loose parts, playdough*	*The children will learn maths through different nursery rhymes. Using* ***lose parts*** *in their everyday play* ***Key Books and Songs*** *relating to numbers, shapes colours* ***Within Provision:*** *Blocks, materials, loose parts, playdough*	*The children will learn maths through different nursery rhymes. Using* ***lose parts*** *in their everyday play* ***Key Books and Songs*** *relating to numbers, shapes colours* ***Within Provision:*** *Blocks, materials, loose parts, playdough*
Literacy	*Children have a variety of reading books to look at independently. Children have book of the weeks, where we look at one book each week in depth.*	*Children have a variety of reading books to look at independently. Children have book of the weeks, where we look at one book each week in depth* ***Introduce story-scribing***	*Children have a variety of reading books to look at independently. Children have a book of the week, where we look at one book each week in depth.* ***Introduce write dance***
Understanding the World	*Children learning about the autumn season. We will look at our families (family tree).* *We will look at different minibeasts in the garden/forest school.*	***Composting (growth)****- introduce the concept of food waste to the children and learning basic information about composting*	***Looking after our garden(growth)*** *To take care of the plants/minibeast in our garden.*
Expressive Arts and Design	***Art area:*** *mark-making, painting, colour mixing cutting and sticking opportunities* *Children are mastering* ***sticking and cutting skills*** *this term.*	***Art area:*** *mark-making, painting, colour mixing, cutting and sticking opportunities* ***Introduce collaging*** *and continue to master cutting skills*	***Art area:*** *mark-making, painting, colour mixing, cutting and sticking opportunities* ***Combine*** *mastering their cutting skills, creating collage independently.*
Parents and carers	*Parent-Teacher meetings 13th – 15th October*	*Parent-Teacher meetings 2nd – 4th March*	*Report afternoons 6th – 10th July*