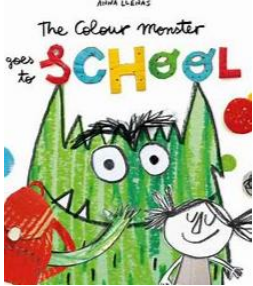
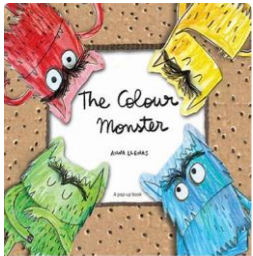
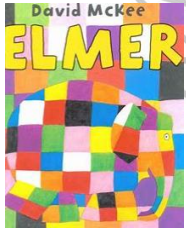
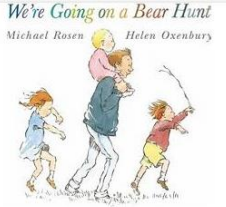
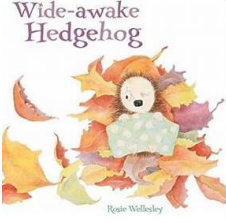
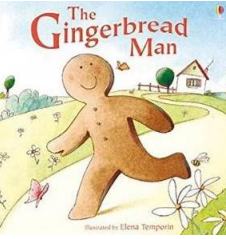
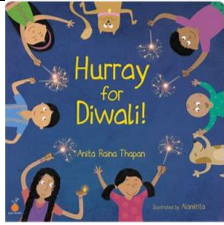


Nursery Overview 2022 – 2023

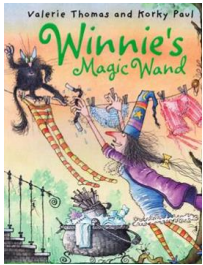
Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
Block 1				
<p>School/ Myself/ Family</p>	 <p>The Colour Monster by Anna Llenas</p>  <p>The Colour Monster by Anna Llena</p>  <p>Elmer by David McKee</p>	<p>Developing listening and attention skills through games and stories.</p> <p>Naming characters/objects in a story.</p> <p>Recall events from familiar stories.</p> <p>Talk about feelings and emotions.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Select & use resources and activities appropriately.</p> <p>Learn to follow rule and routines.</p>	<p>Listening: Enjoy listening to longer stories.</p> <p>Speaking: Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Develop social phrases.</p> <p>Vocabulary: Use a wider range of vocabulary. Sing a large repertoire of songs.</p> <p>Understanding: Pay attention to more than one thing at a time.</p> <p>Phonics: Tuning into environmental sounds. Listening to and joining in with nursery rhymes. Body percussion- clapping hands, stamping feet.</p>	<p>Happy In Our Skin by Fran Manushkin</p> <p>Find My Happy by Emily Coxhead</p> <p>Mine! By Rachel Bright</p>

Topic	Core Texts	Knowledge and Skills	Objectives	Linked Texts
Seasons & Autumn	 <p>We're Going On A Bear Hunt! By Michael Rosen</p>  <p>Wide Awake Hedgehog by Rosie Welleley</p>  <p>The Gingerbread Man</p>	<p>Developing listening and attention skills through games and stories.</p> <p>Use a wider range of vocabulary</p> <p>Recall events from familiar stories.</p> <p>Joining in with repeated refrains.</p> <p>Talk about feelings and emotions.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations</p> <p>Select & use resources and activities appropriately.</p> <p>Learn to follow rule and routines.</p> <p>Understand a question or instruction that has two parts.</p> <p>Spotting and suggesting rhymes/rhyming words</p> <p>Joining in with rhymes.</p> <p>Understanding that print have different purposes.</p>	<p>Listening: Enjoy listening to longer stories.</p> <p>Speaking: Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Talking about feelings.</p> <p>Vocabulary: Use a wider range of vocabulary. Sing a large repertoire of songs.</p> <p>Understanding: Pay attention to more than one thing at a time. Understand a question or instruction that has two parts.</p> <p>Phonics: Tuning into environmental sounds. Listening to and joining in with nursery rhymes. Body percussion- clapping hands, stamping feet. Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp. Recognising first letter in their name.</p>	<p>Room On The Broom by Julia Donaldson</p> <p>Stick Man by Julia Donaldson</p>

Light and Dark / Celebrations and Festivals



Hurray For Diwali by Anita Raina Thopon



Winnie's Magic Wand by Valerie Thomas & Korky Paul



Little Robin's Christmas by Jan Fearnley

Continue developing positive attitudes about the differences between people.

Begin to recognise the first letter of their name.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understand the five key concepts about print:
-print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book - page sequencing

Engage in extended conversations about stories, learning new vocabulary.

See themselves as a valuable individual.

Develop their sense of responsibility and membership of a community.

Naming new objects and developing vocabulary.

Joining in with rhymes.

Begin to recognise the first letter of their name/all of their name.

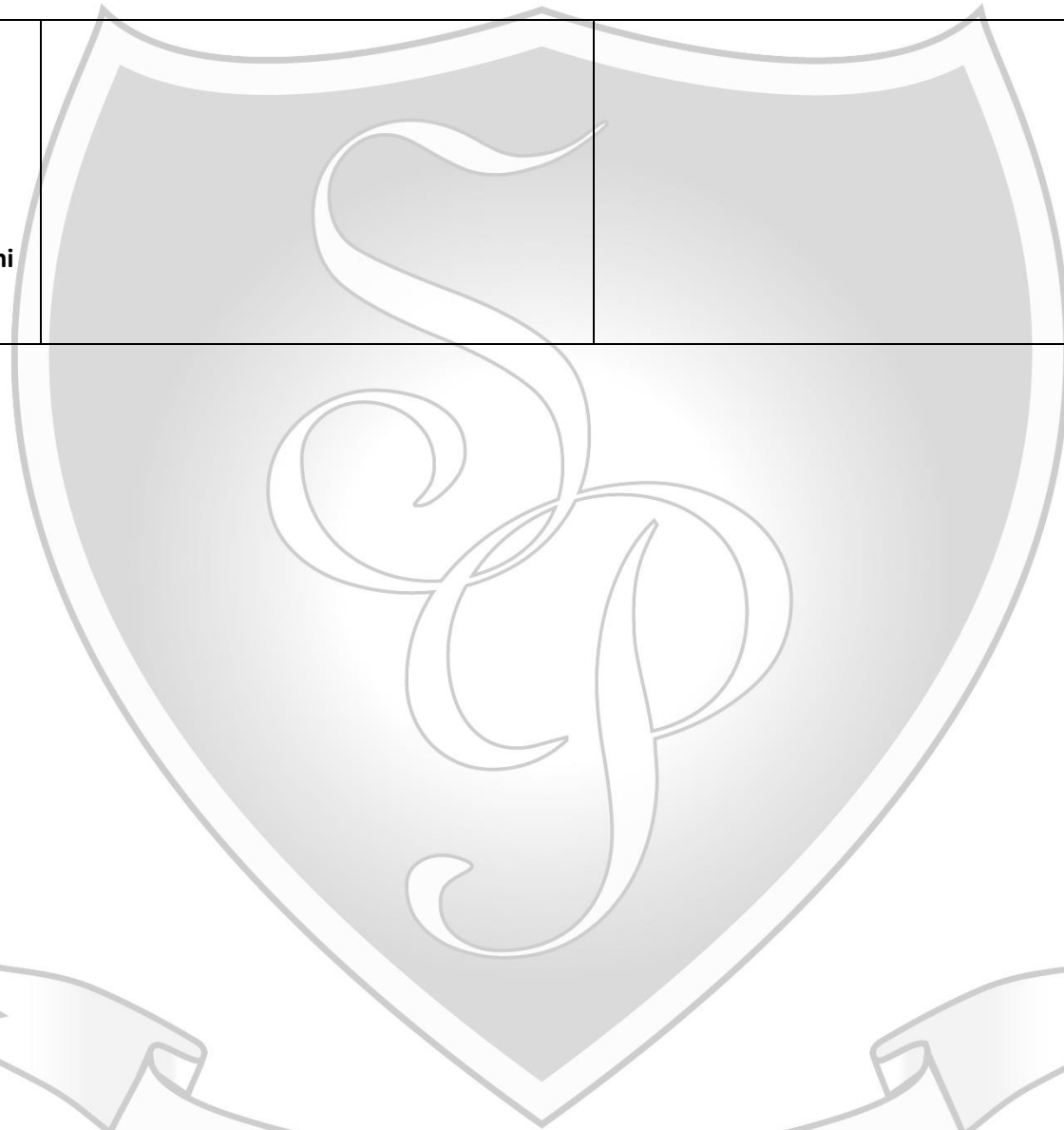
Funny Bones by Janet & Allan Ahlberg

Frances The Firefly by Choralsonster

Winnie's Amazing Pumpkin by Valerie Thomas & Korky Paul

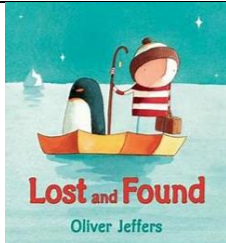


**Hannukkah by Shalini
Vallepur**

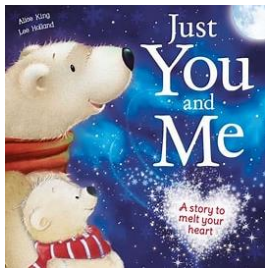


St. Philip's R.C. Primary School

Polar Regions & Chinese New Year



Lost & Found by Oliver Jeffers



Just You and Me by Alice King



Increasingly follow rules and routines and understand why they are important.

Beginning to understand how others might be feeling.

Be able to express a point of view.

Recall events from a familiar story.

Express favourite part/character/page in a story.

Take part in some group activities (EAD).

Use large muscle movements to paint.

Play instruments with increasing control to express their feelings and ideas.

Orally compose a simple sentence.

Talk about own lives and experiences linked to shared stories.

Developing pencil grip.

Discussion about pictures- vocabulary and retrieval skills.

Begin to recognise the first letter of their name/all of their name.

Begin to write their name.

Listening:

Enjoy listening to longer stories and answer questions about the story.

Speaking:

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and play.

Know many rhymes and be able to talk about a familiar book.

Talking about feelings.

Share ideas, thoughts and describe events in detailed sentences.

Vocabulary:

Use a wider range of vocabulary.

Sing a large repertoire of songs.

Understanding:

Pay attention to more than one thing at a time.

Understand a question or instruction that has two parts.

Phonics:

Tuning into environmental sounds.

Listening to and joining in with nursery rhymes.

Body percussion- Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp.

Recognising their name.

Develop their phonological awareness. Spot and suggest rhymes - count or clap syllables in a word.

Know many rhymes.

Little Penguin and the Big Storm by Justine Smith

Walruses by Louise Spilsbury

Welcome (Barroux)

Polar Bear Island by Lindsay Bonilla

What's For Lunch Papa Penguin? By Jo Williamson

Penguin's Can't Fly! By Richard Byrne

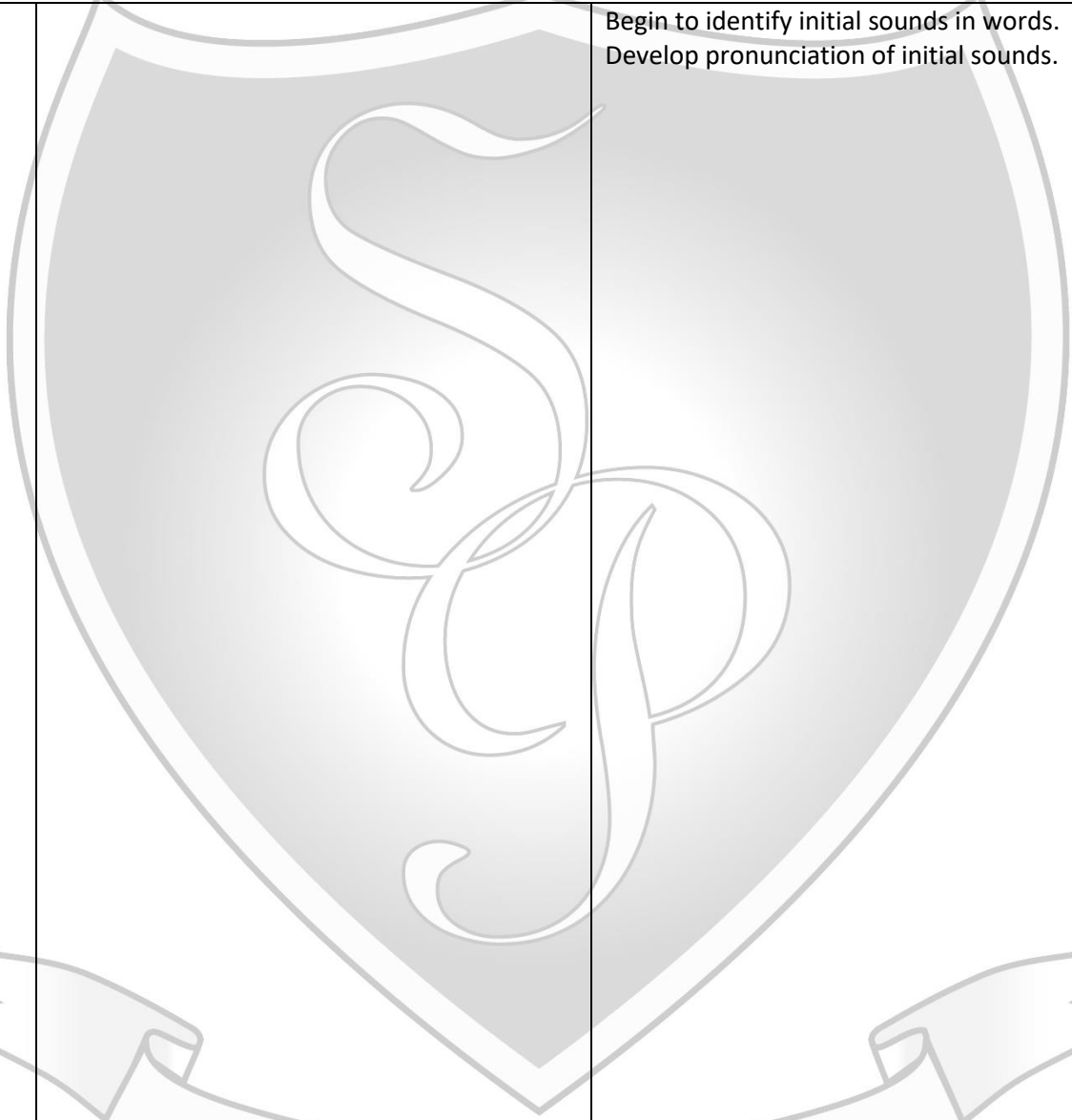

Reindeer Are Awesome by Jaclyn Jaycox

The Problem With Penguins by Helen Stephens

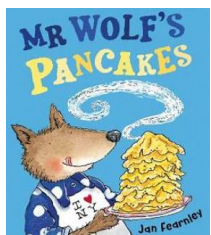
Can You See A Little Bear? by James Mayhew

Big Bear Little Brother by Carl Norac

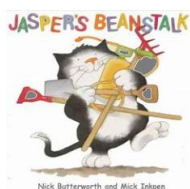
Lily and The Polar Bears by Jion Sheibani

			<p>Begin to identify initial sounds in words. Develop pronunciation of initial sounds.</p>	
<p>Spring - New Life</p>		<p>Understand 'why' questions. Understand the key features of a life cycle of a plant and animal.</p>	<p>Listening: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Speaking:</p>	<p>From egg to chicken- Life Cycles The Crunching Munching Caterpillar</p>

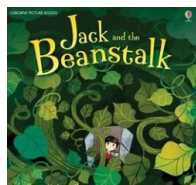
The Very Hungry Caterpillar by Eric Carle



Mr Wolf's Pancakes by Jan Fearnley



Jasper's Beanstalk by Nick Butterworth



Jack and the Beanstalk Traditional Tale

Begin to understand the need to respect and care for the natural environment and all living things.

Write some or all of their name.

Use some of their print and letter knowledge in early writing, eg- write a pretend shopping list.

Blending sounds to make CVC words.

Blank level questioning levels 1 & 2- vocabulary and retrieval skills.

Orally compose a simple sentence.

Story sequencing.

Joining in with repeated refrains.

Describing characters and expressing a preference for their favourite character and why.

Role playing stories.

Recognise/write their name.

Use longer sentences of four to six words.
Start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and play.
Know many rhymes and be able to talk about a familiar book.
Share ideas, thoughts and describe events in detailed sentences.
Answer questions about a story.

Vocabulary:

Use a wider range of vocabulary.
Sing a large repertoire of songs.
Develop pronunciation of multisyllabic words.

Understanding:

Pay attention to more than one thing at a time.
Understand a question or instruction that has two parts.
Understand why questions.

Phonics:

Tuning into environmental sounds.
Listening to and joining in with nursery rhymes.
Body percussion- Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp.
Recognising their name.
Develop their phonological awareness. Spot and suggest rhymes - count or clap syllables in a word.
Know many rhymes.
Begin to identify initial sounds in words.
Develop pronunciation of initial sounds.

by Sheridan Cain

Oh Dear!
by Rod Campbell

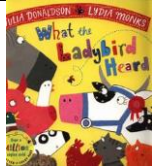
Dilly Duckling
by Claire Freedman

The Ugly Duckling
DUCK
by Angela Roysten

The Trouble With Tadpoles
by Sam Godwin

The Teeny Weeny Tadpole
by Sheridan Cain

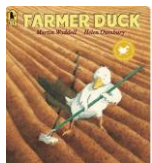
**Easter
Farm
Animals**



**What the Ladybird
heard by Julia
Donaldson**



**A Squash And A
Squeeze by Julia
Donaldson**



**Farmer Duck by Martin
Waddell**

Discuss unfamiliar words in texts and stories.

Talk about own lives and experiences linked to shared stories.

Orally compose a simple sentence.

Understand and answer 'what', 'why' and 'how' questions.

Begin to understand the need to respect and care for the natural environment and all living things.

Write some or all of their name.

Use some of their print and letter knowledge in early writing, eg- draw their experience of visiting the farm and talk about this to an adult.

Blending sounds to make CVC words.

Blank level questioning levels 1 & 2- vocabulary and retrieval skills.

Story sequencing.

Joining in with repeated refrains.

Describing characters and expressing a preference for their favourite character and why.

Making predictions about a story.

Recognise/write their name.

Listening:

Enjoy listening to longer stories and can remember much of what happens.

Speaking:

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and play.

Know many rhymes and be able to talk about a familiar book.

Share ideas, thoughts and describe events in detailed sentences.

Answer questions about a story.

Make predictions about a story.

Ask questions for inquiry and clarification.

Vocabulary:

Use a wider range of vocabulary.

Sing a large repertoire of songs and rhymes .

Develop pronunciation of multisyllabic words.

Use new vocabulary in play.

Understanding:

Pay attention to more than one thing at a time.

Understand a question or instruction that has two parts.

Understand 'what', 'how' and 'why' questions.

Phonics:

Tuning into environmental sounds.

Listening to and joining in with nursery rhymes.


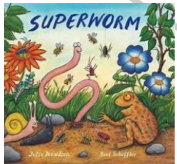
What The LadyBird Heard
Next by Julia Donaldson

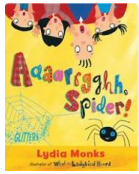
Toddle Waddel by Nick
Sharratt

Moo-Cow Kung-Fu-Cow by
Nick Sharratt

The Three Little Pigs

The Enormous Watermelon

			<p>Body percussion- Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp.</p> <p>Recognising their name.</p> <p>Develop their phonological awareness. Spot and suggest rhymes - count or clap syllables in a word.</p> <p>Know many rhymes.</p> <p>Begin to identify initial sounds in words.</p> <p>Develop pronunciation of initial sounds.</p> <p>Spot and suggest rhymes - count or clap syllables in a word.</p> <p>Know many rhymes.</p> <p>Begin to identify initial sounds in words.</p> <p>Develop pronunciation of initial sounds.</p> <p>Suggest objects that begin with an initial sound, eg- 'f' for flag</p> <p>Begin to orally blend sounds together to build cvc words.</p>	
<p>Minibeasts</p>	 <p>The Little Girl Who Loves Bugs by Lily Murray</p>  <p>Superworm by Julia Donaldson</p>	<p>Understand and answer 'what', 'why' 'where' and 'how' questions.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Orally compose a simple sentence.</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in early writing.</p> <p>Blending sounds to make CVC words.</p> <p>Blank level questioning levels 1 & 2- vocabulary and retrieval skills.</p>	<p>Listening:</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Speaking:</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and play.</p> <p>Know many rhymes and be able to talk about a familiar book.</p> <p>Share ideas, thoughts and describe events in detailed sentences.</p> <p>Answer questions about a story.</p> <p>Make predictions about a story.</p> <p>Ask questions for inquiry and clarification.</p> <p>Understanding:</p>	<p>Twist and Hop Minibeast Bop by Tony Mitton</p> <p>Norman The Slug With The Silly Shell by Sue Hendra</p> <p>The Very Lazy Ladybird by Isobel Finn</p> <p>The BadTempered Ladybird by Eric Carle</p> <p>Nothing Scares Spider by S Marendaz</p> <p>The Bug Collector by Alex G Griffiths</p> <p>Facts About Cockroaches</p>



Aaaaaarrggghh, Spider!
By Lydia Monks

Story sequencing.

Naming characters in a story.

Joining in with repeated refrains.

Describing characters and expressing a preference for their favourite character and why.

Making predictions about a story.

Story recall.

Stepping into character role and saying what they would have done.

Talk about what happened in the beginning, middle and end of a story.

Recognise/write their name.

Pay attention to more than one thing at a time.

Understand a question or instruction that has two parts.

Understand 'what', 'how' and 'why' questions.

Phonics:

Tuning into environmental sounds.

Listening to and joining in with nursery rhymes.

Body percussion- Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp.

Recognising their name.

Develop their phonological awareness. Spot and suggest rhymes - count or clap syllables in a word.

Know many rhymes.

Begin to identify initial sounds in words.

Develop pronunciation of initial sounds.

Develop their phonological awareness.

Spot and suggest rhymes - count or clap syllables in a word.

Know many rhymes.

Begin to identify initial sounds in words.

Develop pronunciation of initial sounds.

Suggest objects that begin with an initial sound, eg- 'f' for flag

Begin to orally blend sounds together to build cvc words.

Bugs (Usborne)
Creepy Creatures(Little Nippers)

Woodlice (Little Nippers)

**Under the Sea/
Mermaids & Pirates**

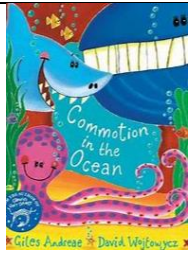
Discuss unfamiliar words in texts and stories.

Talk about own lives and experiences linked to shared stories.

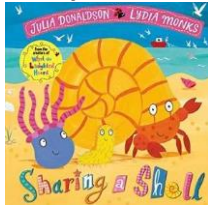
Listening:

Enjoy listening to longer stories and can remember much of what happens.

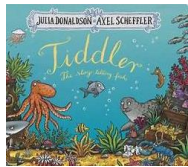
Barry the Fish with Fingers by Sue Hendra



Commotion In The Ocean by Giles Andea



Sharing a Shell



Tiddler



Pirates Love Underpants by Claire Freedman

Understand and answer 'what', 'why' 'where' and 'how' questions.

Begin to understand the need to respect and care for the natural environment and all living things (plastic pollution).

Write some or all of their name.

Use some of their print and letter knowledge in early writing.

Blending sounds to make CVC words.

Blank level questioning levels 1 & 2- vocabulary and retrieval skills.

Story sequencing.

Naming characters in a story.

Joining in with repeated refrains.

Describing characters and expressing a preference for their favourite character and why.

Making predictions about a story.

Story recall.

Stepping into character role and saying what they would have done.

Recognise/write their name.

Speaking:

- Use longer sentences of four to six words.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and play.
- Know many rhymes and be able to talk about a familiar book.
- Share ideas, thoughts and describe events in detailed sentences.
- Answer questions about a story.
- Make predictions about a story.
- Ask questions for inquiry and clarification.

Understanding:

- Pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts.
- Understand 'what', 'how' and 'why' questions.

Phonics:

- Tuning into environmental sounds.
- Listening to and joining in with nursery rhymes.
- Body percussion- Combing two step body percussion rhythms, eg- clap-clap-stamp-stamp.
- Recognising their name.
- Develop their phonological awareness. Spot and suggest rhymes - count or clap syllables in a word.
- Know many rhymes.
- Begin to identify initial sounds in words.
- Develop pronunciation of initial sounds.
- Develop their phonological awareness.

Somebody Swallowed Stanley by Sarah Roberts

The Rainbow Fish by Marcus Pfister

The Snail and The Whale by Julia Donaldson

Mr Seahorse by Eric Carle

Stefano The Squid- Hero Of The Deep by Wendy Meddour

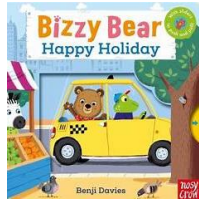
Pete The Cat and The Treasure Map by James Dean

Ten Little Pirates by Mike Brownlow

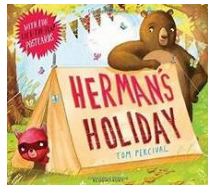


**The Singing Mermaid
by Julia Donaldson**

**Holidays -
The world
around us!**



**Bizzy Bear Happy
Holiday by Benji
Davies**



**Herman's Holiday by
Tom Percivall**

Suggest objects that begin with an initial sound, eg- 'f' for flag
Begin to orally blend sounds together to build cvc words.

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