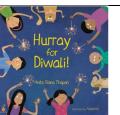
	Nursery Overview 2022 – 2023				
Торіс	Core Texts	Knowledge and Skills	Objectives	Linked Texts	
Block 1					
chool/	Norma Licenas	Developing listening and attention skills	Listening:	Happy In Our Skin	
/lyself/ amily	The Colour moniter goes SCHOGL	through games and stories.	Enjoy listening to longer stories.	by Fran Manushkin	
	A MARKED C	Naming characters/objects in a story.	Speaking:	Find My Happy	
			Use longer sentences of four to six words.	by Emily Coxhead	
		Recall events from familiar stories.	Start a conversation with an adult or a friend		
	A AND YOUR		and continue it for many turns.	Mine!	
		Talk about feelings and emotions.	Develop social phrases.	By Rachel Bright	
	The Colour Monster by	Become more outgoing with unfamiliar	Vocabulary:		
	The Colour Monster by	people.	Use a wider range of vocabulary.		
	Anna Llenas		Sing a large repertoire of songs.		
		Show more confidence in new social			
		situations.	Understanding:		
			Pay attention to more than one thing at a		
	The Colour monster	Select & use resources and activities	time.		
	Anna Licans	appropriately.			
	Annahar C		Phonics:		
		Learn to follow rule and routines.	Tuning into environmental sounds.		
			Listening to and joining in with nursery		
	The Colour Monster by		rhymes.		
	Anna Llena		Body percussion- clapping hands, stamping		
	, und Elena		feet.		
	David Mckee	R			
	Elmer by David McKee	St. Philip's R.C.	Primary Schoor		

			A	
Торіс	Core Texts	Knowledge and Skills	Objectives	Linked Texts
Seasons &	We're Going on a Bear Hunt	Developing listening and attention skills	Listening:	
Autumn	Michael Rosen Helen Oxenbury	through games and stories.	Enjoy listening to longer stories.	
				Room On The Broom
	TR 🔍 🎽	Use a wider range of vocabulary	Speaking:	by Julia Donaldson
			Use longer sentences of four to six words.	
	and the construction of the second second	Recall events from familiar stories.	Start a conversation with an adult or a friend	
	We're Going On A Bear		and continue it for many turns.	Stick Man
	Hunt! By Michael	Joining in with repeated refrains.	Talking about feelings.	by Julia Donaldson
	Rosen			
		Talk about feelings and emotions.	Vocabulary:	
			Use a wider range of vocabulary.	
	Wide-awake Hedgehog	Become more outgoing with unfamiliar	Sing a large repertoire of songs.	
	Treagenog	people.		
			Understanding:	
	Right Weiteday	Show more confidence in new social	Pay attention to more than one thing at a	
		situations	time.	
			Understand a question or instruction that has	
		Select & use resources and activities	two parts.	
	Wide Awake Hedgehog by Rosie Wellesley	appropriately.		
			Phonics:	
		Learn to follow rule and routines.	Tuning into environmental sounds.	
	Gingerbread *		Listening to and joining in with nursery	
	Man	Understand a question or instruction that has	rhymes.	
	and the state	two parts.	Body percussion- clapping hands, stamping	
			feet. Combing two step body percussion	
	* **	Spotting and suggesting rhymes/rhyming	rhythms, eg- clap-clap-stamp.	
	K/H L K	words	Recognising first letter in their name.	
	thesissed by Elena Temperin	laising in with shumos		
	The Gingerbread Man	Joining in with rhymes.		
		Understanding that print have different	a 1001	
ł		purposes.	· SCHO	
ł		purposes. PSK.C. P	rimary School	

Light and Dark / Celebrations and Festivals



Hurray For Diwali by Anita Raina Thopan



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.

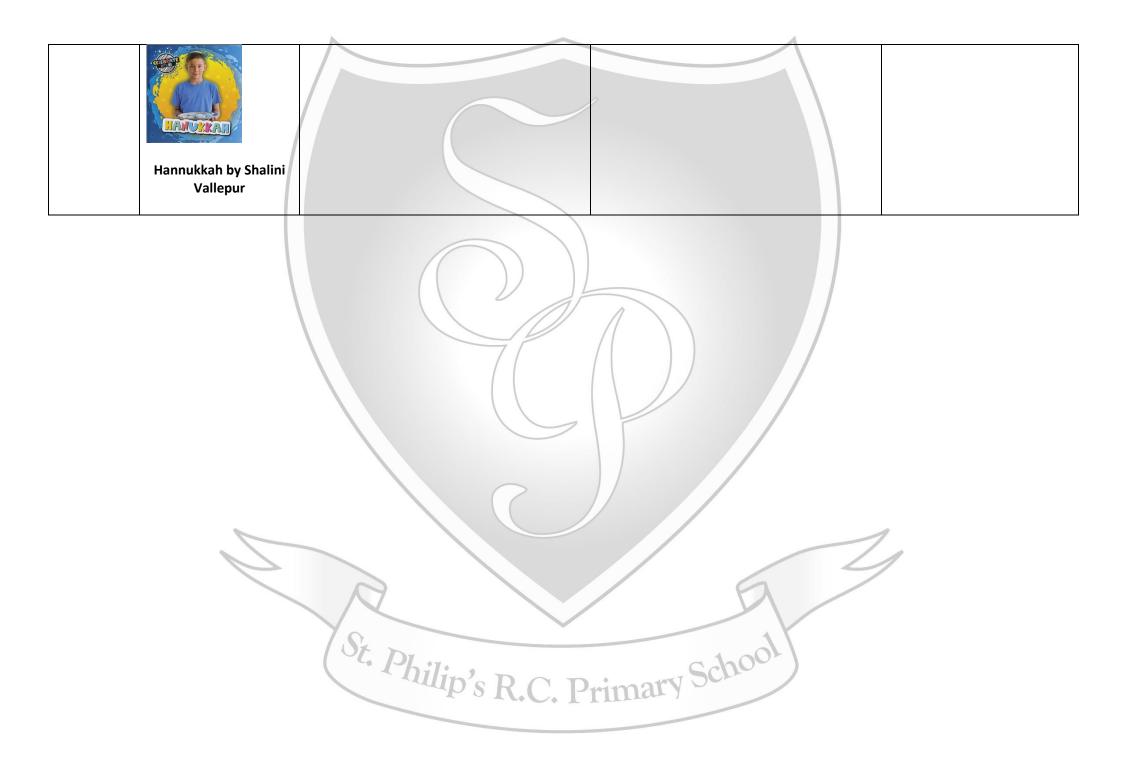
Joining in with rhymes.

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

Funny Bones by Janet & Allan Ahlberg

Frances The Firefly by Choralsongster

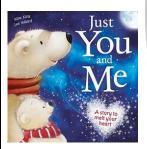
Winnie's Amazing Pumpkin by Valerie Thomas & Korky Paul



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-stampstamp. 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 Islan by Lindsay Bonilla

What's For Lunch Papa Penguin? By Jo Williamson

Penguin's Can't Fly! B y 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

	Begin to identify initial sounds in words Develop pronunciation of initial sounds	
Spring - New Life	Understand 'why' questions. Understand the key features of a life cycle of remember much of what happens.	
	a plant and animal.	The Crunching Munching Caterpillar

	Begin to understand the need to respect and	Use longer sentences of four to six words.	by Sheridan Cain
The Very Hungry	care for the natural environment and all living	Start a conversation with an adult or a friend	
Caterpillar by Eric Carle	things.	and continue it for many turns.	Oh Dear!
		Use talk to organise themselves and play.	by Rod Campbell
	Write some or all of their name.	Know many rhymes and be able to talk about	
MR WOLF'S		a familiar book.	Dilly Duckling
PANCAKES	Use some of their print and letter knowledge	Share ideas, thoughts and describe events in	by Claire Freedman
AGO	in early writing, eg- write a pretend shopping	detailed sentences.	
Participa Car	list.	Answer questions about a story.	The Ugly Duckling
			DUCK
	Blending sounds to make CVC words.	Vocabulary:	by Angela Roysten
		Use a wider range of vocabulary.	
Mr Wolf's Pancakes by	Blank level questioning levels 1 & 2-	Sing a large repertoire of songs.	The Trouble With Tadpoles
Jan Fearnley	vocabulary and retrieval skills.	Develop pronunciation of multisyllabic words.	by Sam Godwin
JASPER'S BEANSTALK	Orally compose a simple sentence.	Understanding:	The Teeny Weeny Tadpole
		Pay attention to more than one thing at a	by Sheridan Cain
	Story sequencing.	/time.	
		Understand a question or instruction that has	
	Joining in with repeated refrains.	two parts.	
Nick Butterworth and Mick Inkpen		Understand why questions.	
Jasper's Beanstalk	Describing characters and expressing a		
by Nick Butterworth	preference for their favourite character and	Phonics:	
	why.	Tuning into environmental sounds.	
Boonstall		Listening to and joining in with nursery	
BarooalV	Role playing stories.	rhymes.	
		Body percussion- Combing two step body	4
	Recognise/write their name.	percussion rhythms, eg- clap-clap-stamp-	
		stamp.	1
lash and the Devertally		Recognising their name.	~
Jack and the Beanstalk		Develop their phonological awareness. Spot	
Traditional Tale		and suggest rhymes - count or clap syllables in	
	10	a word.	
	St. Philip's R.C. P	Know many rhymes.	
	( Thiling D = -	Begin to identify initial sounds in words.	
	PSRC P	Develop pronunciation of initial sounds.	

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.	Listening:	
	Enjoy listening to longer stories and can	What The LadyBird Heard
Talk about own lives and experiences linked	remember much of what happens.	Next by Julia Donaldson
to shared stories.		
	Speaking:	Toddle Waddel by Nick
Orally compose a simple sentence.	Use longer sentences of four to six words.	Sharratt
	Start a conversation with an adult or a friend	
Understand and answer 'what', 'why' and	and continue it for many turns.	Moo-Cow Kung-Fu-Cow by
'how' questions.	Use talk to organise themselves and play.	Nick Sharratt
	Know many rhymes and be able to talk about	
Begin to understand the need to respect and	a familiar book.	The Three Little Pigs
care for the natural environment and all living	Share ideas, thoughts and describe events in	
things.	detailed sentences.	The Enormous Watermelon
	Answer questions about a story.	
Write some or all of their name.	Make predictions about a story.	
	Ask questions for inquiry and clarification.	
Use some of their print and letter knowledge	visit questions for inquiry and elarmeation.	
in early writing, eg- draw their experience of	Vocabulary:	
visiting the farm and talk about this to an	Use a wider range of vocabulary.	
adult.	Sing a large repertoire of songs and rhymes .	
addit.	Develop pronunciation of multisyllabic words.	
Blending sounds to make CVC words.	Use new vocabulary in play.	
Biending sounds to make eve words.	Ose new vocabulary in play.	
Blank level questioning levels 1 & 2-	Understanding:	
vocabulary and retrieval skills.	Pay attention to more than one thing at a	
Chamilton and an and a second second	time.	
Story sequencing.	Understand a question or instruction that has	1
Lateria a in which was a start of website of	two parts.	
Joining in with repeated refrains.	Understand 'what', 'how' and 'why'	
	questions.	
Describing characters and expressing a		
preference for their favourite character and	Phonics:	
why.	Tuning into environmental sounds.	
OF Dr	Listening to and joining in with nursery	
Making predictions about a story.	rhymes.	
D'SRCD	rimary V	
Recognise/write their name.		

			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.	
			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.	
Minibeasts		Understand and answer 'what', 'why' 'where'	Listening:	Twist and Hop Minibeast Bop
	Lily Murray Jeney Laste	and 'how' questions.	Enjoy listening to longer stories and can	by Tony Mitton
	COVES BUGS		remember much of what happens.	-, -,
		Begin to understand the need to respect and		Norman The Slug With The
		care for the natural environment and all living	Speaking:	Silly Shell by Sue Hendra
		things.	Use longer sentences of four to six words.	. ,
		5	Start a conversation with an adult or a friend	The Very Lazy Ladybird by
	The Little Girl Who	Orally compose a simple sentence.	and continue it for many turns.	Isobel Finn
	Loves Bugs by Lily		Use talk to organise themselves and play.	The BadTempered Ladybird by
	Murray	Write some or all of their name.	Know many rhymes and be able to talk about	Eric Carle
	SUPERWORM		a familiar book.	Nothing Scares Spider by S
		Use some of their print and letter knowledge	Share ideas, thoughts and describe events in	Marendaz
		in early writing.	detailed sentences.	
			Answer questions about a story.	The Bug Collector by Alex G
	Sale Sector	Blending sounds to make CVC words.	Make predictions about a story.	Griffiths
		( C. Phile	Ask questions for inquiry and clarification.	
	Superworm by Julia	Blank level questioning levels 1 & 2-	Understanding:	Facts About Cockroaches
	Donaldson	vocabulary and retrieval skills.	rilliar r	
L	1			1

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		Pay attention to more than one thing at a	Bugs (Usborne)
	Story sequencing.	time.	Creepy Creatures(Little
Agar 200		Understand a question or instruction that has	Nippers)
Spider	Naming characters in a story.	two parts.	
ama		Understand 'what', 'how' and 'why'	Woodlice (Little Nippers)
Lydia Monks	Joining in with repeated refrains.	questions.	
Aaaaaarrggghh, Spider!	Describing characters and expressing a	Phonics:	
By Lydia Monks	preference for their favourite character and	Tuning into environmental sounds.	
	why.	Listening to and joining in with nursery	
		rhymes.	
	Making predictions about a story.	Body percussion- Combing two step body	
		percussion rhythms, eg- clap-clap-stamp-	
	Story recall.	stamp.	
		Recognising their name.	
	Stepping into character role and saying what	Develop their phonological awareness. Spot	
	they would have done.	and suggest rhymes - count or clap syllables in	
		a word.	
	Talk about what happened in the beginning,	Know many rhymes.	
	middle and end of a story.	Begin to identify initial sounds in words.	
	initiale and chia of a story.	Develop pronunciation of initial sounds.	
	Recognise/write their name.	Develop their phonological awareness.	
	Necognise/ write their name.	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.	1
		Suggest objects that begin with an initial	
		sound, eg- 'f' for flag	
		Begin to orally blend sounds together to build	
		cvc words.	
	. / 0		
Under the	Discuss unfamiliar words in texts and stories.	Listening:	Barry the Fish with Fingers by
Sea/	Chil: ,	Enjoy listening to longer stories and can	Sue Hendra
Mermaids	Talk about own lives and experiences linked	remember much of what happens.	
& Pirates	to shared stories.		



Commotion In The Ocean by Giles Andeae



Sharing a Shell



Tiddler



Pirates Love Underpants by Claire Freedman

	Speaking:	Somebody Swallowed Stanley
Understand and answer 'what', 'why'	Use longer sentences of four to six words.	by Sarah Roberts
'where'and 'how' questions.	Start a conversation with an adult or a friend	
	and continue it for many turns.	The Rainbow Fish by Marcus
Begin to understand the need to respect and	Use talk to organise themselves and play.	Pfister
care for the natural environment and all living	Know many rhymes and be able to talk about	
things (plastic pollution).	a familiar book.	The Snail and The Whale by
	Share ideas, thoughts and describe events in	Julia Donaldson
Write some or all of their name.	detailed sentences.	
	Answer questions about a story.	Mr Seahorse by Eric Carle
Use some of their print and letter knowledge	Make predictions about a story.	
in early writing.	Ask questions for inquiry and clarification.	Stefarno The Squid- Hero Of
		The Deep by Wendy Meddour
Blending sounds to make CVC words.	Understanding:	
	Pay attention to more than one thing at a	Pete The Cat and The Treasure
Blank level questioning levels 1 & 2-	time.	Map by James Dean
vocabulary and retrieval skills.	Understand a question or instruction that has	
	two parts.	Ten Little Pirates by Mike
Story sequencing.	Understand 'what', 'how' and 'why'	Brownlow
	questions.	
Naming characters in a story.		
	Phonics:	
Joining in with repeated refrains.	Tuning into environmental sounds.	
	Listening to and joining in with nursery	
Describing characters and expressing a	rhymes.	
preference for their favourite character and	Body percussion- Combing two step body	
why.	percussion rhythms, eg- clap-clap-stamp-	
	stamp.	9
Making predictions about a story.	Recognising their name.	1
	Develop their phonological awareness. Spot	
Story recall.	and suggest rhymes - count or clap syllables in	
	a word.	
Stepping into character role and saying what	Know many rhymes.	
they would have done.	Begin to identify initial sounds in words.	
C. Phile	Develop pronunciation of initial sounds.	
Recognise/write their name. D	Develop their phonological awareness.	

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