

The Cathedral School of St Peter and St John RC Primary School  
Nursery class yearly overview 2021-2022

	<b>Autumn 1 (6 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (7 weeks)</b>	<b>Spring 2 (7 weeks)</b>	<b>Summer 1 (5 weeks)</b>	<b>Summer 2 (6 weeks)</b>
<b>Topic Focus</b>	<u>Nursery Rhymes</u> <u>Stories</u> <u>All about me</u>  Autumn Time  Halloween - one week	<u>Let's Celebrate!</u>  Where shall we go? Heaton Park/Peel park Visit  Harvest Time  Christmas	<u>A Winter's Day</u>  Chinese New Year (1 <sup>st</sup> February 2021- Year of the Tiger)	<u>People Who Help Us</u>  <u>It's Alive!</u> Growing (plants)  Signs of Spring	<u>New Life and Easter</u> (Ducklings)  Minibeasts  Traditional tales (farm visit)	<u>Our World</u>  <u>Transport and</u> <u>Journeys</u>
<b>Enhancements Including visits</b>	<ul style="list-style-type: none"> <li>Looking for the signs of Autumn around the school grounds.</li> <li>Family tree: photographs from home.</li> </ul>	<ul style="list-style-type: none"> <li>Heaton Park/Peel park visit - signs of Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Looking for signs of winter around the school grounds.</li> <li>Shrove Tuesday, 1<sup>st</sup> March.</li> </ul>	<ul style="list-style-type: none"> <li>Visitors with different job roles</li> <li>Police station visit</li> <li>Looking for signs of spring around the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Living Eggs</li> <li>Caterpillars/ Butterflies</li> <li>Farm Visit</li> </ul>	<ul style="list-style-type: none"> <li>Airport visit Barton Airfield</li> </ul>

				<ul style="list-style-type: none"> <li>• Fairtrade fortnight, 21 February- 3<sup>rd</sup> March.</li> <li>• Garden Centre Visit</li> <li>• WORLD BOOK DAY -Thursday 3<sup>rd</sup> March</li> </ul>		
<b>Come and See/Caritas Unit</b>	<p>Come &amp; See - Domestic Church</p> <p>Caritas - Dignity of the Human Person</p> <p>Caritas - Option for the Poor and Vulnerable</p> <p>Poetry and the Gospel Values and Truth</p>	<p>Caritas - Solidarity of the Common Good</p> <p>Come &amp; See - Baptism</p> <p>Come &amp; See - Advent</p>	<p>Come &amp; See - Local Church</p> <p>Caritas - Family and Communities</p> <p>Come &amp; See - Other Religions: Judaism</p>	<p>Come &amp; See - Reconciliation (Lent begins 2<sup>nd</sup> March)</p> <p>Stations of the Cross</p>	<p>Come &amp; See - Eucharist</p> <p>Come &amp; See - Pentecost</p>	<p>Come &amp; See - Pentecost (including Pentecost Party)</p> <p>Come &amp; See - Universal Church</p> <p>Caritas - Stewardship</p>

<p><b>Core Texts</b></p>	<p><u>Nursery Rhymes</u></p> <ul style="list-style-type: none"> <li>• Twinkle, Twinkle</li> <li>• 5 little ducks went swimming one day</li> <li>• Humpty Dumpty</li> <li>• 5 little speckled frogs.</li> <li>• 5 cheeky monkeys.</li> <li>• Hickory Dickory Dock</li> <li>• 5 current buns</li> <li>• 5 little men in a flying saucer</li> </ul> <p><u>Stories</u></p> <ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> <li>• The Rainbow fish by Marcus Pfister.</li> <li>• Who's in my family? By Robie H. Harris</li> </ul> <p><u>Autumn Time (cont into Autumn 2)</u></p> <ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• The Leaf Man- Lois Ehlert</li> <li>• Tap the magic tree.</li> </ul>	<p><u>Where Shall We Go? (cont from Autumn)</u></p> <ul style="list-style-type: none"> <li>• The Bear Hunt- Michael Rosen</li> <li>• The Green Line (link to The Bear Hunt)</li> <li>• Oliver's Vegetables</li> <li>• Supertato</li> </ul> <p><u>Christmas:</u></p> <p>Dear Santa - Campbell</p> <p>Stickman - Julia Donaldson</p> <p>The Christmas bear - Whybrow</p> <p>That's not my snowman - Watt</p>	<p><u>A Winter's Day</u></p> <ul style="list-style-type: none"> <li>• Red Sledge - Lita Judge</li> <li>• The Snowman (film clip)</li> <li>• Winter rhymes (Five Little Snowmen, Five Snowflakes)</li> <li>• Jack Frost - Milling (theme alongside Reception)</li> </ul>	<p><u>Pancake Day</u></p> <ul style="list-style-type: none"> <li>• The Enormous Pancake</li> </ul> <p><u>People Who Help Us</u></p> <ul style="list-style-type: none"> <li>• What do Grown Ups Do All Day? Virginia Morgand</li> <li>• Non-fiction guided read texts</li> <li>• What do grown-ups do all day?</li> </ul> <p><u>Growing</u></p> <ul style="list-style-type: none"> <li>• Jasper's Beanstalk- Nick Butterworth</li> </ul>	<p><u>Living Eggs</u></p> <ul style="list-style-type: none"> <li>• The Ugly Duckling</li> <li>• The Odd Egg -Emily Gravett</li> </ul> <p><u>Minibeasts</u></p> <ul style="list-style-type: none"> <li>• The Hungry Caterpillar- Eric Carle</li> <li>• Bee and Me</li> <li>• Non-fiction focus- researching different minibeast</li> </ul> <p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff</li> <li>• Ugly ducking</li> <li>• Three little pigs</li> </ul>	<p><u>Our World</u></p> <ul style="list-style-type: none"> <li>• Five Little Men in a flying Saucer • Five little fiends</li> </ul> <p><u>Transport and Journeys</u></p> <ul style="list-style-type: none"> <li>• Naughty Bus- Jan and Jerry Oke (Unit topic with Reception) (story Sack)</li> <li>• Don't let the pigeon drive the bus by Mo Willems.</li> </ul>
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	<p><u>Halloween</u></p> <ul style="list-style-type: none"> <li>• Little Green Monster</li> <li>• Room on the broom</li> </ul>					
<b>Literacy Outcomes</b>	<p>Actions to rhymes Rhyme and rhythm Listening to, and identifying sounds Instrumental sounds Environmental sounds Prepositions. Listening to and talk about familiar stories.</p>	<p>Learning stories off by heart Acting out a story Exploring sounds Rhyme and rhythm Voice sounds Environmental sounds</p>	<p>Rhymes and rhythm Rhyme and patterns Links to the senses Animal sounds Initial sound recognition (eg. Satpin)</p>	<p>Oral re-telling Acting out a story Putting sounds/ percussion to a story Initial sounds recognition/ letter recognition</p>	<p>Initial sounds recognition/ letter recognition Blending and segmenting sounds</p>	<p>Letter recognition Blending and segmenting sounds</p>
<b>KUW (links with Science)</b>	<p><i>Talk about what they notice in the natural world eg, features of weather, seasons.</i> <i>Use hands on exploration of natural materials.</i>  <i>Explore collections of materials and/or different properties.</i></p>	<p><i>Use hands on exploration of natural materials.</i>  <i>Talk about what they see, using a wide vocabulary.</i>  <i>Understand key features of a life cycle of a plant and an animal.</i></p>	<p><i>Talk about what they see, using a wide vocabulary.</i>  <i>Explore collections of materials with similar and/or different properties.</i>  <i>Use hands on exploration of natural materials.</i></p>	<p><i>Plant seeds and care for growing plants.</i>  <i>Begin to understand the need to respect and care for the natural environment and all living things.</i>  <i>Understand key features of a life</i></p>	<p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p>	<p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i> <i>Explore how things work.</i> <i>Explore and talk about different</i></p>

	<p><i>Talk about the differences between materials and changes they notice.</i></p> <p><i>with similar and/or different properties.</i></p>			<p><i>cycle of a plant and an animal.</i></p>		<p><i>forces they can feel.</i></p>
<p><b>KUW (links with Geography).</b></p>	<p><i>Talk about their family, friends and local community.</i></p> <p><i>Continue to develop a positive attitude about the differences between people.</i></p>	<p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>Show an interest in different occupations.</i></p>	<p><i>Show an interest in different occupations.</i></p>	<p><i>Continue to develop a positive attitude about the differences between people.</i></p> <p><i>Show an interest in different occupations.</i></p> <p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p>

<p><b>KUW (links with History).</b></p> <p><b>Chronology</b> <b>Vocabulary</b> <b>related to time</b> <b>Enquiry</b> <b>Concepts</b></p>	<p><i>To talk about key events in their own lives, about family and friends.</i></p>	<p>Advent/Nativity story</p>	<p><i>Begin to make sense of their own life-story and family's history. (link with baptism in Religion)</i></p>	<p><i>Begin to make sense of their own life-story and family's history. - children to find out what jobs the adults in their families do.</i></p>	<p><i>Begin to make sense of their own life-story and family's history. - children to find out what jobs the adults in their families do.</i></p>	<p><i>Understand the key features of the life cycle of a plant and an animal</i></p>
<p><b>EAD (links with Art)</b></p>	<p>Goldsworthy - natural art</p> <p><i>Explore and identify materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>Join different materials and explore different textures.</i></p>	<p>Self portraits</p> <p>Still life drawings of vegetables to link with harvest time. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>Show different emotions in their drawings and</i></p>	<p>Pointillism - winter scenes through pointillism.</p> <p>Explore colour mixing.</p>	<p>Kandinsky Circles - create a Kandinsky Tree using Circles in spring colours. Still life paintings.</p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p>	<p>Observational Animal drawings</p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p>	<p>Renoir</p> <p><i>Use drawing to represent ideas like movement or loud noises.</i></p>

		<i>paintings, like happiness, sadness, fear etc</i>				
EAD (links with music)	<p>Singing focus - Nursery Rhymes</p> <p><i>Listen with increased attention to sounds.</i></p> <p><i>Sing the pitch of a tone sung by another person (pitch match)</i></p> <p><i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p>	<p>Links made with phonics through exploring environmental and instrumental sounds</p> <p><i>Children sing songs, make music and dance, and experiment with ways of changing them</i></p> <p><i>Remember entire songs. (nativity)</i></p>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p> <p><i>Create their own songs or improvise a song around one they know.</i></p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Create their own songs or improvise a song around one they know.</i></p>	<p>Charanga -Unit 1</p> <p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p> <p><i>Respond to what they have heard, expressing their thoughts and feelings.</i></p>	<p>Charanga - Unit 2</p> <p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas</i></p>

This planning acts as an overview to ensure the coverage of some learning objectives in the EYFS. It should not be viewed in its entirety as the whole curriculum that we offer. Our planning allows for flexibility will often be enhanced by the children's interests During a specific topic.

Note: Statements in italics are taken from the New EYFS Development Matters 2021.