

Bishop Challoner Pre-Prep School-Nursery – Yearly Overview 2024/25

Nursery Overview	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Marvellous Me	Dinosaurs	Space	Growing	Under the Sea	Minibeasts
Overarching question	Who am I and what do I like?	How do we know Dinosaurs existed?	When I look up, what do I see?	How do things grow?	What lives in the sea?	What is a mini beast?
Topic/possible interests/lines of enquiry	<ul style="list-style-type: none"> ➤ All About Me and My family (3weeks) ➤ Marvellous Materials (1 weeks) ➤ Traditional Tales-How different characters feel. (3 week) 	<ul style="list-style-type: none"> ➤ What is a Dinosaur? (4 weeks) ➤ The Nativity/ Christmas Celebrations (3 weeks) 	<ul style="list-style-type: none"> ➤ Space (2 weeks) ➤ Our Wonderful World and Holidays (2 weeks) 	<ul style="list-style-type: none"> ➤ Garden and Growing (2 weeks) ➤ Fantastic Food and Shopping (4 weeks) ➤ Season of Spring ➤ The natural world and how it works. ➤ Life cycles of butterfly and chicks. 	<ul style="list-style-type: none"> ➤ I wonder what lives in the sea?(2 weeks) 	<ul style="list-style-type: none"> ➤ What are Minibeasts? (3 weeks) ➤ RE week (1 week)
Celebrations and Festivals	<ul style="list-style-type: none"> • Harvest Festival • Black History Month 	<ul style="list-style-type: none"> • Diwali • Bonfire Night • Remembrance Day • Hanukah • Christmas 	<ul style="list-style-type: none"> • Chinese New Year • Valentine's Day • Safer Internet Day. 	<ul style="list-style-type: none"> • Pancake Day • World Book Day • Mother's Day • St Patrick's Day • Science Week • International Women's day • St David's day 	<ul style="list-style-type: none"> • Earth Day • National Pet Month • Eid • St George's Day • VE Day 	<ul style="list-style-type: none"> • Father's Day • World environment Day • Healthy eating week • World music Day
Key Text	<u>Supporting Text:</u> <ul style="list-style-type: none"> • What I like about Me • I Like Myself • It's Okay to be Different 	<u>Supporting Text:</u> <ul style="list-style-type: none"> • One snowy night • The little Christmas Tree • The Lost and Found 	<u>Supporting Text:</u> <ul style="list-style-type: none"> • Maisie goes Camping • Magnet Max • Meet the Planets • Zoom to the Moon 	<u>Supporting Text:</u> <ul style="list-style-type: none"> • The Enormous Turnip N • Oliver's Vegetables • Jack and the Beanstalk 	<u>Supporting Text:</u> <ul style="list-style-type: none"> • Sharing a Shell • Billy's Bucket • At the Beach • Peppa Pig Great Vacation 	<u>Supporting Text:</u> <ul style="list-style-type: none"> • Superworm • Dear Zoo • Little Red Hen • The perfect present • Oi Frog • Farmer Duck

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	<ul style="list-style-type: none"> We all Have Different Families I'm Starting Nursery The Three Little Pigs N The Paper Dolls All about me My Body Happy in Our Skin N Just like me N Coming to England N 	<ul style="list-style-type: none"> Is it Christmas Yet? I'm a little Firework The Nativity 	<ul style="list-style-type: none"> Look inside Space Out of this World Ten Little Aliens What a Wonderful World Welcome to our world My World Your World Aliens Love Underpants 	<ul style="list-style-type: none"> Jaspers Beanstalk The Tiger who Came to Tea How Will I Grow? Maisy goes shopping Maisy makes Gingerbread Hansel and Gretel The Gingerbread Man The Princess and the Pea 5 Little Chicks Errol's Garden Stanleys Stick We're going on an egg hunt 	<ul style="list-style-type: none"> Ben and Holly's Trip to the seaside 	<ul style="list-style-type: none"> What the ladybird heard What the ladybird heard at the seaside A year on the farm Spinderella Mad about Minibeasts The Very Hungry Caterpillar Incy Wincy Spider
Wow moments	<ul style="list-style-type: none"> To act out a traditional tale Make a model of our house and our families Art- Outline of child filled with things they like (Tony Cragg, inspired) Picnic in the park with families. 	<ul style="list-style-type: none"> Visit to Crystal Palace park Natural History museum Horniman museum 	<ul style="list-style-type: none"> A visit from the Astronomy Roadshow Greenwich observatory 	<ul style="list-style-type: none"> Looking after chicks and butterflies Visit a farm Parent lead workshops Visit a local florist 	<ul style="list-style-type: none"> Going to an Aquarium Creating an underwater scene. 	<ul style="list-style-type: none"> A mini bug exhibition Safari Pete with large snails and insects
Communication and Language	-To enjoy listening to stories as a group.	-To be confident talking about	-To retell a longer story.	-To be able to follow a 2 part instruction.	-To recognise rhymes and	-To be able to sing a large

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	<p>(CL)</p> <ul style="list-style-type: none"> -To discuss stories and ask questions. -To express an opinion. -To engage in play with an adult and take turns in speaking. 	<p>something familiar ie families.</p> <ul style="list-style-type: none"> -To discuss stories and ask questions. -To express an opinion. -To hold a conversation with an adult 	<ul style="list-style-type: none"> -To use longer sentences of four to six words. -To organise themselves in play. 	<ul style="list-style-type: none"> -To retell a longer story. -To use longer sentences of four to six words. -To understand 'why' questions 	<p>repetition.</p> <ul style="list-style-type: none"> To retell a longer story. -To use longer sentences of four to six words. -To understand 'why' questions 	<p>repertoire of songs.</p> <ul style="list-style-type: none"> -To retell a longer story. -To use longer sentences of four to six words. -To understand 'why' questions. 	
Literacy	<p>Phonics Word Reading</p>	<p><u>Environmental Sounds</u></p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>To introduce the Read, Write, Inc (RWI) scheme of work. A letter sound a week. Introduce: m,a,s,d,t</p>	<p><u>Environmental Sounds</u></p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>To introduce the Read, Write, Inc (RWI) scheme of work. A letter sound a week. Introduce: l,n,p,g,o</p>	<p>To follow the Read, Write, Inc. (RWI) scheme of work. A letter sound a week.</p> <p>Introduce: c,k,u,b,f</p>	<p>To follow the Read, Write, Inc. (RWI) scheme of work. A letter sound a week.</p> <p>Introduce: e,l,h,sh,r,</p>	<p>To follow the Read, Write, Inc. (RWI) scheme of work. A letter sound a week.</p> <p>Introduce: j,v,y,w,th</p>	<p>To follow the Read, Write, Inc. (RWI) scheme of work. A letter sound a week.</p> <p>Introduce: z,ch,qu,x,ng,nk.</p>
	<p>Comprehension</p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p>					

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		<p>Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces)</p> <p>Explore how we read books in English print (left to right).</p>					
	<p>Writing</p>	<ul style="list-style-type: none"> -Finger gym activities and exercises to strengthen finger muscles (fine motor skills development) -Climbing, swinging, messy play and parachute games. -Enjoy drawing freely and ascribe meanings to their marks 	<ul style="list-style-type: none"> -Write postcards from around the world. -Encourage children to write some letters accurately. Encourage children to use the language 'up, down, round, back etc.) to help them when writing. -Use name cards to encourage children to write some or all of their name. -To begin to understand the 5 key concepts of print (The main understandings or elements of Concepts of Print for English include the concept of text (how a text conveys a message), concept of book (how a book works, how different texts are organised), the idea of directionality (that English books are read from left to right, top to bottom), and other mechanical features (spacing, punctuation, the difference between 	<ul style="list-style-type: none"> -Provide writing opportunities within the role play areas: Post office – letters, stamps, parcels; Police station – provide clipboards and stamps; Hospital – prescriptions and appointment cards. -To begin to understand the 5 key concepts of print -To start to be able to trace letters of their name 	<ul style="list-style-type: none"> -Provide writing opportunities within the role play areas: Write pretend shopping lists, create gardening and growing instruction booklets -Use apps on tablets to mix colour and make marks. -Use photographs and videos over Tapestry for children to tell their own stories. - To begin to understand the 5 key concepts of print -To start to write their own name. To be able to clap syllables in a word 	<ul style="list-style-type: none"> -To be able to write some letters correctly. To recognise words with same initial sound. -Use name cards to encourage children to write some or all of their name. -create homemade animal booklets using different coloured paper and paper decorated with fancy frames. -Encourage children to use photographs from a trip to tell their own stories and to create their own booklets. 	<ul style="list-style-type: none"> -Encourage children to write some letters accurately. Encourage children to use the language 'up, down, round, back etc.) to help them when writing. -Use name cards to encourage children to write some or all of their name.

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			letters, numerals, and other symbols).				
Personal, Social and Emotional Development (PSED)	<p>-To be able to leave their parent/carer with confidence.</p> <p>-To learn to play and take turns.</p> <p>-To start to wait for what they want.</p> <p>-To be able to go to the toilet independently.</p> <p>-To establish routines and boundaries with the nursery environment.</p> <p>-To become familiar with our nursery routines.</p> <p>-To Independently explore the nursery environment. Select and use activities and resources asking for help if needed.</p> <p>-To give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> - Self-registration on arrival to nursery. 	<p>-To develop friendships with other children.</p> <p>-To begin to talk about their feelings.</p> <p>-To play with one or more children and extend their play.</p> <p>-To understand they are part of a different communities</p> <p>-To reflect on the rules and routines we have been learning to follow.</p>		<p>-To talk about feelings in more elaborated ways e.g. I'm sad because...</p> <p>-To begin to understand how others might be feeling.</p> <p>-To develop friendships with other children</p> <p>-Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>-Bring ideas of feelings into children's pretend play.</p> <p>-Importance of healthy eating and brushing teeth.</p> <p>-Reviewing Reception Class readiness targets and supporting those children who need extra support with self-help skills.</p>	<p>-To recognise their own feelings and find ways to regulate their feelings.</p> <p>-To look after and care for animals. Develop a sense of responsibility.</p> <p>-Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>-Talk about solving conflicts, being kind to others, sharing and turn taking.</p>	<p>-To develop a sense of responsibility and understand how to behave when in school and in and out in the wider community</p> <p>-Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Importance of healthy eating and brushing teeth. Visit from the dentist.</p>	<p>-Understand we are responsible for our environment.</p> <p>-To be able to find solutions to conflicts on their own.</p> <p>- To show confidence about new situations.</p> <p>-To prepare for move to reception class.</p> <p>-Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>-Begin to talk about feelings and explore different situations from different points of view.</p> <p>-Talk together about how others might be feeling.</p> <p>-Importance of healthy eating and brushing teeth. Visit from the dentist.</p>

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	<ul style="list-style-type: none"> - Learn self-care routines such as hanging own coat and bag up 					
Physical Development (PD)	<ul style="list-style-type: none"> - Write and dance - Play favourite games. - To negotiate space with others and obstacles. - To start to hold a pencil in the correct way. 	<ul style="list-style-type: none"> - To continue to develop their movement in the big playground with bikes, scooter, balls, hoops etc. - To hold pencil with correct grip. To explore different materials and tools 	<ul style="list-style-type: none"> - To be increasingly independent with their own care needs. - To practice using one handed tools and knife and fork. - To continue to development gross motor skills 	<ul style="list-style-type: none"> - Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.) - To use the right resources for tasks e.g. a trowel to dig. - To make healthy choices about food, drink, activity. 	<ul style="list-style-type: none"> - To collaborate with others to move big blocks and other items to make a train/bus. - To continue to development gross motor skills/fine motor skills. - To be able to meet their own care needs. 	<ul style="list-style-type: none"> - To be able to use a knife and fork. - To continue to develop their movement in the big playground with bikes, scooter, balls, hoops etc. - To hold pencil with correct grip
Mathematics	<p>Baseline: Counting, sorting, basic shapes.</p> <ul style="list-style-type: none"> -Counting to 5 using objects, fingers, songs. Matching patterns. -To be able to compare amounts, sizes, weights etc 	<ul style="list-style-type: none"> -To begin to recognise numbers 0-5 -To be able to recognise 3 objects without counting (subitise). Counting to 5 using objects, fingers, songs. 	<ul style="list-style-type: none"> - To begin to recognise numbers 0-5 - Counting to 5 using objects, fingers, songs. 	<ul style="list-style-type: none"> - To match numerals and amounts. - Talk about and explore 2D and 3D shapes - Counting to 5 using objects, fingers, songs. 	<ul style="list-style-type: none"> - To describe a familiar route. - To use positional language such as in front, behind, on top. 	<ul style="list-style-type: none"> - To solve maths problems using numbers up to 5. - To say one number for each item in order 1,2,3,4,5.

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					<ul style="list-style-type: none"> - To recognise an error in a pattern. - To select 3D shapes to build a bus/train 	<ul style="list-style-type: none"> - Counting to 5 using objects, fingers, songs.
<p>Understanding the World (UW)</p>	<p>-Talk about similarities and differences between each other in class.</p>	<p>-Make connections between the features of their family and other families.</p> <p>-Begin to talk about their own life-story and history.</p> <p>-Development positive attitudes about the differences between people.</p>	<p>-Understanding the past through traditional tales.</p> <p>-Talk about different countries and the differences they have experienced or seen in photos.</p>	<p>-The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.</p> <p>-The children will learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>-Exploring the natural world. Planting and growing plants. Understanding the lifecycle of chickens and butterflies.</p>	<p>-Talk about the differences between materials and changes they notice.</p> <p>-Talk about different forces they can feel Explore how things work.</p>	<p>-The children will identify a variety of minibeasts that live in the Forest School.</p> <p>-They will use of all their senses in hands on exploration, of natural materials and animals.</p> <p>-They will explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden mini-beasts.</p> <p>-Learn to identify a variety of farm animals, matching adult animals to their young. The children will learn to understand the life cycle of a farm animal.</p> <p>To understand the need to respect and care the natural environment.</p>

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<p>Expressive Arts and Design (EAD)</p>	<p>Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments</p>	<p>Make models of their house and family. Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments.</p>	<p>To explore colour mixing. Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail.</p> <p>Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail.</p> <p>Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments.</p>	<p>To draw with increasing complexity and detail.</p> <p>Explore different materials and decide how to use them.</p> <p>Pretend/imaginative play to represent their experiences or create their own stories.</p> <p>Singing, dancing and playing rhythm instruments.</p>
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