

Berkswich Nursery Long Term Overview 2024-2025						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
General Themes (In-line with the seasons and what is all around us)	It is good to be me!	Autumn/ Lets Celebrate!	Our Wonderful World	It must be Spring!	It's time to rhyme!	Fun at the Seaside!
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Increasingly follow rules, understanding why they are important. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing Self-regulation: My Feelings •identify different feelings and emotions •express my feelings and consider the feelings of others •identify and moderate my own feelings •explore different coping strategies to help regulate my emotions •consider the reasons behind my emotions •explore the different adjectives that can be used to describe feelings •explore different facial expressions and what they mean	Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Building relationships: Special Relationships •talk about my family •talk about people that hold a special place in my life •talk about members of my immediate family and community •name and describe people who are familiar to me •understand that all families are valuable and special •see myself as a valuable individual •understand why it is important to share and cooperate with others •share my interests with my friends	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop appropriate ways of being assertive. Talk with others to solve conflicts Managing self: Taking on challenges •understand why we have rules •understand the importance of persistence in the face of challenges •show resilience and perseverance in the face of challenges •to work together as a group to overcome challenges •to learn and practise ‘grounding’ coping strategies	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Self-regulation: Listening and following instructions •understand why it is important to listen carefully •listen attentively and respond to what I hear •listen attentively to a story •show an ability to follow instructions involving several ideas or actions •understand why it is important to tell the truth and think about the feelings of others •be confident when trying new activities or challenges, showing independence and perseverance	Play with one or more other children, extending and elaborating play ideas. Building relationships: My family and friends •understand that we all have different beliefs and celebrate special times in different ways •think about the perspectives of others in the class •understand why sharing is important •understand the characteristics that make a good friend •think about why it might be difficult for others to be a good friend all of the time •consider why it is important to support each other by being kind •learn how to help, listen to and support others when working in a team	Develop their sense of responsibility and membership of a community. Managing self: My wellbeing •learn about the importance of exercise and explore how exercise affects different parts of the body •manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices •know and talk about the different factors that support their overall health and wellbeing: regular physical activity •learn how mindfulness can help our bodies to stretch, relax and stay healthy •be confident to try new activities and show independence, resilience and perseverance in the face of challenges •understand why it is important to be able to take care of ourselves and eat healthily •understand what it means to be a safe pedestrian
COMMUNICATION & LANGUAGE * WEEKLY STORY DOUGH TO IMPROVE VOCABULARY	•Chatter boxes- children talk about themselves, sharing favourite items from home, likes and dislikes •Understand how to use their listening ears •Listen to stories and songs with interest and engagement •Can listen to a short story	•Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”	•Start a conversation with an adult or a friend and continue it for many turns •Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. •Can talk to other children using vocabulary that reflects the breadth of their experiences •Use short sentences to explain	•Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” •Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	•Enjoy listening to longer stories and can remember much of what happens •Sing a large repertoire of songs	•Uses a wider range of vocabulary •Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	• Communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation (r, j, th, ch, and sh) • Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Use longer sentences of four to six words. • Learnt new vocabulary • Learn new nursery rhymes, songs and poems					

LITERACY	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	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	Write some letters accurately.	Write some or all of their name .
PHONICS	No sounds – focus on Rhyme time and settling children into your setting’s routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk
MATHS	Colour (2 weeks) Identify red, green, yellow, purple and blue objects. Explore other colours, discuss their favourite colour and match objects to the correct colour name. Matching (2 weeks) Match a range of objects such as buttons, pairs of shoes, prints and tower blocks made of the same colour. Identify matching Numicon shapes and begin to identify how they have the same number of holes. Sorting (2 weeks) Sort objects by a range of categories: size shape and colour and look at similarities and differences between objects. Number 1 and Number 2 (3 weeks) Subitise, count and match objects to the numerals 1 and 2. use Ten Town to further practise and embed fluency skills. Pattern (2 weeks) Describe, explore, create and continue AB patterns with natural objects. Children describe and predict ABC patterns using different colours/ Consolidation and Winter Activities (1 week)		Number 3, 4, 5 and 6 (8 weeks) Children will subitise and count objects using the counting principles. Children will be introduced to the numerals 3, 4, 5 and 6. Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers these are composed of. Learn 2D shapes such as triangles, squares, rectangles and pentagons and identify these by counting their sides. Children will use Ten Town to further practice and embed fluency skills. Height and Length Children compare the height or length of different objects using the vocabulary long, tall and short. Mass Children are introduced to balance scales. Explore what happens when they put different objects in them and investigate which is heavier and lighter. Capacity Explore containers that are full, empty or nearly full and nearly empty both practically and pictorially. Compare capacities of different containers by directly pouring from one to another.		Sequencing (1 week) Sequence pictures from nursery rhymes, their daily routines and from familiar stories. Pictorial language (1 week) Explore positions of objects using the vocabulary in, out, in front and behind. More/ fewer (1 week) Look at two sets of objects and identify which set has more and which set has fewer. 2D and 3D shapes (2 weeks) Learn to identify and recognise circles, triangles, squares, rectangles, cubes, cuboids, cylinders and spheres and begin to talk about some of their properties. Number composition (1 week) Children explore the different pairs of numbers that make up 3, 4 or 5. What comes after and before? (2 weeks) Children count and sequence numerals on a number track (up to 5) identifying what comes before or after a given number. Numbers to 5 (1 week) Count how many objects are in a set and work out what number is represented by different counting cards and then sequence them. Complete mazes by working their way through the numerals in the correct order. Consolidation of learning.	
UNDERSTANDING THE WORLD *UNDERSTAND THE EFFECT OF CHANGING SEASONS. DESCRIBE WHAT THEY CAN HEAR, SEE, SMELL AND FEEL WHILST OUTSIDE DURING DIFFERENT SEASONS THROUGHOUT THE YEAR.	•Begin to make sense of their own life-story and family’s history. •Talk about some of the ways I have changed over my life •Has a sense of own family and can remember and share events they have been part of •Continue developing positive attitudes about the differences between people •Show interest in different occupations (for example, dentists).	•Begin to understand the need to respect and care for the natural environment and all living things. •Explore how things work. •Explore and talk about different forces they can feel. •Learn about other cultures and beliefs – Diwali.	• Know that there are different countries in the world (look at the world map) and talk about the differences they have experienced or seen in photos (holiday’s they have been on). •Continue developing positive attitudes about the differences between people. •Learn about other cultures and beliefs –Chinese New Year	•Talk about what they see during Spring, using a wide vocabulary. •Make observations of the duck and butterfly life cycle through real life experiences. •Explore collections of materials with similar and/or different properties	•Plant seeds and care for growing plants.	•Use all their senses in hands- on exploration of natural materials. •Talk about the differences between materials and changes they notice.

RELIGIOUS EDUCATION	Creation/God- Why is the word God so important to Christians? •find out that for Christians the word ‘God’ is important as it is the name of someone very special. •know that God is the Creator and giver of life •know the order of the creation story from the Bible •know that Christians show that God is important to them in church when they gather together to pray to God and to sing his praise •learn the Lord’s prayer •think of ways that we can look after and care for our world	Incarnation. Why is Jesus' birth important? Why do Christians perform plays at Christmas? •understand that the Nativity story comes from the Bible •understand Christians believe that Jesus was once a very special baby •learn the different celebrations that happen during Christmas at church •learn Christmas carols that Christians sing •learn that for Christians, Jesus shows what God is like and how they can follow in His footsteps	A special book for Christians. Why are some stories special? •learn that the Bible is a very special book and we can read stories about God and Jesus in it. •learn that stories can teach people things •learn that Jesus told stories to explain important truths to people •learn that these stories are called parables and have a deep meaning •learn that these stories are found in the Bible •learn that there are other faiths which also have lots of stories that have important meanings.	Salvation. Why do Christians put a cross on the Easter garden? •learn about Lent and what it means for Christians •learn about what happened on Palm Sunday •look at why Christians use crosses to celebrate Easter at home and at church •Think about when we are sorry and ask for forgiveness	Church. What happens in our church. •Understand that worship is a time to learn more about God, ourselves and each other •Understand that worship can take place in different places including school and church. •Understand that Church is a special building for Christians, a special place to worship God •Understand that the church school is linked to a parish church and is part of the parish community •Understand how visitors from the church contribute to school life •Know that prayer is an important part of worship	Important People. Who are special people? Am I special? links to Christianity and other faiths) •learn that every person is special, precious and unique •know that Christians believe every person is created by God in His image •know that God wants a relationship with the people whom He has created •know that Christians and other people of faith try to help each other, since everyone is important. •know that the most special person for Christians is Jesus. •learn that we are all special we need to respect other people as valued and important.
SCIENCE	Our Body •learn about my body parts: the arms, legs, and chest •learn about my body parts: the hands and feet •learn about my body parts: the eyes and nose •learn about my body parts: the ears, mouth and hair •discover how our bodies change •explore our similarities and differences and how we are all unique	Weather and Seasons •learn about rain, ice, and water •Describe why the air moves •Explore snow and melting •Discover how rainbows are formed •Learn about the seasonal changes that happen in Spring and Summer bows are •Learn about the seasonal changes that happen in Autumn and Winter	Animals •Learn that animals are living things •Discover where animals live and what they need to survive •Explore where birds live and what they need to survive •Learn about farm animals •Learn about dinosaurs that lived on Earth	Materials •Learn about living and non-living things •Discover that some things can change shape •Explore the process of melting •Learn about different materials •Discover how to make the perfect sandcastle	Plants •Discover that plants are living •Learn about where plants and where they come from things •Explore how to look after plants	Space •Explore what is outer Space •Discover why rockets are important
COMPUTING	N/A	Computing Systems and Networks •To learn what a keyboard is and how to locate relevant keys •To learn how to log in and log out. •To understand why we need to log in and out. •To learn what a mouse is and to develop basic mouse skills such as moving and clicking. •To use a simple online paint tool to create digital art.	Programming •To follow instructions as part of practical activities and games •To learn to give simple instructions •To learn that an algorithm is a set of instructions to carry out a task, in a specific order •To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary	Computing Systems and Networks •To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary •To recognise that a range of technology is used in places such as homes and schools •To learn how to operate a camera and/or iPad and use it to take photographs.	Programming Bee Bots •To understand the meaning of directional arrows To follow a simple sequence of instructions •To experiment with programming a Bee -bot/Blue-bot To explore and tinker with hardware to develop familiarity and introduce relevant vocabulary •To learn that an algorithm is a set of instructions to carry out a task, in a specific order •To follow an algorithm as part of an unplugged game To learn to debug instructions, with the help of an adult, when things go wrong	Data handling •To understand how to sort and categorise objects. To explain how items have been sorted and categorised. To explore and understand the concept of branch databases •To understand how to represent data in a pictogram To understand how to read a simple pictogram

EXPRESSIVE ARTS AND DESIGN	•Begin to use instruments with increasing control to help them in expressing their feelings. •Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. •Using a variety of materials to create a self-portrait and a family portrait. We will be thinking carefully about what we look like, using mirrors to look at ourselves in order to create our pictures. •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	•Explore different materials freely, to develop their ideas about how to use them and what to make. •Develop their own ideas and then decide which materials to use to express them. •Join different materials and explore different textures. Make a diva using clay (Diwali) using tools. •To make rangoli patterns (Diwali).	•Explore colour mixing. •Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	•Draw with increasing complexity and detail, such as representing a face with a circle and including details. •Use drawing to represent ideas like movement or loud noises.	•Remember and sing entire songs. •Sing the pitch of a tone sung by another person ('pitch match'). •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. •Create their own songs, or improvise a song around one they know.	•Take part in simple pretend play, using an object to represent something else even though they are not similar. •Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park •Play instruments with increasing control to express their feelings and ideas
MUSIC	Exploring Sound •To explore using voices to make a variety of sounds. •To explore how to use our bodies to make sounds •To explore the sounds of different instruments. •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •Perform songs, rhymes, poems and stories with others •Sing in a group or on their own, increasingly matching the pitch and following the melody	Celebration Music •To learn about music from another culture •To respond to music with movement •Recognise that people have different beliefs and celebrate special times in different ways. •Listen attentively, move to and talk about music, expressing their feelings and responses. •Explore and engage in music making and dance, performing solo or in groups.	Music and Movement •To understand why songs have actions •To learn some simple Makaton signs to accompany a song • Listen attentively, move to and talk about music, expressing their feelings and responses. •Sing in a group or on their own, increasingly matching the pitch and following the melody. •Explore and engage in music making and dance, performing solo or in groups. •To explore beat through body movement •To explore pitch and tempo through scarf dancing and body movement	Musical Stories •To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. •To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. •To talk about how a piece of music makes you feel. • Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems and songs. •Listen attentively, move to and talk about music, expressing their feelings and responses. •Explore and engage in music making •To use actions to retell a story to music •To create a musical story based upon a familiar routine •To use instruments to represent moods or actions	Transport •To explore creating sound effects. • To explore making sounds at different speeds • To explore moving to different tempos •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •Perform songs, rhymes, poems and stories with others	Big Band •To discuss what makes a musical instrument • To use recyclable materials to create a simple representation of a musical instrument •Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Return to and build on their previous learning, refining ideas and developing their ability to represent them. •Create collaboratively, sharing ideas, resources and skills. •To copy and follow a beat •To play in time to familiar songs •To learn what an orchestra is • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
PHYSICAL DEVELOPMENT * WEEKLY STORY DOUGH TO IMPROVE FINE MOTOR SKILLS	Introduction to PE Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly	Fundamental Skills Skip, hop, stand on one leg and hold a pose for a game like musical statues. Show a preference for a dominant hand (tripod grip).	Ball skills Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and tooth brushing.	Games Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Gymnastics Go up steps and stairs, or climb up apparatus, using alternate feet. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Dance / preparation for Sports Day Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.