

Nursery Yearly Overview - Sept 2020

	Adult role - CP	Key stories	Phonics - Phase 1 (L&S)	Maths	R.E	P.E
<u>Autumn 1</u> Me & My Family	-Settling in - baseline - Establish and reinforce rules and routines	-My Dad is brilliant, My mam is fantastic -So much -Homes -It's harvest time	- Develop listening skills - Songs and rhymes - interactive stories - sounds, touch, flaps - Sound discrimination: familiar sounds - in the classroom, outdoors, home. - Story/other sound effects using voice.	- Counting rhymes - Counting 1-10 - Fingers to represent number in rhymes and stories - Making arrangements with shapes - Recognition of shape -Pattern	-Let's find out about Harvest.	MWM - The Gruffalo
<u>Autumn 2</u> Colour	- Establish and reinforce rules and routines -Alternate objective led planning & adult led activity - Stand-alone observations where opportunities arise.	- Diwali - Leaf Man - Planting a Rainbow -Brown Bear, Brown Bear -Something beginning with blue -Elmer -Christmas texts	- Songs and rhymes - Interactive and repetitive short stories - Sound discrimination: familiar sounds - in the classroom, outdoors, home. - Story/other sound effects using voice.	- Counting rhymes - Counting 1-10 - Fingers to represent number in rhymes and stories - Sometimes matches numeral and quantity - Shape arrangements - Recognition of shape - Seasons	-Let's find out about Diwali. -Let's find out about the Christmas story. - traditions, celebrations.	MWM - The Gruffalo Coaches Yoga
<u>Spring 1</u> People	-Alternate objective led planning & adult led activity - Stand-alone observations where opportunities arise.	-Winter -The dentist -Fire brigade -The Queens knickers - Guess how much I love you	- Songs and rhymes - Rhyming and repetitive stories - Mixture of aspects 2-5 activities and games.	-Cont. counting rhymes and aloud in routine -Subatise and recognition 1-5 -Counting objects 1-5 -Recognition of shape and discussion of properties -Seasons	-Let's find out about the Bible.	MWM - Aliens love underpants Coaches Yoga
<u>Spring 2</u> Nursery Rhymes	-Alternate objective led planning & adult led activity - Stand-alone observations where opportunities arise.	-Mr Wolf's pancakes -Incy wincy (animal rhymes) -Number rhymes -Miss polly had a dolly/humpty -down at the station (transport) -hot cross buns/Easter	-Songs and rhymes - Rhyming stories & development of length in stories. - Mixture of aspects 2-5 activities and games.	-Cont. counting rhymes and aloud in routine -Subatise and recognition 1-5 -Counting objects 1-5 -Non-standard measurement -Pattern and sorting -Exposure to money -1ps/£1	-Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).  -Let's find out about the Easter story. - Easter traditions and celebrations.	MWM - Aliens love underpants Coaches Yoga
<u>Summer 1</u> The farm	-Alternate objective led planning & adult led activity - Stand-alone observations where opportunities arise.	-Spring is here -Cows in the kitchen -Noisy farm -Rosies walk -The hen is dancing	-Songs and rhymes - Rhyming stories & development of length in stories - Mixture of aspects 2-6 games and activities.	-Reciting numbers to 10+ - Recognition 1-5 and beyond in environment and play. -Ordering number -Counting larger sets of objects -Positional language -Pattern and sorting -Non-standard measurement	-Let's find out about Christian baptism.	MWM - Tiny whale a fishy tale Coaches Yoga
<u>Summer 2</u> Animals	-Alternate objective led planning & adult led activity - Stand-alone observations where opportunities arise.	-Hairy McClary -Oi frog - The very hungry caterpillar - Dear Zoo -Giraffes can't dance - Commotion in the Ocean - Sharing a Shell	-Songs and rhymes - Rhyming stories & development of length in stories - Mixture of aspects 2-6 with introduction to oral blending and segmenting games and activities.	-Reciting numbers to 10+ - Recognition 1-5 and beyond in environment and play. -Comparing number -more and less -Representing data - pics -Seasons	-Let's find out about Raksha Bandhan.	MWM - Tiny whale a fishy tale Coaches Yoga

## Phonics Phase 1

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

### Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

### Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.