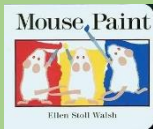
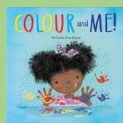
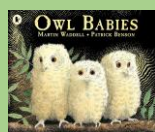

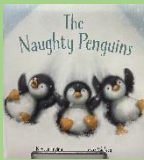
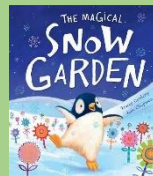

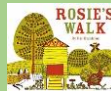

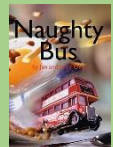







## Ashlands Nursery Class Yearly Overview 2023-2024

	Autumn Term		Spring Term		Summer Term	
Themes	<b>My Colourful rhyming world</b>  	<b>Into the night</b>  	<b>The Wonders of winter</b>  	<b>You choose your Adventure</b> 	<b>Spring has Sprung</b>  	<b>Off we go!</b>  
Characteristics of Effective Learning Underpinning our curriculum	<b>Playing and Exploring</b> Children investigate and experience things and 'have a go'. <b>Active Learning</b> Children concentrate and keep on going even if they encounter difficulties, and enjoy their achievements. <b>Creating and Thinking Critically</b> Children have and develop their own ideas, make links between ideas and develop their strategies for doing things.					
	<div><div><b>'Can Do' Bee</b> </div><div><b>Team Bee</b> </div><div><b>Thinking Bee</b> </div></div>					
<b>PSED</b> - Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.						
	Learning the school rules, routines and boundaries. Forming positive relationships with staff and peers. Turn taking, sharing resources. How to be a friend. Small communication groups to get to know each other and develop social skills. My feelings. Recognising similarities and differences between each other. Talking about our own families and introduce feelings through the use of 'zones of regulation'. Begin to manage personal needs. COEL - introduce characters and our class display.		Thinking about people around us who can keep us safe Thinking about keeping ourselves safe in both the indoors and outdoor environments. Understanding what is safe and not safe to put inside our bodies What foods keep us healthy Looking after our belongings and classroom <b>Keeping Safe/ Caring for our World (Rights and Respect)</b> <ul style="list-style-type: none"><li><a href="#">People who help me and keep me safe</a></li><li><a href="#">Safety Indoors and Outdoors</a></li><li><a href="#">What's safe to go into my body</a></li><li><a href="#">Looking after myself</a></li><li><a href="#">Looking after others</a></li><li><a href="#">Looking after my environment</a></li><li></li></ul>		Continuing to think about what is good for our bodies - drinking water, taking exercise and getting enough sleep. Reflecting on a positive mindset. <b>Growing and Changing/Being My Best</b> <ul style="list-style-type: none"><li><a href="#">What does my body need?</a></li><li><a href="#">I can keep trying</a></li><li><a href="#">I can do it!</a></li><li><a href="#">Growing and changing in nature</a></li><li><a href="#">When I was a baby</a></li><li><a href="#">Girls, boys and families</a></li></ul>	
	<b>Me and My Relationships/Valuing Difference</b> <ul style="list-style-type: none"><li><a href="#">Marvellous me!</a></li><li><a href="#">I'm special</a></li><li><a href="#">People who are special to me</a></li><li><a href="#">Me and my friends</a></li><li><a href="#">Friends and family</a></li><li><a href="#">Including everyone</a></li></ul>					

	Look at different festivals across the year, discussing family traditions and looking at how others enjoy celebrating. Look at Diwali, Bonfire Night, Christmas, Chinese New Year, Easter 19 <sup>th</sup> -25 <sup>th</sup> November - Road Safety Week - incorporate other ways to keep ourselves safe - NSPCC 'Pantosaurus'		
<b><u>British Values</u></b>	<p><b>The British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect &amp; Tolerance</b> are taught throughout Foundation Stage and built on through the rest of school.</p> <ul style="list-style-type: none"> <li>• <b>Democracy:</b> We make decisions together, for example, choosing equipment we want to use, voting on a story to read or snack for the day. We give children opportunities to develop enquiring minds in an atmosphere where questions are valued and as a team, we solve problems or find things out together.</li> <li>• <b>Rule of Law:</b> We want children to have a clear understanding of the expectations of adults and staff at school and for everyone to know why rules matter in school and at home. We share ideas for rules and codes of behaviour at school and sort out any differences by giving each party time to talk, listen to each other and decide on how to sort things fairly. We look at following laws in society to keep safe and well and reflect on this in the community when we go out of school and when our local PCSO visits school.</li> <li>• <b>Individual Liberty:</b> We want all children to feel free to be themselves and reflect and celebrate their differences and understanding we are all free to have different ideas and opinions.</li> <li>• <b>Mutual Respect and Tolerance:</b> We treat others as you want to be treated, for example listening to others, sharing and respecting everyone's opinions.</li> </ul>		

	The prime areas are a key focus over the year as children progress and develop at their own individual pace. New children also join in January and April and start their learning journey with us. We aim for all children to meet these key skills over their time with us and are ready for their Reception year. The skills will be continually visited throughout the year.		
	Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversation's children have with adults and peers throughout the day in a language rich environment is crucial. As we engage with the children we comment on their interests, echo back what they say to us and add new vocabulary and gently pose questions that invite them to elaborate on what they are saying.	Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.	Physical activity is vital in children's all-round development, enabling them to pursue happy and health lives. By creating games and providing opportunities for play both indoors and outdoors adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
<b>Prime Areas</b>	<b>Communication and Language</b> I can sit and listen to a story. I can talk about the stories I have heard. I can tell a simple story. I can hold a conversation using the words I have learnt. I can say a long sentence using 6 words. I can take turns in a conversation. I can answer a simple question. I can follow a 2-part instruction.	<b>Personal, Social and Emotional Development.</b> I can choose the activities I want to do. I can select the resources I need to achieve my goal. I can feel proud about being a member of Nursery. I can help my friends. I can be kind to my friends	<b>Physical Development</b> I can keep my balance when I walk along the stepping stones/balance beams. I can kick a ball. I can throw a ball. I can catch a large ball. I can bounce a ball. I can ride a wheeled toy. I can skip, stand on one leg and hop. I can hold a pose.

	<p>I can understand simple questions about 'who' 'what' and 'where'</p> <p>I can sing lots of songs.</p> <p>I can use talk to explain my play.</p> <p>I can use talk to explain my likes and dislikes.</p> <p>I can start to use talk to sort out disagreements with my friends.</p>	<p>I can look after the equipment in Nursery and help to tidy up.</p> <p>I can let other children join in my games.</p> <p>I can listen to and take on other children's ideas.</p> <p>I can accept that it is not always my turn first.</p> <p>I can come up with ideas to resolve disagreements.</p> <p>I can follow simple rules in a game.</p> <p>I can understand why we have some rules.</p> <p>I can follow simple rules and routines without being reminded.</p> <p>I can use my voice not my hands to make sure I am heard.</p> <p>I can talk about my own feelings.</p> <p>I can understand that other people have feelings too.</p> <p>I can manage by myself when I go to the toilet.</p> <p>I can wash and dry my own hands.</p> <p>I can tell you why I have to wash my hands.</p> <p>I can tell you why I have to brush my teeth.</p> <p>I can say some of the things I need to do and eat to keep me healthy.</p>	<p>I can climb up steps and apparatus using alternate feet</p> <p>I can paint on the easel, window or walls.</p> <p>I can hold a paintbrush and control it to make marks.</p> <p>I can follow and remember the actions in songs and rhymes.</p> <p>I can make up my own dances.</p> <p>I can choose the tools I need for a job.</p> <p>I can manipulate dough and use one handed tools to change it.</p> <p>I can use one handed tools e.g. spade for digging, spoon for stirring.</p> <p>I can hold scissors correctly and make snips in paper.</p> <p>I can pour myself a drink from a jug.</p> <p>I can peel an orange.</p> <p>I can use a safety knife to cut up fruit and vegetables.</p> <p>I can hold a pencil and use it to make marks.</p> <p>I can put on my own coat.</p>	
Opportunities for children to be taught and practise these specific skills will take place over the year in Nursery. Staff will support children to achieve their individual goals and be ready for their Reception year.				
<p>It is crucial for children to develop a life-long love of reading. Language comprehension develops when adults talk with children about the world around them and enjoy the books, rhymes, poems and songs they share together. Children should develop their phonological awareness through songs, poems, games and rhymes. Writing involves mark making</p>	<p>Developing a strong grounding in number, shape and measure is essential so that all children have the necessary building blocks to excel in maths. Children should be able to count and develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers.</p>	<p>Children need an understanding and respect for the place they live and know about different places in to world. They celebrate similarities and differences between people. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in natural.</p>	<p>It is important for children to develop stories and extend their imagination through pretend play. Children need time to explore colour, materials and textures and express themselves through a range of media. Children use songs and instruments to find out about pitch and melody and to create their own songs.</p>	

	and using some of their print and letter knowledge.			
<b>Specific Areas</b>	<p><b>Literacy</b></p> <p>I can understand print has meaning. Print can have different purposes. We read English text from left to right and top to bottom. There are different parts of books that I can name. There is a sequence to pages.</p> <p>I am learning too spot and suggest rhymes. Count and clap syllables in words. Recognise words with the same initial sound. I can talk about the stories I have heard. I can use some of the words I hear in books in my conversations. I can give meaning to the marks I make. I can make marks that represent writing. I can write some letters that I see around me when I write in play. I can recognise my name. I can write some of the letters in my name.</p>	<p><b>Mathematics</b></p> <p>I can recognise up to 3 objects without having to count them (subitising) I can recite numbers up to 5. I can recite numbers beyond 5. I can say 1 number name for each object I count, up to 5. I can use my fingers to represent an amount to 5. I can link amounts and numerals up to 5. I can say that the last number I reach when counting tells me how many there are. I can compare amounts saying if they are more or less. I can solve problems using numbers to 5. I can name simple 2D/3D shapes. I can use maths language to talk about shapes. I can use words to describe the position of an object. I can use words to describe a route or journey. I can correctly use size language to describe and compare. I can correctly use weight language to describe and compare. I can correctly use capacity language to describe and compare. I can use different shapes to make the models I have planned. I can notice and talk about simple patterns. I can create a repeating pattern. I can use first and next language to explain an event.</p>	<p><b>Understanding the World</b></p> <p>I can use all my senses to explore the world. I can explore and compare different materials. I can talk about the things I see around me. I can recognise and talk about the changes I see around me. I can talk about myself. I can talk about my family. I can use the things I know about different occupations in my role play. I can explore how different things work. I can plant a seed and look after it so it grows. I know what living things need to help them grow. I can talk about the different forces around me. I can see and celebrate my friends' differences. I can say that there are other countries in the world that may be different to where I live.</p>	<p><b>Expressive Arts and Design</b></p> <p>I can use the objects around me to extend my role-play. I can introduce a storyline into my role-play. I can use the small world toys to create new worlds. I can select the materials I want to use to express my ideas. I can decide how I want to fix and join materials. I can draw a picture and talk about what I have drawn. I can draw a person who is happy. I can draw a person who is sad. I can choose the colours I want to use to paint a picture. I can mix colours together and talk about the changes. I can listen to the sounds I hear around me. I can sing a song. I can play a musical instrument to accompany a song. I can make different sounds with a musical instrument or my voice. I can make up my own songs.</p>