

Nursery yearly overview

Autumn- I spy with my little eye...			
Expressive Art and Design	Painting	<p>Introduction to the painting easel and how to self-select paper, paint brushes and basic paint colours. How do we apply paint to paper? Looking at painting in strokes.</p> <p>Artist focus: Piet Mondrian Media and materials- using scraps of paper to mark make. Effects- using lines and the use of red, yellow and blue. Techniques- Pouring own paint- ketchup bottles, Using thick and thin paint brushes, Painting circles and lines</p>	<p>Continue with the self- selection of paint in ketchup bottles, children being encouraged to be more independent in their choices. Continue focusing on painting with straight or curved lines which will lead into the children painting objects. Show the children how you can use straight lines to paint a picture of a house etc.</p> <p>Introduce printing- firstly with hands and fingers (the children will be able to feel the pressure they are applying to make the image), then moving on to printing with rubber stampers. Show the children how to apply pressure to the item they are printing in order to gain an image on paper.</p>
	Drawing	<p>Drawing straight and curved lines with controlled pencil grip. Confining their marks to the page. Naming what they have drawn. Mark making with different tools- thick pens, crayons, chalks. Introducing thin pens, crayons, chalks as developmentally ready.</p>	<p>Artist focus: Franz Kline Techniques- Using lines of charcoal. Process- Most often chooses black on top of white and on large scales.</p>
	Collage	<p>Introduction to PVA glue and spreaders to attach paper to paper. Teach the children how to spread the glue with the spreader. Introduce other types of flat paper as the children become more confident with adhering the paper including tissue paper and crepe paper which can be harder to manage. Begin introducing other 'flat' objects that can be stuck. Introduce glue sticks as children become confident with the PVA glue.</p>	
	Sculpture	<p>Molding dough with our hands- how can we change the appearance of the dough- squash, squeeze, press, pinch Introduce simple tools- rolling pin. How do we use a rolling pin to change the appearance of the dough? Ensure the children are rolling and not pressing the rolling pin into the dough to cause the change.</p>	<p>Introduce means of cutting the dough such as play knives, rotary cutters etc. Demonstrate how to cut out shapes using simple dough cutters, showing the children how to apply the right amount of pressure to cut through the dough.</p>
	DT	<p>Building stable structures using familiar resources</p>	<p>Solid structures- solid structures are made of lots of smaller components which are put together for strength.</p>
Understanding the world	people	<p>My new friends- PSHE focus on making friends and following classroom routines My new teachers- building relationships with new adults.</p> <p>How do we celebrate? - Diwali, Christmas, birthdays, Harvest Birthdays- birthdays are a celebration of the day we were born. How old were you on your last birthday? Link to how the Queen celebrates her birthday. Remembrance Day- what is a poppy? The simple significance of a poppy (history link)</p>	
	Places	<p>My new nursery- becoming familiar with the layout of the nursery, including the outside area and how we look after our nursery by following 'choose it, use it, put it away' motto.</p>	

Science	<p>Biology- animals and humans Naming parts of the body</p> <p>Biology- animals and humans Naming the jungle animals from the story- Dear Zoo.</p> <p>Physics- The Earth Our day- day and night. What do we do in the daytime? What do we do at night time?</p>	<p>Physics- The Earth Seasonal changes- Autumn Noticing the changes in the local environment. What happens to the leaves on trees? How does the weather change? Naming collections of natural objects as tree's/ plants/ flowers/ sticks/ pebbles pebbles.</p> <p>Chemistry- investigate materials Explore and investigate everyday materials, using their senses, both indoor and outdoors. Use simple language to describe.</p>
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Spring – What a wonderful world!

Expressive Art and Design	Painting	<p>Enclosing a space with a paintbrush- circles (brief look at Kandinsky for inspiration) Paintbrush selection- thick and thin brushes and the different effects they create.</p>	<p>Artist focus: Van Gogh (flowers) Techniques-Using Straight and curved lines. Enclosing a space. Effects- using lots of small even strokes to create a pattern</p>
	Drawing	<p>Artist focus- Stik (street artist) Techniques-Enclosing a space to draw a face. Adding facial features. Expand on facial features of the face to adding a body. Process- using simple circles and lines to create people</p>	<p>Continue work on drawing faces- expanding facial features further etc.</p>
	Collage	<p>Explore basic collage and be given the opportunity to explore their preferred method of attaching materials. Children to explore paper tearing as a way of changing the shape of the paper they are using. Use a variety of papers. Start with standard paper, move on to sugar paper, then introduce tissue paper etc.</p>	
	Sculpture	<p>Playdough- prompt cards to make an object Focus on using fine motor skills to add details.</p>	
	DT	<p>Sliders- understand the sliders are made with a rod which move through being pushed and pulled.</p>	<p>Leavers and Pivots Leaver is a mechanism moves an object which has a pivot point at some point along its length.</p>
Understanding the world	people	<p>People who are special to me:</p> <ul style="list-style-type: none"> - Who am I? what makes me special? - My family- talking about their own lives and the significant people in their lives, including younger and older family members. <p>People who help me</p> <ul style="list-style-type: none"> - Doctors and nurses, firefighters and police <p>Celebrations- New Year, birthdays, Vaisakhi, Easter</p>	

	Places	Places that are special to me <ul style="list-style-type: none"> - My home- know that humans have built houses including different features of a home. - My Nursery and our school - My local area- family visit to the local park Features of a house and a simple look at the types of homes in the local community- house, flat, bungalow. What is a map used for? Using a simple map.
	Science Computing	<p>Physics- light and sight Exploring difference sources of light and introduce the idea of shadows through playing with simple light sources such as torches.</p> <p>Physics- movement and forces Explore and investigate how cars move and need a force (Push) to be applied to move a toy car. Explore how the use of a ramp at different angles can make the car travel faster.</p>
		<p>Physics- The Earth Seasonal changes- Spring Noticing the changes in the local environment. What happens to the trees? Can we spot any new flowers in our local environment? How does the weather change? Naming collections of tree's/ plants/ flowers</p> <p>Vocabulary Spring, seasons, change, growing, leaves, blossom, daffodils</p> <p>Biology- animals and humans Exploring the provision using the 5 senses to include- splashing in puddles, playing in the rain, walking through long grass and different textured surfaces. Using their 5 senses to explore Spring changes. What can you see/ hear/ smell/ feel?</p>
	Computing	Effective use of tools – technology gives us light, explore different sources of light and how the size of shadows is controlled by how close the source of light is to the object.

Summer – Off we go

Expressive Art and Design	Painting	<p>Artist focus: Georges Seurat (Pointillism) Colour Theory- Pouring own paint and exploring colour mixing independently. When painting, gives meaning to their marks. Prints with everyday objects Techniques- Using lots of little dots next to each other and our eyes then mix the colours (like the dots on a computer screen).</p>	<p>Artist focus: Banksy (wall art/ mark making) Techniques- Simple observational drawings/ copying skills on outside canvas areas. Painting on a vertical flat surface.</p>
	Drawing	Expand on drawing previously taught adding body parts/ details as developmentally appropriate for the children.	Simple observational drawings of still life- what can you see? How can we draw that? What type of lines do we need to use?
	Collage	Continue with collage work as spring 2, bringing in different textures/ sizes/ lengths for variety and to add challenge.	

	Sculpture	Cont with playdough- introducing different types of dough including a stiffer dough that requires more pressure to mold.	Explore clay- can they roll, wrist, squeeze, pinch the clay to change the shape of the clay.
	DT	wheels and axels wheels are a mechanism for moving things	Spreading using a knife to butter toast
Understanding the world	people	Developing an understanding of how other people help us to include: <ul style="list-style-type: none"> • Mums, dads, family members • Teachers • Shop keepers • Farmers Celebrations- birthdays, Eid Al Fitar	
	Places	Physical and human features within Leicester. Visit a local farm (family visit)- looking at the difference between town and countryside A map can show the whole world and there are different countries around the world. Link to different modes of transport we use to get to faraway places. Link with animals from different regions around the world, learning the animals names and the main name for their habitat- jungle/ desert/ polar regions etc.	
	Science	Biology- animals and humans Identifying the changes which have happened to the children as they have grown from a baby into a child. How have the children grown and changed? Biology- plants Explore what happens to seeds when they are planted in soil. What do the seeds need to grow?	Biology- animals and humans Learn that all living things need to be taken care of in order to grow, with a particular focus on farm animals.
	Computing	Remote control toys _To control the movement of remote control toys. Buttons can be used to control movement and direction.	

Physical development

Children's physical development, in both their fine and gross motor control, is tracked carefully through the year and enhancements are made to provision in order to develop these and fill any gaps within a child's physical development.

Music Curriculum- Nursery=

As a school we recognise the importance of children learning rhymes. Our Nursery children focus on learning a range of nursery rhymes (see nursery rhyme spine in literacy section of our website). We also focus on the listening aspects of music through Phase 1 aspects of letters and sounds phonics.

Using the Charanga scheme our Nursery children also access action rhymes and the associated musical activities for the following:

Head, Shoulders, Knees and Toes

The Hokey Cokey

If You're Happy And You Know It

I'm a Little Teapot

Name Song

Not too Difficult

Things for Fingers

Wind the Bobbin Up

