



Nursery Spring 1 Overview
Topic: Our Local Community

Week Commencing	5.1.26	12.1.26	19.1.26	26.1.26	2.2.26	7.2.26
Core Text	The Naughty Bus	The Naughty Bus	Small in the City	Small in the City	The Train Ride	The Train Ride
Key Vocabulary	bus, journey, building, red, journey, road, beans, people, in, under, through, headlights		city, buildings, small, map, places, school, park, bus, train, snow, park		town, farm, sheep, geese, station, train, sand, tractor, tree, window, hill	
Special Events			Marvellous Monday			Marvellous Monday
Listening and Attention <i>NELI Groups to begin in Spring</i>	To answer what questions	To answer when/where questions	To follow a recipe using two-part instructions	To answer simple questions including what, when and when. Begin to expose pupils to why/how questions	Begin to expose pupils to why/how questions	Begin to expose pupils to why/how questions
Speaking	To respond using relevant comments/vocabulary	To respond using relevant comments/vocabulary	To respond using a 4–6-word sentence.	To respond using a 4-6 word sentence.	To respond using a 4-6 word sentence.	To respond using a 4-6 word sentence.
Physical Development - Fine Motor	To correctly hold a pencil. To follow a pattern showing steadying control	To correctly hold a pencil. To follow a pattern showing steadying control (cotton buds and paint)	To correctly hold scissors and snip	To correctly hold a pencil. To follow a pattern showing steadying control	To use a knife and fork (holding this correctly) to cut playdough	Chopsticks
Physical Development - Gross Motor	Obstacle Course (recapping positional language) focusing on turn taking	Obstacle Course	To follow instructions (take turns throwing the beanbag into the hoops)	Ring Games- Mr Bear Mr Bear	Ring Games – Duck, Duck Goose	Parachute Games
PSED (Bi-Weekly)	To be more assertive (beginning to solve problems)		AFL: To know how to share and independently solve problems		To know the boundaries and the consequences of these	To know the boundaries and the consequences of these

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HSC (Bi-Weekly)		Oral Hygiene – brushing teeth. Why is it important?		To know how to keep healthy		
Literacy - Writing		Direction of print (L/R) including detailed pictures Focus: Where does the bus go?	Phonics Write	Detail of pictures Adding in writing Focus: Description	Phonics Write	Detail of pictures Adding in writing Focus: Map Drawing
Literacy - Reading	To talk about illustrations To look at the directionality of print	Extended talk about stories	To talk about illustrations To look at the directionality of print	To talk about illustrations To look at the directionality of print	Retelling a story using 4-6 word sentences/extended sentences	Extended talk about stories
Phonics Little Wandle Tuning into Sounds Rhyme Time	Humpty Dumpty / i What's in the Box / Blend from the box What's the Sound? Sound Patterns Syllables	Humpty Dumpty/ n Which words rhyme? Odd One Out	Incy Wincy Spider m What's in the Box / Blend from the box What's the Sound? Sound Patterns Syllables	Incy Wincy Spider d Which words rhyme? Odd One Out	Jack and Jill / g What's in the Box / Blend from the box What's the Sound? Sound Patterns Syllables	Jack and Jill / o Which words rhyme? Odd One Out
Maths	Height	Length	Same as	Pattern Sequencing (describing a pattern)	Pattern Sequencing (copying a pattern and continuing)	Making a pattern – making a 2 part pattern
Past and Present	To talk about buses				Similarities and differences between trains around the world	
People Culture and Communities				Local area and landmarks Maps		Role of a train driver

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The Natural World		Weather – how is it changing?	Exploring Winter			
Expressive Art and Design Rhyme of the Week – 5 per half term.	Junk Modelling – different modes of transport Miss Polly Had a Dolly	To make buses (loose parts) Miss Polly Had a Dolly	To design local cities Wheels on the Bus	To make maps Wheels on the Bus	To draw a concept (light) Old Mcdonald had a farm	To draw a concept (dark) Old Mcdonald had a farm
Music -Bi-Weekly	To develop complex stories (in the small world)		To explore instruments to sing a song – working collaboratively		To explore instruments to sing a song – working collaboratively	To use our bodies to respond to music

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